



A Level

History

Session: 2000 June
Type: Mark scheme
Code: 9020

A LEVEL
(former Cambridge linear syllabus)

A 9020

HISTORY

SAMPLES

MARK SCHEME FOR COMPONENTS
TAKEN IN JUNE 2000



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

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

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

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A-LEVEL HISTORY, 9020

Paper Thresholds (Raw Marks)

The maximum mark for each paper is 99.

	Total Candidates	A	B	C	D	E	N
9020/1	63	76	68	59	50	42	34
9020/2	952	76	67	58	50	42	34
9020/3	42	76	67	58	50	42	34
9020/4	1505	76	67	58	50	42	34
9020/5	234	76	67	58	50	42	34
9020/6	1	76	67	58	50	42	34
9020/7	297	78	69	58	50	43	34
9020/10	33	76	67	59	52	45	38
9020/11	768	76	69	60	53	46	39
9020/12	84	76	67	59	52	45	38
9020/13	1517	76	69	60	52	45	38
9020/14	346	76	69	60	52	45	38
9020/15	27	76	67	59	52	45	38
9020/16	38	77	67	59	52	45	38
9020/17	26	75	65	57	49	42	35
9020/18	65	76	67	59	51	44	37
9020/21	111	76	66	59	52	46	40
9020/25	1010	80	70	60	50	40	30
9020/85	1	80	70	60	50	40	30

The Paper 25 and 85 thresholds (in line with QCA's Code of Practice for Coursework) remain constant from year to year.

Standardisation of Marks

Each Paper's raw marks were mapped onto a uniform mark scale (UMS) as follows:

Paper	A	B	C	D	E	N
1-21	80	70	60	50	40	30

Overall Threshold Marks (UMS)

	Maximum Mark	A	B	C	D	E	N
2-Paper Combination	198	156	139	119	99	80	61
2 Papers & 9020/25 or 9020/85	297	236	209	179	149	120	91

Syllabus Results

There were 3055 candidates. The percentage awarded each grade was as follows:

	A	B	C	D	E	N
Cumulative	18.76	40.97	65.74	82.27	90.47	95.35
Change on June 1999	-0.48	+3.65	+5.30	+6.37	+3.34	+0.47

Special Paper (9444)

(shared with OCR's other three A Level History Syllabuses)

Raw Mark Threshold

Total Number of Candidates	Maximum Mark	Distinction	Merit	Unclassified
248	90	68	58	0

The percentage of candidates awarded each grade was as follows:

	Distinction	Merit	Unclassified
Cumulative Percentage	27.02	63.71	100
Candidates	67	91	90



RECOGNISING ACHIEVEMENT

UCLES

General Marking Instructions
June 2000

GENERAL MARKING INSTRUCTIONS

Examiners should refer to the OCR booklet 'Instructions for Examiners' for detailed guidance.

1 THE ASSESSMENT OBJECTIVES

The Assessment Objectives are as follows:

- (a) the ability to make effective use of relevant factual knowledge to demonstrate the understanding of an historical period or periods in outline and of particular topics in depth;
- (b) the ability to evaluate and interpret source material as historical evidence and to demonstrate facility in its use;
- (c) the ability to distinguish and assess different approaches to, interpretations of, and opinions about the past;
- (d) the ability to express awareness of change and continuity in the past;
- (e) the ability to present a clear, concise, logical and relevant argument.

Assessment Objective (b) will be tested mainly in the document-based questions. It is possible that evidence of attainment in any one of the Assessment Objectives may be demonstrated in an answer to the essay question. However, no attempt is made to allocate marks in essay questions to individual Assessment Objectives.

In practice, Assessment Objectives (a), (c), (d) and (e) will guide the reward of overseas scripts where document – based questions are not asked or not answered.

2 GENERAL GUIDE TO THE ASSESSMENT OF SCRIPTS AND THE ESTABLISHMENT OF STANDARDS

Each answer should be marked bearing in mind the Assessment Objectives stated above and the following basic criteria:

- (a) the **relevance**, accuracy and quantity of factual knowledge;
- (b) **effectiveness of presentation**: the ability to communicate arguments and knowledge in a clear, orderly fashion with maximum relevance to the question set. The clarity and general quality of English will influence an examiner's assessment as candidates whose English is so weak that they cannot express their meaning and arguments will automatically penalise themselves.

Examiners with scripts from overseas which may be in the candidate's second language must be particularly vigilant against penalising candidates over and above a self-imposed penalty.

- (c) evidence of the exercise of **informed historical judgement** and of the **awareness of historical context**.

It is not intended that examiners should attempt to isolate these qualities and reward them separately because they are inter-related. Their proper application will mean, for example, that long answers crammed with detailed knowledge will not be rewarded highly if the knowledge is not effectively applied and the answers show a lack of historical judgement. Conversely a convincingly argued, highly relevant and perceptive answer may be well rewarded although based on less overtly expressed knowledge.

All essay answers should be marked in such a way that the final mark awarded is a true reflection of attainment in the Assessment Objectives. Different answers awarded identical or similar marks may display very different combinations of qualities and marking therefore should be responsive enough to reward answers which demonstrate different combinations of argument and historical knowledge. However, in almost all cases, the generic mark bands and the question-specific mark scheme will provide guidance to examiners on the appropriate marks to be awarded. Examiners should seek the advice of Team Leaders about highly unusual approaches to a question.

3 GENERIC MARK BANDS FOR ESSAY QUESTIONS

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. In bands of 3 marks, examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer. In bands 2 marks, examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

When awarding all marks, examiners will remember that they are usually assessing the work of 18 year-old candidates who have studied the syllabus for two years as one of two History papers, usually in conjunction with other subjects, and who have only 45 minutes to write their answers.

Band	Marks	Levels of Response
1	21-25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material, ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18-20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that that a good solid answer has been provided. The writing will be mostly accurate.

- | | | |
|---|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | 16-17 | Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate. |
| 4 | 14-15 | Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend 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, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be more organised more effectively. The writing will usually be accurate. |
| 5 | 11-13 | Essays offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative; although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. The writing may show accuracy but will contain frequent errors. |
| 6 | 8-10 | Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weakness. |
| 7 | 0-7 | Essays will be characterised by significant irrelevance of arguments which do not being to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weakness. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points. |

4 QUESTION- SPECIFIC MARK SCHEMES FOR INDIVIDUAL ANSWERS

The notes on individual answers are not intended to give a 'correct' or complete answer. They are, rather, suggestions of what to look for and how to deal with different interpretations. They are based on the Principal Examiner's anticipation of likely responses and may be amended at the Standardisation Meeting in the light of responses encountered in early marking. When appropriate, suggestions are made about mark levels for the different approaches which are foreseen and in some cases limits are proposed for particular approaches to an answer. In many cases, examiners must use their judgement but, if in doubt about a particular answer, they should consult their Team Leader. The most important principle for examiners is the application of the generic mark bands.

5 ASSESSING NOTES AND INCOMPLETE ANSWERS.

Every answer must be marked individually and without reference to the others, with one possible and infrequent exception. Where three questions have been answered fully and well (perhaps at too great length), an incomplete answer may be marked a little generously at the discretion of the examiner, **where it is considered that there is evidence in the incomplete answer that the candidates would normally have completed a more successful argument.** When this discretion is exercised, the examiner must make a note at the end of the answer and on the front of the script for the benefit for anybody who may scrutinise the script later in the standardisation and reviewing stages. A maximum allowance of +2 is envisaged.

Throughout the mark bands, answers which are very largely in essay form but which are completed by notes may be awarded marks in one band lower than that normally awarded.

Purely note form answers which show relevance and basic understanding and knowledge can be award marks up to 6.

6 DOCUMENT – BASED QUESTIONS

- (a) Marks for a sub-answer should be written in the right-hand margin at the end of that sub-answer.
- (b) The marks for the sub-answers should be repeated at the end of the answer and the total indicated (e.g. 1 + 2 + 2 + 3 + 3 = 11). The total mark should be ringed in the right-hand margin of the script.
- (c) The overall total **only** should be recorded on the grid on the first page of the script.
- (d) $\frac{1}{2}$ marks may be used if further credit is earned by amplification or illustration of a point already made or, conversely, if a valid point is made in a garbled or unclear way which makes the full mark inappropriate.

- (e) A $\frac{1}{2}$ mark is acceptable in a sub-total but a $\frac{1}{2}$ mark in the final total must be rounded up. The total mark for the question must be in whole numbers.
- (f) Answers need not be long to merit high marks. Reward answers which are direct but concise. Reward selection of relevant material and appropriate comment rather than paraphrases. Quotations should only be rewarded if used to substantiate or illustrate relevant points made in the candidate's own words.

7 STANDARDISATION MEETING

All examiners are expected to attend a Standardisation Meeting as a condition of appointment. This will discuss the question paper, mark scheme and some sample scripts. Examiners should begin marking in pencil in advance of the Standardisation Meeting to develop a general 'feel' for the scripts. These scripts should be reviewed in the light of decisions made at the Standardisation Meeting. Marks in pencil should be crossed out and replaced by marks in red. It is good idea to note on the marking scheme any general or specific points which arise out of this preliminary marking.

The Standardisation Meeting may revise the question-specific mark scheme either in detail or substantially. Decisions made at the Standardisation Meeting override anything in the question-specific mark scheme in this document. Examiners must note and apply any such revisions. OCR will issue a revised mark scheme if the changes are substantial. Any preliminary marking done before the Standardisation Meeting must be reviewed in the light of its discussions.

8 STANDARDISATION OF EXAMINERS.

Information about the standardisation samples, which are used to ensure a high level of uniformity in marking standards, are given in the OCR booklet 'Instructions for Examiners'. It is vital that the specified procedures are followed and that examiners adhere to the timetable. Delay by an individual examiner may affect decisions about a team of examiners.

The dates for the despatch of standardisation scripts will be agreed at the Standardisation Meeting. Examiners are asked to include as wide a variety of questions and range of marks as possible in this selection. However, scripts to which a total of 30 or less has been awarded should not be sent, unless for very particular reasons. Such scripts are rarely useful for standardisation.

It is vital to keep a record of the marks awarded to these scripts in case they are lost in transit.

Please send a stamped self-addressed envelope with the standardisation scripts.

Apart from the standardisation scripts, examiners should always post scripts in their centre envelopes, with attendance registers, and a centre should not be split.

9 POSITIVE MARKING

Examiners should be positive in awarding marks for what is written without being influenced too much by omissions. The marks should represent what the candidates have accomplished and even the most successful answers may have omissions which could have been rectified if the candidates had been allowed a longer period of time. Examiners must not 'penalise' i.e. subtract marks from what answers are otherwise worth. Candidates penalise themselves by failing to gain marks, e.g. for accuracy and relevance. However, the question-specific mark scheme gives guidance on significant omissions, which affect the quality of the response to the question, and to which ceilings should therefore be applied.

10 USE OF THE MARK RANGE

It is important to spread the range of marks to avoid bunching the candidates and to ensure that scripts are ranked in order of merit. This is not an invitation either to be generous at the top or to undermark at the bottom but is a reminder that all of the mark bands are available, to be used appropriately.

It is important to be consistent across the whole range of marking. Examiners are reminded that totals in the 37-41 range are significant because it includes many candidates. It is also very important to be accurate in the assessment of weak scripts because grades are awarded on aggregate marks and candidates may be more successful in their other paper(s).

When things go wrong, it is usually for one of two reasons: either an examiner may play safe and bunch marks around the middle, or an undue severity may creep in because examiners look for omissions and errors rather than rewarding what has been written.

11 MARKING SCRIPTS

It is important that significant errors are crossed out. A wavy line in the margin is the usual sign for irrelevance; an omission sign is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Similarly ticks should be used to indicate sound points or knowledge and double ticks for a point particularly well made.

***** Each page should bear at least a tick or the examiner's initial to indicate that it has been read.**

A comment at the end should draw attention to the good and bad qualities of the answer. It is worth remembering that the purpose of the symbols and comments is not only to help examiners to arrive at a fair mark but also to indicate their thinking to reviewers. This will help others who may review the script to understand how the examiner's mind has been working and is as important when a paper has one examiner as when it is marked by a team of examiners.

There are specific stages when comments and other evidence of marking are useful, such as the Standardisation of scripts, the Grade Review Meeting, and appeals. Scripts are now more open to public scrutiny and they may be made available to centres.

Examiners should take care that the comments are appropriate. They should be relevant only to the Assessment Objectives and to the question-specific mark scheme. Inappropriate comments include direct or implied criticism of a centre's teaching humour and sarcasm.

Scripts should be marked in red, **including those initially marked in pencil for the Standardisation Meeting**. The marks for answer should be ringed in the right-hand margin at the end of each question. All marks for responses to the sub-questions in the document-based question should be recorded unringed in the right-hand margin. They should be repeated at the end as indicated in Para 5(b) and the total should be shown as a ringed mark in the right-hand margin at the end of the question.

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

12 RUBRIC INFRINGEMENTS

If a candidate answers more than the specified four questions, all must be marked. The four highest marks should be awarded and included in the total for the script. The marks of any other answer should be reduced to 0 and a clear note of explanation made at the end of the prohibited answer and on the first page.

It is not a rubric infringement to fail to answer sufficient question but it is helpful to write an explanatory note on the first page of incomplete scripts.

If several candidates from a Centre are guilty of a rubric infringement, the Principal Examiner and Subject Officer at OCR should be informed.

Very occasionally examiners will find examples of offensive or disturbing material. The OCR booklet 'Instructions to Examiners' offers guidance to examiners. It usually represents facetiousness or mildly expressed criticism of the examination which can be ignored.

Notes such as 'Run out of time', 'Left examination early' which are written on scripts by invigilators or candidates should be ignored and the answers marked normally.

SYLLABUS 9020

If candidates answer a prohibited* essay question which corresponds to the document-based question which is attempted, the answer to the *essay question should be reduced to 0 and a clear note of explanation made at the end of the prohibited answer and on the first page.

UK centre candidates are required to answer a document-based question. If a UK candidate fails to do so, all the essay answers must be marked and the three highest marks should be used to obtain a total for the script. A mark of 0 should be awarded to the least successful answer. 'No Document Answer' should be written on the top of the first page. In the very rare event of a candidate answering two document-based questions, both should be marked and the higher total should be awarded. The less successful of these answers should be awarded 0.

13 ENTERING MARKS ON THE MARK SHEETS

Examiners should ensure that:

marks for individual answers are transferred correctly to the grid on the first page;

the total mark for the Document-based question is correct;

the marks for individual answers are totalled correctly;

the total mark for the script is transcribed correctly on the mark sheet;

a Checker checks that the recording, addition and transfer of mark to mark sheets has been accurately undertaken **but the prime responsibility for all accuracy remains with the Examiner.**

14 INCLUSIONS FROM CENTRES

If centres include material such as requests for special treatment for candidates, explanations of additional time awarded or complaints, the scripts should be marked normally and the additional material sent to OCR.

15 REPORT ON THE MARKING OF SCRIPTS

As soon as you have finished your marking, complete the Assistant Examiner's Report Form and send it to the Principal Examiner, not to the Team Leader. The forms provide useful evidence in the preparation of the Principal Examiner's report.

16 OVERALL

Apply the mark scheme consistently, noting any amendments made at the Standardisation Meeting.

Please keep up to date with marking and observe the dates given for the despatch of materials. If you are unable to do so for any reason. Please inform the Team Leader or Principal Examiner and OCR as soon as the difficulty becomes apparent.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/1
June 2000

English History to c. 1500

- 1) (a) Simple identification and explanation are required for the marks in each case.
- (i) The Poitevin favourites should be identified and the reasons for the baronial objections to them.
 - (ii) Magna Carta was issued in 1215 and reissued during the minority as a guarantee of good government. Mention should be made of government in conjunction with a baronial council.
 - (iii) Raising money for the pursuit of the Sicilian business should be identified as the occasion of the Provisions of Oxford.
- (b) The usefulness of the document should be assessed in the light of its provenance and especially the support given to Henry III by the papacy. The partisan nature of the document can be judged from the circumstances of its issue and its language and content.
2 marks for the context
2 marks for internal evidence from the document.
- (c) Candidates would be right to see some measure of agreement.
1 mark for a general statement based on the authorship and provenance of the documents.
2 marks for a general summary of both documents showing dis/similarity of their views of the Provisions of Oxford.
Good answers should reflect the view that the documents both condemned the Provisions but each with reservations: A challenges the order of natural justice while D objects to the diminution of Henry III's power and the depression of royal dignity. While A allows that the first four clauses are 'the more lawful', D inclines to the view that the restoration of Henry's power means the absolution from his oath to maintain the provisions. D allows more than A in that anything which is to the honour of the church is to be kept.
1 mark is to be reserved for a statement on extent.
- (d) Aim: evaluation of given view in the light of these documents.
A – is from a pro-Henry source which condemns the Provisions and does not allow a view to be taken on 'how quickly'.
B – shows how worried the Baronial party was about the likely reaction to the Provisions. This can be used to argue 'quickly'.
C – is a catalogue of the royalist complaints about baronial government and shows that by 1261 there was a degree of hostility without which the king would not have had the support needed to produce the royalist reaction.
- Marking
- | | |
|-------------------------------------------------|-----------|
| General statement | 1 mark |
| Argument but little direct use to the documents | 2 marks |
| Answers making full use of the documents | 3-4 marks |
| Full and critical use of documents | 5 marks |
- 1 mark held in reserve for extent.

- (e) Evidence for this view may be found abundantly in A and B; C focuses more on the extent to which the baronial advisers inhibited government while in D the pope is showing rather more limited concern. At the very least, other evidence may be found in the Provisions of Oxford and in many other places in the document book.

Marking

General statement	1 mark
Argument but little direct use of the documents	2 marks
Answers making full use of the documents	3 marks
Full and critical use of documents and other evidence	5-6 marks
1 mark held in reserve for extent.	

- 2) Critical focus on the quotation will be needed for Band 3 with increasing sophistication of knowledge and argument for the higher bands. Better candidates are likely to focus on a limited chronological span with an awareness of the limitation of small chronological periods in answering questions about Roman Britain as a whole. Comparison of the military functions of towns and villa life in the third century and after, with reference to precise archaeological evidence, will form the basis of these answers.
- 3) Satisfactory answers are likely to begin with the identification of Germanic institutions: the tribal leadership from which the monarchies of the heptarchy were ultimately derived; the persistence of Germanic deity names in English place names. Candidates might argue from the paucity of survival of British institutions that a convincing answer to the question is impossible. There may be focus on the illiteracy of 5th century Anglo-Saxons and hence the reliance on written evidence of much later periods, though sparse archaeological evidence tends to confirm much of Bede's account.
- 4) Good answers will start from an analysis of the arguments put into the mouths of the protagonists at the court of Ethelbert by Bede. The support of the king and his Christian wife were probably of more importance than the arguments. They will suggest that the success of the Augustinian mission was short-lived and that the success of the conversion owed as much to the mission as to the later organisation of the southern church by Theodore of Tarsus, and the working-through of the decision of the Council of Whitby. Narratives of the conversion should attract marks in Band 5, if there is some concentration on the arguments.
- 5) Edwin did more to extend the boundaries of the kingdom but Oswald's reign extended the influence of Northumbria. Edwin was king from the Forth to the Trent and drove away the Britons of Strathclyde from the east. He developed an alliance with Kent by his marriage to Ethelburga. The fact that Oswald died at Oswestry demonstrates that his influence stretched beyond Northumbria and his influence caused Cynegils of Wessex to convert to Christianity in 635.

A well-informed comparison of both kings is needed to secure marks in Bands 1 and 2 with a general comparison, which is perhaps less well-informed, will qualify for Bands 3 and 4. Implied comparison will be found in Bands 4 and 5 and narrative efforts will fall into Band 5.

- 6) Reasons/success should have approximately equal weighting for Bands 1 and 2 with a mark in Band 3 for an answer which is otherwise sound but which ignores reasons or success. Reasons might include: continuation of the work of a distinguished predecessor; prevention of Danelaw siding with Mercia against Wessex; West-Saxon kings attempting to enhance their standing; protection of North West from attacks by Norsemen from the Irish Sea littoral.

Among criteria for success might be: by 954 Eadred had driven out the Norse King Eric Bloodaxe from York; Athelstan's defeat of a large army at Brunanburh; the latter's ability to make laws for the whole of England.

- 7) This is a question about government as a whole and good answers will seek to set the shire-reeve in the context of government as a whole. Accounts of what the shire-reeve did, or descriptions of Anglo-Saxon government, should qualify for Band 5. Descriptions of government which emphasise the role of the shire-reeve should reach Band 4 with an occasional 3.

- 8) A starting point for good answers is likely to be definition of 'reign as an English king'. This will probably emphasise his relations with the church, with foreign kings and Law Codes derived from those of Ethelred II and Wulfstan. His innovation, the creation of the greater earldoms, was probably the point of departure. His securing of 20 years of peace ensured by his concern for government, his marriage to his predecessor's widow, his letters to the English of 1017 and 1027 promising good government and even his purging of Eadric Streona.

Full descriptions or narratives of the reign should be enough for Band 5 with narrative interspersed with effective comment in Bands 4 and 3. Attempts to balance English king/Danish conqueror will merit Band 2 and above.

- 9) There is little positive outside the military achievements: victories at Stamford Bridge and Gate Fulford and the closeness of the defeat at Hastings. The more perceptive will examine factors like the success with which he persuaded the English nobility to defend their land and the ease with which armies were raised for the engagements of 1066. While much may be made of the continuation of government after the death of Edward. Those whose assessment is exclusively based on the negative side of 1066 are likely to be limited to Band 5, with the features outlined above prominent in the work of candidates in Band 3 and above.

- 10) The submission of Winchester and the collapse of resistance in London is probably a starting point for reasons. The absence of English leadership and the military power of the Normans built on the initial successes as did the coherence of the new governing class. There should be some concentration on the suppression of the risings of 1067-70 with account taken of the difficulties involved. Finally, candidates will mention the new spiritual leadership and the transformation of method of government. Many of these factors will be found in Band 2, with some of them in Band 3. Narration will probably be the characteristic of the Band 5 work with mixture of comment and narration in Bands 3 and 4.

- 11) Convincing answers to this (Band 3 and above) will depend on detailed local knowledge. Castles were built to dominate the towns and often the surrounding countryside so their construction entailed much demolition. General accounts of the impact of the Norman Conquest are likely and will reach Band 6, 5 if there is some reference to the castles themselves.
- 12) Descriptions of the reforms undertaken in the reign of William I and those attempted under William II should qualify for low Band 4 and Band 5. These are likely to include Lanfranc's reorganisation of the English church, especially the monastic reforms and those of the cathedral foundations. The resistance to the Gregorian reforms of the later years of William I should be noted on the negative side. Band 3 and above will explore the extent to which there were substantive changes from Anglo-Saxon times and how much the decadence of the English church was a product of Norman propaganda.
- 13) Good answers (Band 3 and above) will analyse the continuity of the administrative reforms from the reign of William Rufus. Bands 4 and 5 are likely to be mainly descriptive of the changes under Henry I with emphasis on the Exchequer, justiciarship, popular courts and the use of the new men against the feudal magnates.
- 14) It is arguable that, if reassertion of royal rights includes mastering the barons, then Henry II continued Henry I's policy of subordinating the feudal magnates to royal rights. Most answers will make the overhaul of the judicial system and its increasing bureaucracy their main points. But Henry II had different priorities at different times. He was abroad for a total of 21 years out of his reign and his interests in Anjou and Maine were important. Ireland and Wales were also important as was the recovery of losses during the reign of Stephen, including the independence of the church and coping with his difficult wife and family. Each year candidates expect a question of Becket and those who write about this alone will struggle to Band 6.
- 15) A focus on only will be required in essays reaching Band 3, with Band 4 for those which concentrate on 'causes of Magna Carta'. Bands 1-3 essays will attempt to set 'recovery of feudal privileges' in the context of Magna Carta, and the reign of John as a whole and will probably cover many of the following factors: attempts over the whole of the preceding Angevin period to master the baronial classes, especially during the omnipresence of the king after the loss of Normandy which contrasted with his protracted and frequent absences during the two previous reigns; attempts to maximise royal revenues during a period of price rises; failed foreign adventure to recover Poitou which heightened baronial discontent; the renewed confidence after peace with the papacy in 1215; royal paranoia.
- 16) The question requires candidates to balance the influence of the Lord Edward against other factors. Those who do this successfully will be rewarded in Bands 1-3 while narrative accounts of the defeat of Simon de Montfort at Evesham will qualify for Band 5, with Band 4 for those candidates whose narration includes some evaluation of the part played by Edward.

The military skill shown at Evesham and the promises he made to rule in accordance with the provisions of Oxford may be credited to Edward but much may be said about Simon de Montfort's weaknesses: his rule after Lewes was self-seeking, perhaps dominated by his patronage of his sons, and so he lost the wide sympathy he seemed to have after Lewes. There followed his failure to secure the Severn valley and numerous defections from his side, for example Gilbert de Clare.

- 17) This is unlikely to see many takers and those who try it will probably be limited to description of foundations and methods of instruction (Band 5 at most). More sophisticated explanations will deal with foreign influence with that of Paris and the friars prominent. Candidates should reflect that twelfth century England had important schools at Oxford, Lincoln, Northampton and London. By the thirteenth century the trend was away from the monasteries to the secular clergy and the mendicant orders and careers were open in the church to bright young men who had been through the schools. Intellectual factors include: the rediscovery of Aristotle and the spread of the scholastic method gave an impetus to scholarship in England and Oxford in particular where Robert Grosseteste and Roger Bacon attracted students. Moreover, the Dominican and Franciscan orders attracted some of the best minds in England and the fierce debates within and between these orders stimulated the growth of theological study.
- 18) More is required than an account of the royalist successes at the battle of Boroughbridge (Band 5). Despite his wealth and connections, Thomas had few personal resources: he failed to keep the loyalty of his supporters (Badelsmere) and to stop his tenants rebelling (Banaster). He was also politically naïve and his negotiations with the Scots attracted a charge of treason. But the period after the Ordinances was one of famine accompanied by Scottish raids in the North and revolts in Wales. A good answer (Band 3 and above) will balance these factors and argue towards a conclusion which focuses on extent.
- 19) For much of this period the war was not pursued. The following factors may be examined: lack of money – no help from Italian bankers; lack of success therefore unpopular; domestic difficulties which culminated in the Good Parliament; rebellion of the barons of Aquitaine; Charles V's success in avoiding facing the English in open battle and at withstanding sieges; the dotage of Edward III; the influence of Alice Perrers and the illness of the Black Prince. These factors will be prominent in explanation in Band 3 and above with narration of this period in the war amounting to Band 5, if full.
- 20) The effects of the Black Death are likely to be very well known so the band into which the essay falls will depend on the skill with which the candidates deal with 'far outweighed'. The argument will concentrate on: the fall in population with its impact on landowners and labourers; the effects of the Statutes of Labourers as a possible cause of the Peasants' Revolt: changes in agricultural tenancies which arguably led to the end of the manorial system and villeinage.

21) The Merciless Parliament attempted to keep the king under similar restraints that had been in place when he was a minor. Thereafter, during a period of peace, he built up a party of loyalists which he used against his critics. During the 1390s the Lords Appellant were picked off one by one and the last two years of the reign were tyrannous.

22) It is unlikely that there will be many attempts on this question. Candidates who engage in generalisations about the Renaissance should score Band 5 unless there is some attempt to relate these generalisations to English works of art (then Band 4). Essays in Band 3 and above are likely to show knowledge of the individual works of art and will probably be by experts, so top marks are likely.

The main European influence in the fifteenth century was the culture of Burgundy via the close contact with Flanders. Affluent Englishmen patronised the work of Petrus Christus and Hans Memling. There is little evidence of Italian influences at this time.

23) This question will be the hiding place of the desperate or the *piece de resistance* of the highly knowledgeable.

Wyclif's writings were probably no more than the second hand inspiration of the Lollards and there is no sense in which Wyclif led a movement. Candidates should show evidence of knowledge of the major points of Wyclif's polemical writings, his treatment of the church's wealth and his emphasis on the unworthiness of many clergy and demonstrate the appeal of these writings: hostility to ecclesiastical organisation and belief in the validity of individual biblical interpretation. His work was done at Oxford until his radical ideas and their condemnation brought loss of support from his influential patrons and his withdrawal from the university.

24) Henry V continued the strategy of Edward III in France and won victories at Agincourt (1415), Cravant (1423) and Verneuil (1424). An account of his victories should suffice for Band 5 and for Band 4 with some attempt to assess them. More sophisticated assessment based on accurate knowledge of strategy and tactics will be found in the upper reach of Band 3 and Bands 2 and 1.

25) Narrators of the Wars of the Roses are likely to be restricted to Band 5 unless some focus on the quotation emerges. A clear focus on the wording of the quotation and informed discussion will be found in work at Band 3 and above.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/5
June 2000

HISTORY: ENGLISH HISTORY 1450 – 1974**DOCUMENT BASED QUESTIONS****1. The reign of Henry VIII: the debate over Holy Days and Images**

- (a) (i) 'going about on pilgrimages' Document D, line 30 (2)

Refers to the Roman Catholic belief that visiting a sacred site such as Canterbury, Walsingham or Winchester contributed to salvation. 1 mark for an example and 1 for development such as the doctrinal implication or mention of the abuses of pilgrimages or even Chaucer.

- (ii) 'The Archbishop of Canterbury' (Document E, line 42) (2)

1 mark for Thomas Cranmer and 1 for his role in the 1530s, e.g. in ending Henry's marriage, promoting English bible, etc.

- (b) Compare the reasons given in Documents A and C as to why the number of holy days should be reduced. (6)

Both A and C agree that there are too many holy days, that they lead to idleness and excess and that behaviour is far worse than on other days. Both suggest that holy days in moderation are acceptable. A argues that God is displeased by the large number while C includes some practical reasons to cut them down such as the needs of the nation and the effect on the harvest as well as agreeing with A about spiritual ill effects in the undesirable outcome for men's souls. For full marks points made by both documents and reasons given by only one should be included. Answers which deal with each document separately but do not compare should be limited to 4 marks.

- (c) How useful are Documents B, D and F in revealing people's attitudes to religious images? (7)

Document B attempts to show congregations how images should be used. It tries to discourage worship of images, which suggests this was a popular practice, as otherwise it would hardly be mentioned. Similarly the superstitious offerings referred to in D would not be forbidden if they had never been prevalent. The sources support each other and indicate that the use of images was a popular part of worship. Both also seem keen to incorporate the acceptable use of images into the changing church to reassure worshippers, which is a reliable and realistic view. Document F also encourages the proper use of images 'examples of all their virtues'. But its prohibition of doing 'godly honour to them' and its references to expensive decoration of images, pilgrimages to images and calling on them for aid suggest that these practices were widespread. Thus the three documents confirm one another to a considerable degree and the picture they give of people's attitudes to religious images may be regarded as reliable. 2 marks for relevant points from and comments on each document and 1 for overall comment.

- (d) 'The main aim of the reforms of Henry VIII as Supreme Head of the Church was to wipe out superstition.' How far do these documents, and any other evidence known to you, support this assertion? (8)

All the documents reflect the statement to a degree. Holy days, images, pilgrimages, the rosary, fasting, veneration of relics, idolatry in the kneeling to images are all denounced. Other aims do emerge as well. Shaxton wants to encourage preaching and education for the laity. Wriothesley's chronicle makes it clear that one aim was the primacy of scripture while the Ten articles and the King's Book suggest that even images could be used appropriately as examples, to teach the ignorant and to promote spiritual thoughts. So the documents show a more positive side and not just the ending of superstition. Document E hints at material motives, by mentioning the riches of the monastery. Other evidence could well be cited to expand on this. There is plenty to choose from in the Dissolution. Henry's aims could be seen in the Supremacy and his control of the church which enhanced his power. Maximum of 5 marks if no other evidence used or no use of documents.

2. The English Civil War: Reform of the Church of England

- (a) (i) 'the punishment of godly ministers' (Document A, line 5) (2)

Refers to Laudian trials of puritans during the 1630s. The reference goes on to cite Prynne, indicating that the author has in mind the trial of Prynne, Burton and Bastwick, who became puritan 'martyrs'. Prynne was actually a lawyer, not a clergyman. 1 mark for basic statement, 1 for development.

- (ii) 'the division between the two kingdoms' (Document A, line 7) (2)

Refers to the Bishops' Wars and the events which led up to them. The main cause was the attempt to impose a new prayer book in Scotland, which leads the petitioners to blame the wars on the Laudian clergy. 1 mark for Bishops' Wars, 1 for any reasonable development.

- (b) Compare and comment on the attitudes to reform of the Church of England revealed in Documents A, B and E. (6)

Candidates should realise, from its last sentence, that Document A is a report of the Root and Branch Petition, which demands abolition of the bishops 'root and branch'. This became the most important and most controversial puritan demand for reform of the church. Document B shows how controversial it was: Strangeways is quoted as defending the bishops, linking the demand for 'parity' in the church with the undermining of the social and political hierarchy. The document notes that a decision on the matter was deferred at the suggestion of D'Ewes. As well as demanding the abolition of the bishops, the Root and Branch Petition as reported in Document A attacks ceremonies, Arminian and popish books, the High Commission, the Bishops' courts and the support of the Arminian clergy for divine right. Document E, a counter-petition from Huntingdon, acknowledges the need to remove some ceremonies and abuse in church courts but argues that these issues have been used as an excuse to attack the bishops and the prayer book. It responds by demanding the retention of 'the present government of the church' and 'the form of divine service.' Up to 4 marks for paraphrase of the documents, the other 2 for explicit comparison.

- (c) In the light of Documents A, D and F, how reliable are the views expressed in Document C? (7)

Document C attacks the Papists, the bishops and 'the corrupt part of the clergy' (i.e. the Arminians). The language is emotive: 'malignant and pernicious design', 'tyranny and usurpation'. Candidates should be aware that the Grand Remonstrance expressed the root and branch view about the church, so it is no surprise that Document A shows that the petition expressed very similar views, even to the extent of using the same phrase, 'the corrupt part of the clergy'. Document F also expresses similar views, linking the papists, 'their supporters' and the bishops. Like the Root and Branch Petition, however, it emanates from London and the last sentence seems to show that the women have that petition in mind in presenting their own petition. Thus Documents A and D support Document C. Document F, however, indicates that there was another point of view – that the bishops

were an essential prop for the monarchy and the social hierarchy. Writing in 1649, Bishop Goodman is able to say 'I (and King James) told you so'. Document C, then, is reliable only as the expression of one point of view, not as the 'truth' about the bishops. Up to 4 marks for paraphrase; for higher marks there must be comparison and evaluation.

- (d) 'The debate over church government was not simply religious; it had wider political and social implications.' Consider this statement in the light of these documents and any other known to you. (8)

Document A focuses largely on religious issues but gives the game away in the penultimate sentence, when it links the bishops and the Arminian clergy with divine right and absolutist ideas. In Document B, Sir John Strangeways is reported as fearing the abolition of the bishops would lead to political and social equality. Document C focuses specifically on the issues of Papists and bishops but links these religious questions with 'fundamental laws and principles of government.' Documents D and E make no reference to non-religious issues. A petition from women, however, would have raised eyebrows and Document E does hint at a social dimension by attributing the demand for abolition of bishops to 'persons of low estate.' Document F explicitly links church and state, quoting James I's remark at Hampton Court and pointing out that recent events – above all, it is to be presumed, the execution of Charles I – bear this out. In looking for other evidence candidates may focus on 1641-2. As well as the Root and Branch Petition and the Grand Remonstrance, the attitudes of key figures such as Pym, Hyde and the king himself, the alarm caused by the breakdown of religious discipline (iconoclasm, lower class and even women preachers) and the division of the Long Parliament into two parties show the political importance of the issue. Candidates could also use evidence from the whole Civil War period, including the events referred to, by implication, by Goodman, and also the Leveller debates. Maximum of 5 marks if no other evidence used or no use of documents.

3 Britain and the American colonies – Independence

- (a)(i) Reference to the [Second] Continental Congress, which met in Philadelphia in 1775-6 and eventually approved the Declaration of Independence. [2]
- (ii) Reference to the members of the Congress which had issued the Declaration of Independence on July 4, and particularly to those such as Jefferson who had taken the lead in this. [2]
- (b) Paine argues for independence, Inglis against. In this extract from 'Common Sense', Paine claims that the connection with Britain drags America into British wars and thus harms its trade, whereas Inglis argues that America's trade benefits from the protection of the British Navy. Both extracts refer to the bloodshed that has already occurred. Paine argues from this that it is time for the colonies to become independent, whereas Inglis, in a direct contradiction of Paine, sees it as a reason for seeking reconciliation. Paine sees the geographical distance between England and America as a reason for independence, a point not mentioned by Inglis. Paine claims that satisfactory terms of reconciliation are unattainable. Inglis takes the opposite view, but points out that negotiation will become impossible if independence is declared. He also says that such a move would cut the ground from under the feet of English supporters of the Americans, a point not addressed by Paine. [6]
- (c) Document E describes the colonists as being forced in to declaring independence by the way they were treated by the English government. The language is a clear indication of the partisan nature of the account and credit can be given for reference to examples of this. Since it was published in London only 10 years after the Declaration of Independence, it is very useful as an indication of one English view; but Document D shows a very different English interpretation, i.e. that the colonists had rejected offers of conciliation and had been led into independence by leaders ambitious for power. Document B corroborates Document E's account in respect of the gradual movement of colonial opinion in favour of independence, but not in other ways (indeed, some may read it as supporting Document D's view that independence was always the aim of radicals among the colonists) [7]
- (d) Document A argues strongly for independence but its real significance lies in the part Paine played in bringing it about; to that extent it helped to make it 'almost inevitable'. Document B shows opinion in the colonies moving strongly towards independence – but also indicates there was still opposition ('those who are averse to it'). Document C, a reply to Paine, is an example of such opposition. Document D, dating from a few months after the Declaration, is not much help. Document E, though written ten years later and lacking precise dating, supports the idea that independence was eventually the 'almost inevitable' outcome. Other evidence is plentiful, e.g. Lexington, the Declaration of the Causes of Taking up Arms, the rejection of the Olive Branch Petition, the Prohibitory Act, though candidates could argue that none of this made a declaration of independence certain until it actually happened. [8]

4 The Age of Reform 1832-46: The 1844 Factory Act

- (a)(i) The 1833 Commission represented a very thorough survey of the state of factories at the time and was the basis for the important Act of that year which laid down limits for the hours of work for women and children and set up a system of future inspection. Comment and detail of Commission and Act can be counted for both marks. [2]
- (ii) This quotation refers to the second Chartist petition of 1841. For the upper classes the Six Points were dangerous in threatening their dominance in government. One mark can be given for identifying the Chartists in general and the second for any comment on the dangers involved in the petition. [2]
- (b) Hook in Document A bases his argument on protection on the rise in wages that a Factory Act will produce. The outcome would be a reduction in the necessity to work long hours and more leisure with families. Roebuck in Document B clearly disagrees with Hook on the basis that the conditions for labourers in the manufacturing population are better than those for other workers and that the work for women is both comfortable and not damaging to health. Ashley in Document C agrees with Hook on the importance of the reduced hours of work in improving health, even to the extent of prolonging life, and in giving time at home. He also emphasises the exhaustion of young workers as a result of long hours and, implicitly, their need for protection. [6]
- (c) The three documents reflect the old, and on-going argument on the economics of wages. The usefulness of Document B is Roebuck's defence of the productive 'manufacturing capitalist' with its hostility to the land-owning interest and its pride in their achievement in making Britain the 'first country on the face of the earth'. Knight in Document F takes the argument further and argues in detail on the threat to British trade if cheap prices and low wages were to be lost. The outcome would be economic depression and the consequent unemployment of those whom the paternalists wanted to benefit. By contrast Lord Howick in Document E combines an extensive statement of aristocratic paternalism with regard to the health of the lower classes with a comment on the potential threat to those same classes to the political dominance of the upper classes. One mark can be given for the basic argument in each of the documents with the remaining four for comment on usefulness. [7]
- (d) All the documents have some relevant comment to offer. Roebuck, Graham and Knight agree with the view put forward in the question, Graham and Knight arguing that the consequences would hurt both the economy and the manufacturing workers. In opposition Hook bases his view on rising wages and Ashley and Howick on the importance of better health to the lower classes. Ashley also suggests that long hours are counter-productive for the employers. Further evidence can be drawn from the expansion of trade in the 1840s, unhampered by the earlier 1833 Factory Act as well as the 1844 Act, based on great economies of scale in manufacturing industry and in the reduction of transport costs resulting from railways and steamships. Up to 5 marks can be given for the evidence of the documents. Similarly, up to 5 marks can be given for external evidence. [8]

5 City and Society c.1840 – c.1880 – Public Health Reforms

- (a)(i) The first mark can be given for explanation of outbreaks of disease before 1855 as long as they are epidemic rather than merely endemic. The second can be for examples, the most obvious being cholera. [2]
- (ii) This was originally the Central Board of Health and represents the national body for the supervision of public health. The second mark can be given for examples of its work, perhaps on Chadwick, its pioneering first secretary, or its unpopularity with vested interests. [2]
- (b) Piper in Document A believes that the 1848 Act had been a success in so far as it enabled him to deal with 'former epidemics' successfully. He explains the methods by which problems of disease have been reduced, but there is no mention of the administrative problems that had to be overcome as at Garston. The evidence of Document B relates only to administrative delays in obtaining plans and to the efforts of the Local Board of Health to overcome them. Two marks can be given for the evidence of each document and a further mark for effective comparison. [5]
- (c) Document C deals with large boroughs which had taken their own initiative to develop public health and comments favourably on their administration and their system of sanitation. Document D is subjective and highly descriptive. It suggests that the reforms have not reached the lowest levels of society, although much of the description relates to abject poverty. Document E is critical of the administrative complexity of the legislation. Answers should comment on provenance and be aware of the validity of evidence provided by a Royal Commission Report, a foreign social reporter and a major national newspaper. Two marks can be given for comment on the usefulness of each document and one for any relevant comparison. [7]
- (d) Documents A and C indicate that major progress has been achieved for sanitation and water supply. External evidence might include the Local Government Act of 1871, which enabled local authorities to borrow extensively from central funds for water and sewage schemes. Documents B and E suggest some of the difficulties involved in national legislation and local enforcement. External evidence could include the Royal Commission on the Sanitary Laws 1867-71 which provided evidence of these problems and the 1872 Public Health Act which set up a national framework of health authorities. Disraeli's ministry passed the important Public Health Act of 1878. Document D indicates that housing had not been tackled at all. External evidence could include the 1878 Act, which introduced compulsory rules for house building but the Artisans' Dwellings Act of 1875 had little effect on housing. Up to five marks can be given for both types of evidence. [9]

6 The Edwardian Age 1901-14 – The Condition of England

- (a)(i) The first reference relates to the increasing rivalry for international trade in both exports and imports. Major competitors for Britain were regarded as the USA and, especially, Germany. One mark can be given for the general importance of trade and the second for the countries involved, the geographical areas of competition or the products [2]
- (ii) The second reference concerns the description of the middle range of the industrial working classes. They were usually skilled or semi-skilled, generally in work and, for the time, reasonably well off. Again, one mark can be given for the general comment on class and a second for a characteristic of the group. [2]
- (b) Churchill in Document D provides a clear picture of those in poverty and of his moral and political objections to this state of affairs. Masterman in Document B provides further evidence for the extent of child labour and of the exploitation of such groups. He also reinforces the moral objection. The Royal Commission Report also presents a clear picture of poverty but puts its existence in the perspective of the British Empire and the necessity for success at international trade. Up to two marks can be given for the evidence of each document, as long as a comparison is made. [6]
- (c) These are quite lengthy documents and for good marks answers should provide a reasonably detailed analysis of the reliability of the evidence. For Document A, some comment on provenance and the quality of Rowntree's research would be useful. Comment on poverty is central to the whole document and his distinction between primary and secondary poverty is very useful. The statistics might be discussed, too, together with the comparison with London. Masterman in Document B might not be so well known, but he was an eminent New Liberal and the junior minister responsible for much of the 1911 National Insurance Act. The tone of his language might earn a comment, but detail is based on official Reports. His implicit comment on the 'private ostentation' of the few might also lead candidates to discuss his attitude towards the social problems of great wealth and poverty. No doubt, there will be assertions of bias in each case, but this should be explained before giving credit. Up to four marks can be given for each document. [7]
- (d) This is a rather open-ended question and credit should be given for all attempts at interpreting 'Land of Hope and Glory'. Of the set documents Rowntree indicates a high level of real poverty in a small city, Masterman emphasises the life-threatening nature of children's work, the Poor Law Report challenges the basic idea of hope and glory and Churchill refers to conditions 'crueller than barbarism'. External evidence could include comment on any of the social reforms brought in by the Liberals with regard to children, the unemployed and the old as evidence of the existence of deep poverty. However, some antidote should also be applied, since these were the most prosperous times, to date, for the working classes of Britain. The pleasures of Edwardian Britain were not enjoyed only by the upper and middle classes. Up to five marks can be given for the evidence of the set documents and, similarly, external evidence can be given up to five marks. [8]

7 Economy and Society in Britain 1919-39 – The impact of motor transport on British society

- (a)(i) By 1936, the average price of a car was almost exactly half of what it had been in 1924. New mass production processes meant that the Austin 7 cost £118 in 1931, when the average wage of a skilled worker was £150-200. One mark each for details of cars, processes, costs or ownership [2]
- (ii) This refers to the building of new housing along main roads leading out of urban areas. Limited controls were introduced in 1935. One mark for the basic definition and a further mark for examples or a comment on growing prosperity. [2]
- (b) Document C shows the lower classes crammed into dilapidated cars going to a seaside resort for the weekend, indicating the greater freedom of mobility compared with the Edwardian era. Document B supports the idea of greater mobility, but for those who did not own motor cars. In this case the mobility comes through the motor coach, which is a luxury in itself. Rowntree in Document D widens the types of transport to include bicycles, motorbikes and railway excursions to illustrate the variety of cheap transport. Up to two marks can be given for each document. [6]
- (c) Document E provides plenty of information about the extent of the road casualty problem. Statistics are provided for specific years and about the situations when and where accidents were most likely. The effects of the Hore-Belisha reforms are also indicated. The source should be regarded as generally reliable, although contemporary social history tends to raise some doubts over matters of interpretation. The statistics of Document F are useful because they give some data about casualties in specific years and show the effect of the 1934 reforms relative to the increasing numbers of vehicles. The data should be regarded as reliable since the document is an official source. Up to four marks can be given for each document, as far as the maximum. [7]
- (d) Documents A, B and C indicate the benefits, which include the greater mobility for pleasure purposes for almost all classes. The harmful aspects in Documents A, C, D and E include the potential destruction of attractive villages and towns, seaside litter and high casualties. External evidence might well add details on resorts, sporting activities, holidays and commercial transport. It might also modify some of these ideas. Car and home ownership, for example, were still restricted to the middle and upper classes and certain regions were affected by serious unemployment. Up to five marks can be given for the evidence of the set documents and up to five for external evidence. [8]

8. To what extent is the weakness of Henry VI an adequate explanation for the disturbance of the 1450s?

The key issue is the reasons for the disturbances of the 1450s. Although the question refers specifically to Henry VI's weakness, answers confined to this explanation would miss the comparative and evaluative element in the question. Many candidates will not doubt produce answers based on a narrative of the 1450s from which reasons for the disturbances are, to varying degrees, drawn out. A thin or inaccurate narrative with little or no explicit attempt to identify such reasons would not be worth 11 marks, while a basic narrative with some limited attempts to identify reasons would merit 11-13. This band would also be appropriate for a more analytical but weakly supported answer focusing almost entirely on Henry VI's failings. An accurate narrative linked explicitly to reasons for disturbance or wider-ranging analysis lacking detailed support would go in the 14-15 or 16-17 band. Marks above 18 should normally be reserved for explicitly analytical answers, though a very good narrative well related to the question could reach this band. At this level a range of explanations other than Henry's incompetence is expected, of which the most obvious are the activities of Richard of York, Warwick and Margaret of Anjou and the problems of controlling 15th century magnates. For 21+ we would expect thorough, relevant and balanced consideration of these issues, with discussion of their relative importance and inter-connections.

9. How effective a monarch was Edward IV?

The key issue is assessment of Edward's record in governing the country. The formulation of the question is straightforward and should lead most candidates to attempt analysis even if only patchily alongside descriptive material. A political narrative of the reign would produce an implicit answer and with a sufficient amount of accurate factual information could be awarded a mark in the 11-13 band. A narrative approach with limited attempt to make comments and draw relevant conclusions would be worth 14-15 or 16-17. This band would also be appropriate for an analytical answer limited in range or in factual support. For higher marks (18+), the approach should be explicitly analytical and should consider the case both for and against Edward. For 18-20 analysis would probably focus on such topics as over-mighty subjects (especially Warwick), measures to curb baronial power (e.g. moves against retaining), and attempts to improve law and order and royal finances. The best answers (21+) will consider not only the effectiveness of Edward's handling of these major problems but also the context within which he was working. There would probably be some discussion of the problems of government in the period, There might be comparison between the first and second reigns and consideration of how far the lessons Edward learnt from his first reign enabled him to govern more effectively. The continuing influence of the Woodvilles and the power Gloucester was allowed to build up in the north might be considered as evidence against the common view that Edward was an effective ruler in his second reign. Consideration of the downfall of Yorkist two year after Edward's death could also be relevant. For high marks the answers must be analytical, balanced, factually well grounded and wide-ranging in comment.

10. **'Henry VII retained the throne more through luck than judgement.'** How valid is this claim?

The key issue is why Henry was able to overcome threats to his position as king – and the unspoken implication is 'despite the weakness of his claim'. A narrative of the careers of Simnel and Warbeck could reach 11-13 marks, though the narrative approach would be better if there was also reference to Warwick and the de la Poles. A narrative approach which places more emphasis on how and why Henry was successful in dealing with rivals and pretenders (e.g. his marriage to Elizabeth, the imprisonment of Warwick, the use of spies to seek out potential traitors such as Stanley) would be worth 14-15 or 16-17. Reference to the way Henry used foreign relations to isolate the pretenders would also be relevant. A full answer on these lines could reach 18-20 but generally for marks of 18+ candidates should interpret the question more broadly. Retaining the throne was not only a matter of overcoming pretenders and rival claimants but also of strengthening the monarchy, and answers at this level will therefore examine aspects of the reign such as Star Chamber, livery and maintenance, bonds and recognisances, finance. Most traditional appraisals of Henry praise his judgement, so it will not be surprising if most candidates reject the judgement offered for discussion. Credit should be given to those familiar with less favourable assessments provided they are able to support them effectively. A thorough and wide-ranging analysis which makes some reasonable attempt to consider the element of luck – even if no more than referring to the events of 1506- may be considered for 21+.

11. **To what extent did the functions and important of Parliament change during the reigns of the first four Tudors (1485-1558)?**

The focus of the question is on assessing changes in the role of Parliament. This is an 'extra' question, crossing the boundaries between topics A3, A4, A5 and A6 and requiring candidates to draw on their knowledge of all of them. For most candidates this will not be an easy exercise, so credit should be given for relevant selection of factual material. Good descriptive answers with only limited comment can gain 14-15 or 16-17 marks, though sketchy or inaccurate narratives should also be limited to 11-13. Descriptive answers which do not cover the whole period should also be limited to 11-13, or 8-10 if confined to one reign. The main issue raised by the question is the significance of the Reformation Parliament. Did it give Parliament an importance it had never had before? And if so, did it last? Answers which combine a reasonable account of the role of parliament in Henry VII's reign with sensible discussion of these questions can gain 18-20 marks. For 21+ there should be thorough knowledge, informed discussion of the significance of the Reformation Parliament and of Cromwell's use of statute and a balanced conclusion taking account of the evidence of the role of Parliament in the reigns of Edward VI and Mary.

12. Why, and with what justification, did governments in the period 1485-1558 regard enclosure as a serious problem?

The key issue is the reasons for concern about enclosure. Some credit can be given for knowledge of the evidence for this concern, e.g. the Enclosure Acts from 1489 to 1536, the commissions set up by Wolsey and Somerset, More's 'Utopia'. The main focus, however, should be on analysis of the reasons for these attacks. Weaker candidates may focus on one or more of the more obvious consequences of enclosure, such as depopulation or the increase in numbers of poor and vagrants, tackling these in a relatively superficial and uncritical way, with little serious discussion of 'justification'. Such answers may be awarded 11-13, but 14-15 can be given if there is a hint of awareness that there is some doubt about how widespread enclosure really was. Questions on enclosures tempt some candidates to vagueness and over-generalisation; this will produce marks below 11. Better candidates (18-20) will develop their ideas more fully. Some may set enclosure in the context of the wider economy (e.g. the demographic history of the period since the Black Death, the movement of prices in the first half of the sixteenth century); this would give some substance to the view that Tudor governments had some justification for their alarm. Others may offer a more critical assessment of the grounds for opposition to enclosure. Was it the scapegoat for the economic ills of the day rather than the true cause? Those who develop these more sophisticated ideas fully and convincingly, demonstrating awareness of arguments for and against regarding the concern as justified may be awarded 21+.

13. Why, and with what effects, did the 'New Learning' spread in England in the first half of the sixteenth century?

The key words in the question are 'Why and with what effect' and the extent to which candidates address these two issues will be the discriminating factor between better and weaker answers. A purely descriptive approach provides the basis for an answer but does not explicitly address the key issues. Weaker candidates are likely to approach the question by describing the careers and works of leading humanists such as Erasmus, Colet and More. A reasonable account on these lines could produce a mark in the 11-13 band, though if inaccurate or sketchy only 8-10. The addition of a few comments on one or two of the issues the wording of the question points to e.g. continental contacts and influences, or anti-clericalism and /or protestantism, or education, would bring the answer in to the 14-15 or 16-17 band. This band would also be appropriate for an answer which focuses on the influence of humanism in preparing the ground for the spread of anti-clericalism and protestantism but provides little knowledge to back this up. For 18-20 one would expect explicit attention to causes and effects with reference both to leading English humanists and a fuller analysis of some of the important issues (which in most cases will mean anti-clericalism and protestant ideas). Answers which also consider the wider cultural and intellectual impact of humanism in spheres such as the spread of Greek learning and the development of education should be considered for 21+, as should those which question how widespread the influence of humanist ideas was.

- 14. 'The only thread of consistency in Wolsey's foreign policy was his desire to please the King.' Do you agree?**

Sound knowledge of Wolsey's foreign policy is a prerequisite for success. A narrative account with little explicit reference to aims could gain 14-15 or 16-17 marks if it is full and accurate. More often, however, it is likely that such an approach would end up with 11-13, as weaker candidates find it difficult to sustain their narrative accurately through the 1520s. For marks above 18, there must be sound knowledge of the conduct of foreign affairs explicitly linked with discussion of consistency: an answer on these lines but with this coverage of the period after 1521 would, however, only get 16-17. Consistency may be approached in a number of ways. Consistency of aims is perhaps the most obvious, though consistency of methods or alliance would be equally valid interpretations. Candidates may try to identify consistent themes at the beginning of the essay and then examine Wolsey's foreign policy for relevant evidence. Other may tease them out from their narrative. Both approaches are acceptable, but the former is more difficult but ultimately likely to produce a better answer in the hands of the really able. In either case answers at the 18+ level should consider other explanations for Wolsey's foreign policy as well as the one suggested in the question. Among those which candidates are likely to have encountered are maintaining the balance of power and upholding the interest of the papacy (and possibly seeking it for himself). For the top two bands there should be good knowledge of the whole period, informed discussion of different interpretations and a balanced conclusion about consistency.

- *15. What were the most important consequences to 1547, of the dissolution of the monasteries?**

The key issue is the consequences of dissolution: little credit can be given for discussion of motive except as background. Weaker candidates may find difficulty in developing a full answer and the main distinction between lower and higher mark bands will therefore lie in the range and depth of the analysis. Most candidates are likely to single out the Pilgrimage of Grace and some may resort to a narrative of the dissolution of the smaller houses, the outbreak and suppression of the Pilgrimage, and the subsequent dissolution of the greater monasteries. This could gain 11-13 marks. A brief reference to some of the other consequences would produce 14-15. For higher marks one looks for analysis of a range of consequences: the fate of the buildings, lands and libraries; treatment of monks and nuns; social effects (poor relief, hospitality, care for the sick). There is no shortage of material, even with a limit of 1547, and a well-informed account of most these effects can gain 18-20. At this level there might be a critical commentary upon these consequences, e.g. on the extent to which the gains to the treasury were dissipated by Henry's wars, or the extent to which monasteries were effectively fulfilling their charitable role before the dissolution. A thorough analysis which maintains a consistent level of perceptive critical commentary would gain a mark in the top two bands.

- 16. How far was Northumberland successful in overcoming the problems which Somerset had failed to solve?**

The key issue is an assessment of Northumberland, but there must also be some analysis of the legacy of Somerset. Northumberland must therefore be considered, though it would be legitimate to interpret the question as requiring relatively little detail on Somerset. To ignore Somerset, however, would limit the mark to 10. A largely descriptive answer, with little attention to success or to comparison would be worth 11-13. There is plenty of factual information available and credit should be given for accuracy of detail. In good answers we should expect an assessment of the main failures of Somerset's Protectorate and a balanced survey of most of the main aspects of Northumberland's rule. Those which concentrate largely on one or two aspects but make some attempt at relevant assessment will be worth 14-15 or 16-17. The most important areas for discussion are religion, finance, social policy, rebellions and foreign affairs. The Lady Jane Grey episode may also be given credit. Answers which cover most of these in a relevant and analytical manner can be awarded 18-20. Those, which are thorough and wide-ranging, focus consistently on assessment of success and offer balanced conclusions may be considered for 21+. No particular line of argument is expected, but, as always what matters is the use made of factual knowledge to present an argument and reach a conclusion. Revisionist views, if well argued, will gain good marks, but it is possible to gain marks from a pre-revisionist approach: the key is the quality of the argument and the supporting evidence.

- 17. What were the most important economic and social effects in the second half of the sixteenth century of the continuing rise in prices?**

The focus is on the result of the price rise : the cause of inflation can be given little credit except as background. The main distinction between lower and higher mark bands will lie in the range and depth of the analysis. It will not be easy for candidates to make a clear division between economic and social effects and no attempt should be made to penalise them for concentrating on one (probably social) rather than discussing each separately. Most will probably make a connection between the price rise and the problem of the poor and then go on to discuss how that problem was tackled. On its own this is rather too narrow an interpretation and would only gain 8-10 marks. Linked to some mention of how the better off coped with the price rise or too general remarks about some other results, such as rack-renting, a mark of 11-13 would be possible. For 14-15 or 16-17 there should be a rather more organised discussion of how the inflation affected different classes of society. A clearly organised analysis of effects on different classes, together with some awareness of the difficulties of generalising on this subject, would lift the mark to 18+. A thorough analysis demonstrating a full understanding of the controversial nature of the issues raised by the question would justify a mark of 21+.

- 18. Was Mary, Queen of Scots, more of a threat to Elizabeth I before or after her flight to England in 1568?**

The focus of the question is on assessment of the dangers Elizabeth faced from Mary. The comparative dimension is crucial for a good answer. A narrative from 1558 to 1587 would form the basis for an answer and, if accurate and detailed, could gain 11-13 marks. With a few comments relating the material to the question this could go up to 14-15 or 16-17. Good answers will need to combine some knowledge of narrative detail with a focus on the problems Mary created for Elizabeth: her claim to the throne, the Guise connection, the significance of her return to Scotland, the question of her marriage, her flight to England, the pros and cons of keeping her alive and in captivity, the arguments of those of Elizabeth's advisers who thought she was misguided, Elizabeth's own motives, the likely effects on foreign relations of executing Mary. A survey of most of these leading to a conclusion comparing the periods before and after 1568 would produce a mark of 18-20. So too would a strongly comparative approach with gaps in coverage. For 21+ there should be thorough and well-informed coverage combined with an explicitly comparative approach. Candidates may reach a verdict either way.

- 19. How important were Archbishops Parker and Whitgift in resolving the problems faced by the Elizabethan Church?**

The key issue is assessment of the role of the two archbishops. Good detailed knowledge of their careers is a prerequisite for good answers. Candidates are likely to focus primarily on puritanism, but they will need to explain in what ways the puritans were a problem, identifying such issues as vestments, prohesyings, church government and discipline, the Marprelate Tracts. Good answers will distinguish between various strands in 'puritanism'. As usual purely factual material used in a descriptive way can gain up to 11-13. This would also be appropriate for an attempt at analysis which is poorly focused or poorly supported. Answers which identify problems facing the Elizabethan church and then consider what steps Parker and Whitgift took to deal with them, can be awarded 14-15 or 16-17. If the answer demonstrates inadequate knowledge of either archbishop (or ignores one) the maximum should be 11-13. For higher marks (18+), discussion on the role of the archbishops should be set in a wider context. This might be consideration of a wider range of problems facing the Elizabethan church such as the catholic minority and the financial problems of the church. Or it might involve considering other factors at work, e.g. the determination of the queen to preserve the settlement, or the role of parliament. Thorough analyses reflecting mature understanding of the religious problems of the Elizabethan church and the extent to which they were resolved by the work of the two archbishops and other would be worth 21+.

20. Why did Elizabeth I intervene directly in the Netherlands in 1585 but not before?

The key issue is Elizabeth's policy towards the Netherlands issue and specifically the reasons for the final reluctant acceptance of the need to intervene. Since the focus is on change over a period, a chronological approach is perfectly acceptable. Examiners will therefore have to distinguish carefully between narrative per se and a chronological analysis. Candidates are free to decide for themselves how far back to go in considering 'not before [1585]'; the most obvious starting date is 1567. A sketchy and inaccurate narrative from 1567 with little attention to the reasons for changing policies will not merit 11 marks. Similarly a narrative beginning in about 1580 would be inadequate as it would give too little attention to 'not before'. A reasonably accurate but unfocused narrative as it would gain 11-13, or 14-15 or 16-17 if accompanied by undeveloped comments on changes in policy. A good answer requires in-depth explanation of the reasons for intervention in 1585 together with analysis of earlier policies towards the Dutch Revolt to explain what Elizabeth's aims were, why she wished to avoid intervention and how she did so. An answer on these lines would go into the 18-20 band. A thorough understanding of successive policy changes and of the constraints, both domestic and European, which shaped Elizabeth's policies, would point to a mark of 21+.

21. Why, and with what justification, did James I's foreign policy arouse opposition?

The key issue is the reasons for opposition. The answers should be rooted in sound knowledge of the main features of James's foreign policy. The Spanish marriage policy and its effects on England's response to the opening phases of the Thirty Years War were the issues which aroused most opposition. The peace with Spain (1604) also aroused opposition, but may be omitted by many candidates. Candidates may legitimately point out that not all his policies aroused opposition – the palatinate marriage, for instance. Narrative answers with minimal comment will gain 11-13 if reasonably accurate. A fuller narrative together with some explanation of the views of James's critics would go up to 14-15 or 16-17. For 18+ the material should be used explicitly for assessment in the terms of the question (not only 'why' but 'with what justification') and should make a case for his policies as well as setting out the case made by his critics. Answers at the 21+ level will be thorough well directed and well balanced; they may question whether any other policy would have been more realistic, especially in views of parliament's reluctance to foot the bill.

- 22. How important was court patronage for the arts in the first half of the seventeenth century? (You should refer to any one or more of the dramatic arts, literature, architecture, painting or music in your answer).**

The key issue is assessment of importance. There are likely to be few answers and those that are at all well informed should stand out and be rewarded accordingly. All the arts are relevant and the instruction in brackets is intended to give candidates the widest possible choice of material while reminding them that their answers should be rooted in knowledge of at least one of the arts. Answers should be rewarded for inclusion of any relevant aspects rather than penalised for omissions. Weaker candidates are likely to focus on key figures or specific features, such as court masques or the Banqueting House. Factual information about some of these could gain 11-13 marks. The addition of any reasonable idea about differences between the courts of James and Charles, e.g. knowledge that Charles was a great collector of pictures, would put this up to 14-15 or 16-17. For 18-20 answers should not only demonstrate real knowledge of whichever art forms are selected but should offer considered and well founded judgements, qualities which will be further enhanced in those marked at 21+. At this level there should be some discrimination between court patronage and other influences.

- 23. Account for the breakdown in relations between king and parliament in the first four years of Charles I's reign.**

The key issue is explanation of the deterioration in relations between Charles I and parliament, 1625-29. The main themes seem to be accusations of incompetence in the conduct of the wars against Spain and France and the financial disputes which resulted from foreign policy. A chronological framework is acceptable, though a purely narrative approach would only gain 11-13 marks. A fuller narrative focusing on the growing tensions resulting from the interrelation between foreign policy and financial issues would be worth 14-15 or 16-17. For 18-20 we should look for a combination of chronological account of the growing tensions and analysis of the underlying causes of these tensions (e.g. personalities, mutual misunderstandings, differing views about the role of parliament, suspicions of the court's religious outlook). For 21+ there should be not only accurate knowledge of the chronological development but also a thorough and perceptive analysis of these underlying factors.

24. William Laud was described by a contemporary as 'the most hated man in all England'. Who hated him and why?

The key issue is reasons for opposition to Laud. The reference in the question to 'who' hated him is intended to help candidates focus their ideas on different elements in the opposition. Most will know something about the opposition of puritans to Arminianism, but Laud also offended many other (often overlapping) groups: moderate Anglicans who feared a trend towards catholicism, those who were brought before High Commission for moral offences, owners of inappropriated tithes, members of the elite jealous of the growing influence of churchmen in national and local affairs, Scots. For 18+ marks the analysis of Laud's policies and personality and of the opposition to them should be wide-ranging in coverage (including Scotland) and demonstrate genuine understanding of the issues. Comprehensive coverage, including some of the issues commonly ignored, such as disputes over tithes of the Etcetera oath, should be considered for 21+. On the other hand, since many candidates find religious developments in this period difficult to explain convincingly, a reasonable description of Laud's Arminian policies, Puritan opposition to them and the Scottish question would be worth 14-15 or 16-17 (11-13 if superficial or partial). The wording of the question excludes other aspects of the Personal Rule, which should therefore be given no credit, however anxious candidates are to explain them.

- *25. Why was Charles I executed?

This is a familiar question whose focus will be obvious to candidates. Some will explain the execution by narrating events leading up to it, going back perhaps to the end of the First Civil War or perhaps even further. This would produce an implicit answer but not a direct one and should therefore be awarded 11-13 marks unless there is some attempt to draw out from the narrative some reasons (e.g. a narrative account might conclude that the course of events showed that Charles had proved himself untrustworthy and unwilling to make a settlement). This sort of answers could be awarded 14-15 or 16-17. It would be possible for a chronological account which clearly and consistently uses the narrative to make relevant comments to gain 18-20. But most answers at the 18+ level will adopt an analytical approach, using the narrative material to support the analysis. This approach will focus on factors such as the behaviour of Charles and its effects on his opponents, the growth of divisions among the victors in the First Civil War, the politicisation of the army, the significance of the Second Civil War, the views and the role of Cromwell. A thorough and well-supported analysis on these lines which convincingly links and balances the various factors discussed can gain a mark in the top two bands.

26. **How valid is it to describe the rule of Oliver Cromwell from 1653 to 1658 as a military dictatorship?**

The key issue is the nature of Cromwell's government as Lord Protector. A descriptive account covering the expulsion of the Rump, Barebones, the Instrument of Government, the Protectorate Parliaments, the Major Generals and the Humble Petition and Advice would provide an implicit answer and would be worth 11-13, even if there is a degree of inaccuracy. Most find it difficult to cover the whole sequence accurately. Candidates who produce a narrative which is reasonably accurate and draw a few superficial conclusions from it can gain 14-15 or 16-17. For marks of 18+ however, an analytical approach is needed. This could be within a chronological framework – analysis of the Instrument and then of successive political and constitutional development to establish whether they altered the balance of military and civilian power. A chronological approach is, however, not essential. More important at this level is a thorough analysis of the roles of Protector, Parliament and army in the Instrument and in the following years. The best answers will look for underlying reasons for Cromwell's failure to divorce his regime from the army – the legacy from the civil wars of a divided country, the politicisation of the army, Cromwell's religious aims and his ambivalence towards parliamentary government. The successful interlinking of a number of ideas at this level of explanation with the thorough grasp of the constitutional changes of the period requires a confidence in the handling of historical explanation which will be readily apparent and will point to a mark of 21+.

27. **Assess the claim that Charles II's conduct of foreign policy subordinated England's interest to those of France.**

The key issue is whether Charles pursued England's national interest. For good marks an analytical approach is required together with a good factual basis. For marks of 18+ a discussion is needed of aims other than close relations with Louis XIV -e.g. Commercial rivalry with the Dutch – though of course discussion of relations with Louis is also essential. In other words a good answer will recognise that foreign affairs are complex and that a single explanation is usually an over-simplification. For example, there was a mixture of motives in the treaty of Dover – religion, admiration for Louis, desire for an ally against the Dutch, money. Answers on these lines, together with sound knowledge of the main themes of foreign policy, will achieve a mark of 18+. The main themes expected are the two Dutch Wars, the Triple Alliance, the Treaty of Dover and the marriage alliance with William of Orange. Omission of any of these would limit the mark (usually) to 14-15 or 16-17. Failure to consider alternative explanations of Charles's aims other than the one offered in the question would also limit the mark to 17. A reasonably accurate narrative with little or superficial comment would gain 11-13 marks. More extensive and thoughtful comment would lift the mark to 14-15 or 16-17. The Treaty of Dover is the main evidence for the suggestion in the question and extended discussion of Charles's motives in signing it can gain good credit. Some answers will discuss what England's interest were at this time. A good case can be made for either an anti-Dutch or an anti-French policy and answers which make either or both of these cases and relate them to events should be well rewarded. For higher marks the essays should concentrate on Charles's aims and his responses to the changing situations he faced rather than the events themselves.

- 28. What were the most important commercial and financial developments in England in the second half of the seventeenth century?**

The focus should be on trade (particularly overseas trade to the Americas and the Far East) and on financial developments such as the foundation of the Bank of England. Developments in industry, especially mining and manufacturing, may also be considered. The question is likely to find few takers and it should be easy to identify those who know enough to write sensibly about it. The foundation of the Bank of England is likely to be the best known aspect. Other aspects which might be considered include the development of colonies, the Navigation Acts, the stimulus given to overseas trade by war and the development of financial markets (including the beginnings of insurance). The main criteria for marking are the range of aspects discussed and the quality of the supporting material. A descriptive answer limited in range and accuracy of material (perhaps focusing largely on the Bank of England) would be worth 11-13. A fuller but still primarily descriptive answer would gain 14-15 or 16-17. For marks above 16 not only should the answer consider the foundation of the Bank of England and some aspects of commercial development but there should be informed analysis of why these developments are considered important. Answers worth 21+ will be distinguished by the quality of their explanation of the importance of the selected developments – perhaps by setting them in a longer perspective.

- 29. Account for the failure of Shaftesbury and the Whigs to exclude James, Duke of York, from the succession.**

The key issue is reasons for the failure of the exclusion movement. Answers which tell the story of the rise and fall of the movement between 1679 and 1681 can achieve 11-13 marks. If interspersed with comments on reasons for the failure of the movement, or if linked to a conclusion which advances some reasons for this failure the narrative approach could go up to 14-15 or 16-17. Good answers, however, will adopt the analytical approach suggested by the wording of the question. The material might, for instance, be organised by examining the weaknesses and mistakes of Shaftesbury and the Whigs and then role of Charles II in defeating the movement. Candidates might also suggest other explanations: it could for instance, be argued that the real explanation was the improvement in royal finances which enabled Charles to dissolve the Oxford parliament and not call another. An analytical answer pursuing such themes would gain 18+ marks, the precise mark band being determined by the range of material, the effectiveness of the argument and the judgement displayed in balancing and weaving together a variety of explanations. Recognition of the interdependence of the various explanations offered (e.g. that Charles's skill consisted largely in exploiting the mistakes of his opponents) could lift a good answer to the 21-25 range. At this level candidates might well challenge the accepted view that Charles II displayed great political skill in handling the crisis and thus preserved the succession for his brother.

30. Which had more impact on the constitution, the revolution Settlement of 1689 or the War of the League of Augsburg (1689-97)?

The key issue is the reasons for the constitutional changes of William III's reign and the approach should be comparative. Even weaker candidates should be able to set out some of the main features of the Revolution Settlement and this alone would worth up to 8-10 marks. Such candidates may have more difficulty when tackling the other part of the question in seeing the war as a catalyst for constitutional changes. Correct but ill focused remarks on the war could, however, bring the mark up to the 11-13 band. Answers which describe the constitutional changes made by the Revolution Settlement and then go on to show some understanding of the point of the question by identifying some constitutional consequences of the war, e.g. the need to summon parliament annually to finance it, the creation of the National Debt the establishment of the Bank of England, can be awarded 14-15 or 16-17. Answers along these lines which use the material for explicit comparison as the question required will be worth 18+. Answers which not only assess and compare the importance of the two but draw out the interaction between them can be placed in the top two bands. Such answers may argue that the constitutional importance of the war derived from the fact that it was among others a war to defend the revolution. They may also note that these further constitutional developments also arose from the limited, conservative nature of the Revolution Settlement.

31. Why, and with what consequences to 1714, were the Whigs overthrown in 1710?

There are two issues to consider and both need to be addressed for good marks. At any level excessive focus on one issue at the expense of the other would produce a mark at the bottom of the appropriate band. The overthrow of the Whigs and the appointment of a Tory ministry were a crucial turning point in the politics of Anne's reign. Some candidates might approach the question through a narrative of the political history of the reign. This could produce an implicit answer which could reach the 11-13 band. A more relevantly focused narrative, concentrating on the years 1708-14 and with an attempt to link material to the question, would be worth 14-15 or 16-17. A narrative, or rather a chronological, approach is acceptable for the second part of the question and could, combined with a more analytical approach to the question 'why', go up to 18-20. In considering why the Whigs were overthrown, both the main political issues of 1710 - the unpopularity of the war and the Sacheverell case - need to be set in context - the former in the context of the long duration of the war, the failure of the peace efforts of 1708 and the continued high level of taxation, the latter in the context of the growth of high Anglican fears that the church was in danger. The role of personalities and the bitter nature of party politics in the reign are also relevant. The best answers will use the analysis of reasons for the overthrow of the Whigs as the starting point for their answers to the second part of the question, explaining how the Tories handled the war and the church and then going on to other consequences such as the Harley-Bolingbroke split and the succession. Thorough and comprehensive analysis of these issues in some depth would point to a mark of 21+.

- 32 'Peace with European states was in Britain's interests in the twenty years after the Treaty of Utrecht, but not after 1733'. How far do you agree with this view of British foreign policy to 1740?**

The main focus in this question lies in a discussion of the factors which influenced foreign policy in this period. To some extent, and particularly in the 1730s, these factors began to compete, and it is to be hoped that good answers will show how British interests changed. A chronological approach is likely in view of the changing relationships with European powers and, with proper discussion of the key ideas of security and trade, this could be effective. After 1713 British security was regained by renewing friendship with Holland and the Habsburgs. Significantly, good relationships with France ensured peace for the expansion of overseas trade. Problems with Spain were intermittently encountered and led to the eventual demand for action in the 1730s, when the over-confident demands of trade began to exceed the considerations of security and cost. A narrative approach with effective analysis should gain a mark in Band 1. A broad survey of the Stanhope and Walpole periods with relevant comment would reach Band 3, while a narrative account of Walpole's policies with little argument would belong to Band 5.

- 33 Why did the militant Jacobites resist by force the Hanoverian succession in 1715 and again in 1745?**

The underlying causes of Jacobite discontent lay in the Glorious Revolution and in the exclusion of James II and his family. Some discussion of this aspect could be credited, but more emphasis should be given to the post-1714 period and to the emergence of militant Jacobites in both Scotland and England. The religious as well as the personal and political aspects should be discussed. In 1745 similar factors were evident, but the role of France and the involvement of Britain in war were also significant. An analytical assessment of the chief factors over the whole period should be the most effective approach, but most candidates are likely to take the two rebellions in turn. Both approaches could gain a mark in Band 1, as long as they include a proper discussion of the main factors involved. A narrative survey which includes relevant comment on most of the factors could reach Band 3. A narrative with a large element of descriptive material would be placed in Band 5.

- 34 To what extent was Walpole's domination of government to 1742 dependent on royal favour?**

The importance of royal influence can be identified at many points in Walpole's career from 1720 to 1742. His fall was regretted by George II, but royal influence was not enough to keep him in power to wage a war he had not wanted. He was not personally welcomed in 1720, but George I recognised his abilities at a time of economic weakness. 'Royal' can embrace other members of the royal circle, including Queens and mistresses. For a high mark it is also important to consider alternative explanations for Walpole's domination and, in this respect, support in Parliament and control over patronage are significant. A narrative of Walpole's career would not be an appropriate approach and for Band 1 a broadly analytical approach is essential. A useful attempt at analysing the main factors which is placed within a narrative survey, should reach Band 3, while an oblique outline of Walpole's achievements would be placed in Band 5.

- 35 Why was Britain's empire in America and the Caribbean extended in the mid-eighteenth century?**

An analysis of the main reasons for this question should include the demands of trade, the impact of personalities and the development of national prestige. For the first, the increasing trade in both imports and exports, particularly involving the slave trade, can be identified. The chief personality is William Pitt who personified the campaign for trade, but others like Clive and Wolfe were essential for its success. Rivalry with France meant hostility for the whole period from 1740 to 1763 and culminated in the fiercely fought Seven Years' War. A narrative might well be the approach and this could gain Band 1 if proper emphasis is placed on discussing the essential ideas. A more general narrative with some consideration of the key ideas could reach Band 3. A descriptive approach focused heavily on the two wars would belong to Band 5.

- 36 Why, and with what political consequences to 1770, did Pitt the Elder and Newcastle fall from office in 1761-1762?**

The two parts of the question are very closely linked and good answers could well be framed around the basic idea of the power of the Whig factions of these years. Up to a third of the marks can be given for the causes, and an answer which omits them should not go above Band 3. Two factors combined to produce the resignations of Pitt and Newcastle, and these were Pitt's ambitious aim of extending the scope of the war to include Spain and the determination of George III to free himself of the Whig factions which had dominated government for a generation. The consequence was his search for a suitable Prime Minister which lasted until 1770. The approach to the latter aspect is likely to be an outline of the various ministries and their problems. When accompanied by relevant analysis and combined with a discussion of the causes this could reach Band 1. A narrative with a broader focus on the 1760s could reach Band 3, while a narrative, which is incomplete and lacking the main focus, would be placed in Band 5.

- *37 Why did American Colonists seek to break away from Britain in 1776?**

The scope of this essay can be almost as broad as the candidate likes, although the question does specify 'in 1776'. Underlying factors can be taken back to the early eighteenth century, while the immediate causes can be focused on the years from 1773 to 1776. Obviously some balance between the two is necessary, but the extent of the balance is for the candidate to argue. It is important for answers to focus on ideas like taxation, the desire for self-government and the criticisms of British methods of government. For that reason an analytical approach is important. The emphasis should be on the Americans' rather than the British point of view, and the desire of many Americans not to break away should be included. An effective analysis of the main ideas should gain a mark in Band 1. A general narrative will be counter-productive, but an answer in narrative form which includes comments on the main ideas could reach Band 3. An account of the period without sufficient focus should belong in Band 5.

38 How important was the role of the improving landlord in the agrarian revolution of the eighteenth century?

The main focus for this question should be the activities of the improving landlord. However, other aspects of the agrarian revolution can be made relevant and could offer breadth to answers. The most obvious examples of improvers are great landlords like Coke and Townsend and specialists like Tull and Bakewell. Wider encouragement came from writers like Young and even from George III. Some balance between the improvement of the land and the development of animal stock should be evident. Underlying such improvements was the process of enclosure which ensured the application of change. The wider perspective can include such ideas as the maintenance of high rents, the availability of capital and increasing demand from the rising population. An answer which discusses the role of the landlord in the context of the main ideas can reach Band 1, while a more narrowly based answer on personalities should not go beyond Band 3. The descriptive account of some of the changes should be placed in Band 5.

39 Why was Methodism successful in attracting widespread support in the second half of the eighteenth century?

The reference in the question to the second half of the eighteenth century is meant to deter answers from concentrating on the early career of John Wesley. However, material from this period may be used to support ideas such as the attraction of Wesley's convictions to his supporters. A significant part of a good answer will be discussion of the appeal of Wesley's teaching to the lower classes in industrial areas, together with his organisation of what was to become the Methodist church. The wider context of the weaknesses of the Anglican church should also be included for a good mark. An analysis of both aspects of the question could reach Band 1. A less analytical survey or outline of the growth of Methodism would belong to Band 3. An oblique or descriptive account based on John Wesley should reach no more than Band 5.

40 Why did Pitt the Younger dominate British politics from 1783 to 1793?

Answers should attempt to achieve a balance between biographical material on Pitt and the state of British politics during this period. It is the latter in 1783 that was the more significant when the King's hostility to the Whigs led him to appoint the 'chip off the old block'. It was royal support that kept him in power thereafter. However, the declining influence of Fox and the Whigs, apart from 1787-88, is also crucial for a good answer. Comment on the policies and success of Pitt represent the other part of an answer, but full coverage of every element of domestic and foreign policy is not necessary for an answer with a broad treatment. Many answers will be couched in a narrative style, and these could reach the top bands as long as both aspects of the question are covered. The narrower biographical approach with a more descriptive style should not go higher than Band 3. A superficial description of Pitt's work with limited comment on domination would indicate Band 5.

- 41 How far did industrialisation benefit every class in British society in the period from c.1780 to c.1830?**

In terms of 'every class' it would be sufficient for answers to discuss the upper, middle and working classes. Some, however, might be a little more discriminating in identifying such groups as landowners, factory owners, industrial workers and agricultural labourers. An answer restricted to one class or group could not really go beyond Band 5. The profits for factory owners will probably be most obvious, but credit should also be given for discussing the wider benefit which usually came to investors of any background. The harmful results for the lower classes will probably figure largely in terms of child labour, conditions of work and housing conditions. There should be plenty of credit available for relevant detail, although unsupported generalisation on the 'evils' of industrialisation should be treated cautiously. The descriptive approach might reach Band 4., but attempts to analyse the effects on the different classes could reach the top grades, when the supporting detail is clear and relevant.

- 42 'British success in the Peninsular War was achieved largely through the skills of Wellington'. How far would you accept this judgement?**

This is another question where a balance should be established between the work of an individual and the context he worked in. Plenty of credit can be given for Wellington's considerable skills on the battlefield and some knowledge of the main battles in the Peninsula is important for a good mark. However, other considerations deserve thorough discussion and these include the priority given by the government to provide adequate supplies of troops and material from Britain, the role of the navy in ensuring their arrival, the assistance of the Spanish forces and people and the state of the opposing French armies. An analysis of all these factors would deserve a mark in Band 1. Answers based primarily on an assessment of Wellington and lacking discussion of the other main factors should not normally be given a mark above Band 3, while descriptive approaches restricted to military matters should not go beyond Band 5.

- 43 To what extent were British interests secured in the Vienna settlement of 1815 and then maintained in the years to 1830?**

The focus in this question lies in 'British interests' and these need an early and substantial definition in any answer. These relate to securing the European balance of power in respect to both France and Russia, expanding Britain's opportunities for trade and empire and some support for constitutionalism in Europe. It is conceivable that an analytical approach might identify an interest and examine it through to 1830. This method could be very successful. However, the more likely approach will be to examine the Vienna settlement and then the diplomatic situation from 1815 to 1830. With clear assessment of the main interests in both stages an answer on these lines should reach Band 1. Narrative approaches which include discussion of British interests could reach Band 3. Answers which rely on a description of policies regardless of interests would normally belong to Band 5.

44 How successful was Liverpool as Prime Minister from 1812 to 1827?

There are three fairly traditional sections to Liverpool's period of office and it is to be hoped that answers will attempt to discriminate between the different phases of this fairly long period. Success could be argued for all three and this line of argument should be given good credit where it can be justified. The more likely approach, however, would be for answers to point to something like great success in achieving victory over Napoleon, reliance on class policies in the face of serious discontent from 1815 to 1820 and a sound record of useful reform during the Liberal Tory years. Comment on the breakdown of the Tories after Liverpool's death could be made relevant. There is plenty of material available to support arguments and answers should not be short of detail. Analytical attempts which treat the period as a whole and detailed answers which focus clearly on the element of success should reach Band 1. Narrative outlines which offer relevant comment could reach Band 3. Descriptive surveys would normally be placed in Band 5. Coverage is important for a good mark and answers restricted to the 1815-1820 period should not go beyond Band 5. Omission of the war years is not so serious, but this would prevent an answer from reaching Band 1.

***45 Explain the revival of the Tory party after 1832 and its split in 1846.**

The most obvious thread running through this question is the career of Peel, and many answers will probably develop along the lines of an assessment of Peel. To be a full answer, however, the parallel developments in the Tory/Conservative party should also be discussed. Credit should be given for Peel's perception that the Tory party had to be changed to meet the new economic interest in the country. At the same time the old Tory land-owning elements did not fully accept Peel's conversion to the acceptance of reform and took the opportunity to bring Peel down over the repeal of the Corn Laws. Answers based on Peel's relationship with his party and discussing the wide range of issues involved should reach Band 1. Those that give too much emphasis to Peel at the expense of the reaction of the party to his policies could reach Band 3, while the plain biographical approach with little relevant discussion would belong to Band 5.

46 'Foreign policy from 1830 to 1865 represented a period of almost unbroken success for Britain'. How far do you agree?

A narrative approach to this fairly long period is acceptable, although a descriptive one would not be. Assessment of success would be particularly effective if policies were grouped around British overseas interests, and good credit should be given for an analytical discussion of achievements. Some answers might attempt an analysis based on relations with particular countries, and this would be an equally valid approach. In each case some assessment of success should be offered in respect of individual interests or countries. Answers on these lines should reach Band 1. The line of argument can range from the very successful to the critical. Some answers might emerge as accounts of Palmerston's foreign policy. Where relevant comment is included the mark could reach Band 3. Descriptive surveys of Palmerston's foreign policy should not go beyond Band 5.

- 47 To what extent was the domination of the Whigs from 1846 to 1865 based on personalities rather than principles?**

To some extent this question is one for which some understanding of Palmerston's political influence is useful. This 'age of Palmerston' reflected a widespread feeling, after the repeal of the Corn Laws, for a conservative domestic policy without much concern for principle. However, after 1859, the Radical element of the new Liberal party was becoming active again. This is also the 'age of Equipoise' when rising prosperity created a stable climate for industrial and social relations after the 'hungry forties'. Other personalities worth discussion include Russell, Gladstone and Bright. The divisions on the Conservatives remained for a political generation as personalities like Derby lacked energy and Disraeli was regarded with suspicion. Perceptive discussion of both parties with regard to both personality and principle should reach Band 1. Undue emphasis upon one party or on only one aspect of the question would probably make Band 3 the maximum. Surveys of the period without emphasis on party or principle should go no higher than Band 5.

- *48 'Government measures taken to improve living and working conditions were usually ineffective'. To what extent do you agree with this view for the period from 1833 to 1878?**

Although this question really requires an analytical overview of the period, it is likely that answers will follow a narrative sequence of government action. If a narrative answer discriminates reasonably between living and working conditions, it can be considered for the top grades. The question does not require discussion of the causes of action, although such material might be used relevantly in assessing change. Emphasis, however, should be placed on discussing the effectiveness of action. For living conditions it might be expected that answers consider housing and prevention of disease, including water supply and drainage, while working conditions should provide comment on hours of work, the employment of women and children and wages. There is a wide range of material available, although the best known will probably come from the end of the period. Answers which adopt a broad approach might point to other reasons for improvements. Among these are the increasing prosperity of the period and the growing pressure of trades unions. Detailed and analytical approaches should reach Band 1. Narrative outlines which provide relevant discussion could reach Band 3. Descriptive surveys lacking proper argument should not go beyond Band 5.

- 49 Account for the popularity of the Gothic Revival in architecture in the Victorian period.**

There will be a few answers on this question, but it is important to bear in mind that the few might well be based on specialist knowledge. In terms of 'popularity' answers should consider the wide range of buildings for which the Gothic style was adopted. This includes not only churches and chapels, but castles and manor houses, railway stations and factories, terrace houses and town halls. The reasons are rather more complex and include the reaction against the classical style, the influence of the Oxford movement, the role of key architects like Barry, Butterfield, Scott and Waterfield and the massive church and public building programmes of the second part of the nineteenth century. It is possible that answers might use local examples to illustrate their ideas and good credit should be given for these.

- 50 Explain the consequences to 1886 for Gladstone and his party of his mission to 'pacify Ireland'.**

The focus of this question is not so much on Irish matters, but on the consequences for the Liberal party of their policies towards Ireland. The most obvious effect was the eventual split in 1886 which led to the loss of the Liberal Unionists and some of the Radicals. Loss of electoral support should also be considered as public opinion in England became alienated by Irish extremists. As far as Gladstone is concerned, some comment is needed on his adherence to this 'mission' regardless of the immediate consequences. A narrative approach, which assesses the three ministries and comments on the effect of his policies and consequent legislation, together with an overall analysis of the main issues should reach Band 1. A narrative approach with relevant comment could reach Band 3, but a descriptive narrative of Gladstone's Irish policies without much comment would only reach Band 5.

- 51 Why did Britain participate in the Scramble for Africa in the late nineteenth century?**

The focus for a good answer should be an examination of a variety of the motives behind British imperialism in Africa. The importance of the economic motive can be seen from the search for diamonds in south Africa and palm oil in west Africa in the early part of the period to the investment in gold mining in the Transvaal after 1886. The strategic need to secure Britain's trade routes should be discussed in terms of both the longer Cape route and the Suez canal. It can be seen in the attempt to federate southern Africa in 1876-80 and the need to resist the encroachment of others in east Africa. The later development of the patriotic and nationalist motive, partially derived from the press, is evident in the reconquest of the Sudan and the second Boer war. The cultural aspect is also important with the efforts to bring schools, churches and medicine to Africa. Broader comments on the nature of 'reluctant' imperialism might well be used as the context for discussion. A well-supported analysis of a range of motives over most of the period should reach Band 1. A narrower discussion of motives should be placed in Band 3, while descriptive accounts with little relevant argument belong to Band 5.

- 52 Assess the domestic achievements of Conservative governments after 1886 and explain the party's fall from power in 1905.**

This is a two-part question and allows candidates some latitude as to how much emphasis to place on each part. In general, either part can occupy up to two-thirds of the answer, but if only one part is attempted, the mark should not go higher than Band 5. It is not necessary that the assessment of achievements should be comprehensive, but the main issues involve Irish affairs, education and local government. The main issues in respect of the fall from power concern Tariff Reform, 'Chinese slavery' education and unemployment. Narrative and descriptive approaches are not likely to be helpful in achieving relevant discussion and analytical argument will be required for good marks. Answers with good coverage of both parts, together with some discriminating assessment and explanation should reach Band 1. Answers which rely on description of policies and measures and include relevant comment could reach Band 3. Incomplete surveys of Conservative rule should not go beyond Band 5.

- 53 Why did hostility develop between Britain and Germany from 1890 to 1914?**

The main requirement for this question is discussion of the range of factors which contributed to Anglo-German hostility. At a personal level, the attitude of William II is relevant, but what is more important is discussion of the wider issues concerning German economic power. These include the development of Weltpolitik, the rapid expansion of the German navy, the expansion of the German economy and, ultimately, concern for European balance of power. As always, these ideas are best discussed in an analytical form and an answer on these lines should reach Band 1. However, the narrative explanation is also acceptable for top marks, as long as the argument incorporates the main issues and is kept directly relevant. Narrative answers which include useful relevant explanatory comment could gain marks up to Band 3, but those reliant on an account of Anglo-German relations or side tracked into description of events are likely to belong to Bands 4 and 5.

- *54 How valid is the claim that the Liberal governments of 1906-14 were responsible for major and successful innovation in welfare reform?**

The focus for argument in this question should be 'major and successful innovation'. There is good scope for comparison with the preceding Conservative administration and for identifying the major social problems inherited by the Liberals. The origins of the reforms might well be used to test 'innovation', while the outcome could be used to test the success of reforms. All this means that there is a great deal of familiar material for candidates to use and that the chief skill will be keeping ideas and details relevant. The often used grouping of reforms in terms of children, the old and employment could be used successfully, although ranking reforms in order of success could also present an effective analysis. At all stages credit should be given for discussing the strengths and limitations of reforms. Answers which manage to present a broad perspective of the social problems and a clear assessment of the reforms should reach Band 1. Those which lack some of the perspective and where the assessment is incomplete could reach Band 3, while those which rely on a descriptive approach are likely to belong to Band 5.

55 Why was victory in the First World War only achieved at so great a cost – both human and material – to Britain?

Candidates should be reasonably familiar with the techniques of warfare which caused heavy loss of life in the trenches. Discussion of the reliance on mass frontal assaults in the face of artillery, wire and machine guns should be effective, if supported with relevant detail from a variety of campaigns and battles. Comments on efforts to help the wounded could also be useful. The material costs can be explained by the length of the war, the world-wide extent of the conflict, the deployment of mass armies, and the growing expense of weaponry. Detailed analysis of both aspects of the question would indicate a mark in Band 1. Answers which provide an incomplete analysis, but which suggest a good understanding of the problems, would reach Band 3, but those confined to general references to war should not go beyond Band 5.

56 How successful was Baldwin's second ministry (1924-29)?

Success can be partly judged in terms of Baldwin's own aims. In 1924, these were to achieve long-term power by uniting the Conservative party after the post-war problems and by making the Conservatives the party of the centre right, at the expense of the Liberals. This implied some measures of reform and comment on these should provide the heart of good answers. Many of these were in the sphere of Neville Chamberlain and include his alterations to the National Insurance scheme, notably the lower age for old age pensions and the introduction of widows' pensions, and the encouragement of house building. His efforts culminated in the reform of local government and the poor law in 1929. Measures in respect of the franchise, the electricity grid and the BBC are also significant. Management of the economy should involve discussion of the return to the gold standard and the General Strike. Overseas policies should also be included, notably the Locarno treaties and the period of international co-operation. Marks will not only depend on good coverage, but on the quality of assessment of both Baldwin's aims and the measures. Answers in Band 1 should demonstrate high skills in both these areas. For Band 3 coverage might indicate omissions and the assessment might not always be convincing. The descriptive approach with vague attempts at assessment should not go above Band 5.

57 Explain the fluctuating success of the Labour party between the wars.

This is a question requiring coverage of the long inter-war period. Candidates usually know the two ministries quite well, but for a mark in the top two bands some attempt should be made at assessing the whole period from the 1918 election to the late thirties. The emphasis should be placed on 'fluctuating success' rather than on a general factor like achievement, and the approach should be wider than an assessment of the Labour party. In addition to the two ministries, aspects worth discussion include party leadership, the electoral system, the decline of the Liberals, the domination of the Conservatives, and economic factors especially in 1931. A perceptive explanation based on a broad approach and well supported by detail should reach Band 1. Detailed assessment of the two main ministries, but lacking real breadth could reach Band 3. An answer heavily focused in the ministries and without discussion of the broader aspects should not go beyond Band 5.

- *58 'British governments between the wars accepted high levels of unemployment as an economic fact of life and made little effort to overcome the problem'. How far do you agree with this view?**

The focus in this question is on government policy rather than on the causes of unemployment or on the plight of the unemployed. Helping the unemployed can be regarded as part of 'the problem' and government policies with respect to unemployment benefit can be made relevant. Coverage of all the ministries between the wars is not to be expected, although answers restricted to the 1930s should not reach the top bands. An analysis of the period as a whole is probably the most effective approach, but a narrative is more likely. As long as this kind of answer does not become unbalanced, either in detail or perspective, it can reach the top bands. Candidates might want to discriminate between the performance of different parties, but some overall argument on 'little effort' is expected for a good answer. Perceptive analysis of policies supported with accurate detail on government action, or inaction, should gain a mark in Band 1. Detailed narratives of the period with relevant comment could reach Band 3, while limited narratives with little depth or argument should not go beyond Band 5.

- 59 Why did successive governments from 1929 to 1939 follow a foreign policy of appeasement?**

What is needed for this question is an examination of a variety of general reasons for appeasement, together with a discussion of relations with any particular countries introduced. The general reasons include the pacifistic nature of British public opinion still aware of the Great War, concern for the severity of the Versailles settlement, the apparent economic weakness of Britain during the Depression, the perceived military weakness of the three services, and the propertied classes' fear of the Soviet Union. Answers can comment in depth on relations with Japan, Italy and Nazi Germany and include discussion of France, Spain and the Soviet Union. For a high mark an answer should not be restricted to Germany, especially as Britain's policies relied a great deal on other states, including Italy, to restrain the Nazis. For a mark in Band 1, an answer should deal with a variety of states and provide a perceptive understanding of both the roots and progress of appeasement to 1939. Answers which are limited in one aspect should not go beyond Band 3. Answers which are restricted to Munich or which do not provide an assessment of the reasons should only reach Band 5.

- 60 Explain, in terms of both military action and domestic morale, Britain's survival through 'the dark days' (1940 to 1942) of the Second World War.**

The basic areas are identified in the question and both should be assessed for a good mark. As a rough guide up to two-thirds of the answer can be devoted to either aspect. If only one aspect is dealt with the mark should not go beyond Band 5. In terms of military action, the period of Britain alone in 1940-41 was the lowest point of confidence and from 1941 she had been joined by two allies. The invasion of Russia helped deflect German aggression and American economic support was increasingly important. Bombing of Germany started seriously in 1941 and victory in North Africa had also been achieved by the end of 1942. Domestic morale was helped by such factors as victory in the Battle of Britain, persistence in the face of bombing, propaganda, rationing and Churchill's leadership. An effective analysis of most of the factors should reach Band 1. Discussion of the main factors with good supporting detail could reach Band 3. Surveys of the period without adequate discussion should belong to Band 5.

- 61 How did the development of radio and television change the social and cultural life of Britain from 1950 to 1974?**

Radio was the dominant medium at the start of the period and the BBC monopoly with its emphasis on news, drama and features continued the trend from the war years of strengthening a national identity. Radio also continued the policy from the Reith years of offering high-brow culture. However, the arrival of television, and especially the independent television companies, placed more emphasis on entertainment and continued the trend of the cinema from the 1930s toward a mid-Atlantic style of culture. Both produced increasingly popular stars, usually in the arena of popular music, and generated a wide following for series and later for 'soaps' like *The Archers* and *Coronation Street*. Emphasis should be given to ideas, but there should also be a place for particular programmes. For a mark in Band 1, a range of ideas should be discussed and this should be given considerable supporting detail. A narrower but relevant range of ideas would warrant Band 3, while a descriptive approach restricted to details like programmes and their stars would be limited to Band 5.

- 62 Assess the successes and failures in domestic affairs of Conservative rule from 1951 to 1964.**

The central feature of these thirteen years is economic prosperity for most of the population. The most visible achievements are represented by the housing boom and the motorway programme, which emerged from the mixed success of the stop-go economic policies of Conservative Chancellors. Education and the health service did not prosper quite so well, although the foundations for university expansion were laid. Three elections were won in succession against a divided Labour party, but from 1962 party leadership weakened with the illness of Macmillan and the emergence of his successor. The last two years also produced a serious balance of payments deficit, but the real failure was in the field of scandal. The Profumo and similar affairs produced an opportunity for the Labour party and the new satirical TV programmes to portray these "thirteen wasted years". A balanced assessment which is well supported by evidence should reach Band 1. Narrower coverage or a more narrative approach could reach Band 3. Uneven coverage and a limited extent of detail would indicate Band 5.

- 63 Why, and with what results for her international standing to 1974, did Britain fight the 1956 Suez War?**

Britain's concerns in the Middle East were both political and economic. The policies of Nasser meant that Egypt became the focus for British policy. Before 1956 Britain was the dominant power in the Middle East and relied upon the trade, especially oil, that came through the Suez Canal. Nasser's acquisition of Soviet aid for his nationalist policies threatened British control over both the region and the canal. Eden's secret alliance with France and Israel led to the attack on Egypt in 1956. The outcome was the loss of UN support and, more importantly, the loss of American support. The war was halted with much loss of prestige for Britain in the Middle East and Africa. The long-term effects were the 'winds of change' in Africa which resulted in most of Britain's colonies gaining independence. In the Middle East Nasser's influence grew and Iraq was also lost to British influence with the 1958 revolution. Economically the Soviet Union replaced Britain in most of the region and the Canal remained blocked for a long time. Answers which provide a broad coverage of both areas of the question and include most of the ideas above should reach Band 1. Answers which provide uneven coverage or rely on a limited range of ideas could reach Band 3. Answers which rely on a descriptive approach and lack coverage of ideas should not go beyond Band 5.

- 64 'Successful at adjusting to the new social pressures of the 1960s, but unsuccessful at dealing with the country's economic problems'. How far do you agree with this view of Wilson's record in government from 1964 to 1970?

The new social pressures represent most of what came to be termed 'the permissive society'. Answers should provide some detail and comment on the main aspects of the legislation including the ending of censorship, the acceptance of homosexuality, the legalisation of abortion and the measures for easier divorce. Comment on the effects of these changes on the media would also be relevant. The country's economic problems concerned on the fundamentals of an over-valued currency, a serious trade gap, reluctance to engage in industrial innovation and the excessive influence of trade unions. Wilson's government recognised the existence of these problems, but its success was mixed: some support for new technology, devaluation and defeat by the unions. An answer that examines only one part of the question should not go above Band 4. A detailed assessment of both parts of the question should reach Band 1. A serious but not so detailed examination of some of the issues could reach Band 3. An outline of some of the main issues but without much argument could reach Band 5.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/6
June 2000

The Social and Economic History of Britain c.1815 – c.1980**City and Society c.1840 – c.1880****Document Question****PUBLIC HEALTH REFORMS BEFORE 1875**

1 (a) Explain briefly the following references:

(i) 'former epidemics'

One mark for explaining outbreaks of disease that had occurred before 1855, showing an awareness of the differences between epidemic and endemic. Second mark for giving examples, the most obvious being cholera. Specific dates may be given.

(ii) 'General Board of Health'

This refers to what was originally called the Central Board of Health established under the 1848 Public Health Act. One mark for stating this. The second mark for mentioning that this was meant to be short lived, and in fact was abolished in 1858.

(b) To what extent is the description of the impact of the Public Health Act of 1848 in Document A supported by Document B?

Piper believed the 1848 Act to be a great success, in so far as it enabled him to deal with 'former epidemics' successfully. There is no mention of how easy it was to make improvements. There is some similarity with what happened at Garston (Document B), as a plan was eventually drawn up and given approval. Two marks for identifying this.

A further two marks for indicating that Garston had problems in making improvements. There was obviously a time lag and frustration over this.

For five marks differences between the sources are likely to be explained, by reference to the nature of the sources; one a report for the Central Board of Health, the other minutes of a 'local' meeting.

(c) How useful are Documents C, D, and E as evidence of the impact of Public Health reforms before 1875?

Validity should be checked out with reference to authorship, date and the nature of each source.

C talks about the success of local efforts to improve public health and authorship is not clear, although it appears official.

D is a highly descriptive, subjective source, suggesting reforms were not successful. Issues relating to public health are intertwined with those to do with poverty. Authorship and title can be questioned.

E is a critical account of reforms. Candidates should reflect on how accurately this reflected the views of society in the mid 1870s. In many ways it seems to be a fair analysis, but it is from 'The Times'.

Two marks for analysing each source, extra mark (to make up 7) for dealing with all three comprehensively.

- (d) Using these documents and your own knowledge analyse attempts to improve living conditions in towns and cities between 1848 and 1875.

Up to 4/5 marks for answers that focus mainly on the sources. Reference should be made to at least the 1848 Act and the 1875 Act.

5 to 9 marks for inclusion of detailed knowledge and understanding about the contrasting efforts of Chadwick and Simon.

- 3 By what means and with what success did early industrial entrepreneurs obtain and retain labour?

Target Objectives

An analysis of attempts made by industrial entrepreneurs to recruit and keep workers.

Key words

'By what means': 'with what success'; 'obtain'; 'retain'

Key themes

Candidates should take care to answer all parts of the question. Effective planning will be crucial.

Maximum 13 marks for answers that tell the story of how labourers moved from working on the land to factories, and may well drift into a discussion of factory conditions. One or two aspects of the question should be focused on for 11 to 13.

For 14 to 17 marks all aspects should be considered, although some may be looked at in more depth than others. There is likely to be some detail on 'carrot and stick' methods used to obtain and retain labour e.g. slightly higher, more regular wages.

Nearer to 17 for attempts to measure success.

18 to 25 marks for answers which provide a comprehensible account of all aspects of the question. There should be an attempt to measure

success quantitatively (e.g. increase in the number of factory operatives), and the awareness that this is a question about labour in general (not simply mill workers).

- 4 Why do historians disagree about what happened to the living standards of the working class between 1815 and 1870?

Target Objective

An evaluation of the motives of historians involved in debating living standards during the middle of the nineteenth century.

Key words

'Why do historians disagree'; 'living standards'; 'working class'; 'between 1815 and 1870'

Key themes

Candidate's should focus on the word 'why'. They should avoid describing the different standpoints of the 'pessimists' and 'optimists'.

Maximum 13 marks for description of different view points, which may include some detail on wages, prices, expenditure and living conditions.

For 14 to 17 marks answers should attempt to scrutinise the motives and approaches used by historians. Answers are likely to be deficient in some way, possibly by not considering the whole period or being totally aware of who the optimists and pessimists were/ are.

For 18 to 25 marks responses will be more sophisticated, identifying a range of motives. They are likely to consider the personal background of historians, and how they have been influenced by the era in which they have lived. This will probably lead to discussion of why some historians focus more on quantitative rather than qualitative evidence.

- 5 What problems were faced by farmers between 1815 and 1850 and how successfully were they overcome?

Target Objective

An analysis of the plight of farmers between 1815 and 1850.

Key words

'What problems'; 'how successfully'; 'farmers'

Key Themes

There is a need to focus on both parts of the question and to show that farmers were not a homogenous group.

Maximum 13 marks for broad generalisations relating to developments in agriculture, possibly mixing material relating to the 'agricultural revolution'. Answers obtaining 12 to 13 will probably identify some problems but discuss them superficially.

14 to 17 marks for answers that identify most of the key issues, e.g. falling prices, dwindling rents, falling profits, but may be weaker on the second part of the question.

18 to 25 marks for answer that cover both parts of the question and stick closely to the period. They are likely to include material on how some farmers, in some areas at certain points in time did suffer, whilst others, by reducing costs of production and expanding yields, did quite well. There may also be some mention of historiography (Ernie, Jones, Chambers and Mingay).

- 6 Assess the significance of Isambard Kingdom Brunel in developing the railway system in Britain.

Target Objective

An assessment of the contribution of Brunel to railway construction.

Key words

'Assess'

Key themes

Although this is chiefly about Brunel more analytical answers are likely to consider his contribution in the light of efforts made by others, such as the Stephensons.

Maximum 13 marks for answers which are detailed and which set the work of Brunel in a relatively wide context (looking at the changing nature of the British economy at the time).

For 18 to 25 marks there is likely to be a detailed assessment of Brunel, based on his influence on technology and the way in which he represented a new breed of civil engineers. There may also be some analysis of how Brunel could be viewed as simply building on the work of other engineers who preceded him.

- 7 Examine the motives and achievements of public health reformers from the 1830s to 1875.

Target Objective

Evaluation of why and with what success public health reformers improved living conditions from 1830s to 1875.

Key words

'Examine'; 'motives'; 'achievements'

Key theme

For higher marks it is crucial that candidates focus on all the key words.

Maximum 13 marks for answers that provide a narrative about the achievements of reformers. 12 to 13 marks for some attempt to say how successful they were, even if this only appears in the introduction and / or conclusion.

14 to 17 marks for responses that consider both motives and achievements, but are likely to be stronger on one of these (probably achievements). 16 to 17 marks for material on Chadwick and Simon.

18 to 25 marks for well structured, balanced arguments that consider a range of motives, and critically analyse achievements. It will be clear that candidates understand the difference between permissive and obligatory legislation. They may also take a wider view of achievements by, for example, looking at how the population became more educated about public health.

- 8 To what extent did the philosophy of 'Self Help' influence social policy from 1834 to 1906?

Target Objective

An analysis of 'Self Help' in the light of other influences on social policy, 1834 to 1906.

Key words

'To what extent'; 'Self Help'; 'social policy'

Key theme

There is scope for taking a broad view of social policy (not just the Poor Law), and measuring the significance of Self Help against other views that merged during the period. Candidates should note the significance of 1906.

Maximum 13 marks for responses that give a description of Self Help ideas, probably relating this to the issues of poverty. They are unlikely to cover the whole period.

For 14 to 17 marks answers should consider a number of areas of social policy (health, education, as well as poverty), and the extent to which they were influenced by Self Help. However, the emphasis may well be on poverty.

18 to 25 marks for responses that show that, although 'Self Help' was influential there were other viewpoints that influence thinking especially as the century drew to a close. Collectivism is likely to be discussed as a response to individualism and the changing nature of the economy, society and politics. 22 to 25 for answers that provide a detailed analysis of all the key areas of social policy.

- 9 Assess the contribution made by George Cadbury and W.H. Lever to improve the urban environment.

Target Objective

Analysis of the role of two individuals in improving the urban environment.

Key words

'Assess'; 'urban environment'

Key theme

This question is not just about housing. Candidates also need to be able to measure the contributions made by each individual and not just describe them.

Maximum 13 marks for generalised accounts of developments in housing provision with some description of the efforts of Cadbury and Lever.

14 to 17 mark answers should be more focused and detailed, and attempt to assess Cadbury and Lever. There may be some concentration just on housing issues during the last quarter of the nineteenth century.

For 18 to 25 marks answers will consider Cadbury and Lever relative to other influences on the urban environment, such as the Garden City movement and transport developments. 20 to 25 for mentioning regional impact, with the emphasis on industrial housing. A longer term perspective may be taken.

- 10 With what justification can it be argued that 'New Model' unions were simply a 'strengthening of the old'?

Target Objective

Examination of the validity of the term 'New Model' unions.

Key Words

'With what justification'; 'New Model unions'; 'strengthening of the old'

Key theme

This question demands that candidates discuss how appropriate the term 'New Model' is when studying mid nineteenth century trade unionism.

Maximum 13 marks for a narrative primarily about unions for skilled workers, but may well go back and describe the story of unionism from the beginning to the nineteenth century. There should be some reference to 'justification' in the conclusion for 12 to 13 marks.

For 14 to 17 marks more clearly focused answers can be expected, which look at both similarities and differences between 'new' and 'old' and come to a balanced conclusion.

For 18 to 25 marks answers will be detailed and balanced, probably including material on unions other than the ASE. They will have a clear notion of what constituted the 'old' and are likely to include historiography (Webbs, Musson). For 22 to 25 the motives of historians on this topic should be questioned.

- 11 Account for the decline in aristocratic privilege before the first World War.

Target Objective

Considerations of reasons for the diminishing power of the aristocracy

Key Words

'Account for'; 'decline'; 'aristocratic privilege'

Key Theme

Candidate should look at key economic, political and social factors which influenced the plight of the aristocracy. They should pay particular attention to the time period.

Maximum 13 marks for answer that may focus on political reforms and offer description of the changing economic position of the aristocracy.

For 14 to 17 marks answers will concentrate more on 'account for', looking at the rise of the middle class, in the context of industrialising Britain. 16 to 17 marks for candidates who demonstrate that 'privilege' declined gradually (and did not suddenly change in 1832).

For 18 to 15 marks answers will consider a number of factors in some detail, and show that decline in privilege did not mean the annihilation of the aristocracy. The early twentieth century is likely to be viewed in some detail.

- 12 How important were family planning methods in determining the size of the population between 1870 and 1914?

Target Objective

Consideration of family planning methods in determining population growth during the late nineteenth, early twentieth centuries.

Key Words

'How important'; '1870 to 1914'

Key theme

Family planning methods should be considered against other influences (e.g. environmental). Candidates should have an awareness of how the size of the population of Britain was changing during this time.

Maximum 13 marks for a description of factors that caused the population to grow and may pay scant attention to the rate of growth.

For 14 to 17 marks answers will display a fairly detailed knowledge of family planning methods and the extent to which they were adopted. Other factors will also be discussed and the time period adhered to.

For 18 to 25 marks answers will probably focus on class differences and show a good understanding of how a changing economy affected population growth. The interconnection between factors should be demonstrated along with an accurate knowledge of the extent and rates of growth.

- 13 'Foreign competition was the biggest problem faced by British industrialists during the last quarter of the nineteenth century'. How valid is this statement?

Target Objective

Analysis of problems faced by British industrialists during the end of the nineteenth century.

Key words

'How valid'; 'Foreign competition'; 'biggest problem'

Key theme

Candidates should avoid making vague generalisations about British industry and the economy at the time. The focus should be on the reasons for a slowing down in the rate of economic growth.

Maximum 13 marks for description of the problems faced by industry, but will probably lack detail.

For 14 to 17 marks answers will analyse the importance of foreign competition but will look at other factors e.g. lack of investment, education system.

For 18 to 25 marks a comprehensive answer can be expected, which makes good use of quantitative material. All the key issues are likely to be covered with some attempt to order them in terms of importance (probably highlighted in the conclusion).

- 14 Account for the relative decline in the 'old staple' industries between 1919 and 1939.

Target Objective

An analysis of reasons for structural problems in British Industry during the inter-war years.

Key Words

'account for'; 'relative decline'; 'old staple industries'

Key Theme

This question is about the changing nature of British industry and encourages candidates to look at the internal and external problems faced by coal, textiles, iron and steel and shipbuilding industries.

Maximum 13 marks for narratives about developments in industry between the wars. 11 to 13 marks for answers that can identify 'old staple' industries, as opposed to 'new' industries.

For 14 to 17 marks attempts should be made to look at a number of reasons for decline, possibly showing that the rot had set in before World War Two.

For 18 to 25 marks detailed, well structured answers that identify the complexities of the topic are required. Reasons should be ordered, but a clear awareness of interconnectedness should also be displayed. Candidates are likely to have good knowledge and understanding of the economic climate of the time.

15. How successful were inter-war governments in dealing with the effects of unemployment?

Target Objective

Analysis of inter-war government policies to deal with the consequences of unemployment.

Key Words

'How successful'; 'inter-war governments'; 'effects'

Key themes

The focus should be on effects not causes. There is much scope for looking primarily at the social impact. Although more astute candidates are likely to consider economic and political effects.

Maximum 13 marks for narratives about government attempts to deal with the misery of unemployment. There is likely to be a fair bit of detail on insurance, 'the dole', and means testing, mixed in with description of the effects of unemployment on people's lives.

For 14 to 17 marks a more analytical approach will be taken, even if within a chronological framework. There should be an awareness of change over time (as it related to changes in government and the economy) and regional differences.

For 18 to 25 marks detailed well planned answers are required, that carefully analyse the success governments had. A broader view of effects is likely to be taken than for 14 to 17. Candidates should be able to give a clear idea of how success can be measured (e.g. numbers of long term unemployed, poverty, health, social unrest).

- 16 Analyse the success and failure so government housing policy between 1914 and 1939.

Target Objective

To see the extent to which housing needs were met before 1939.

Key words

'Analyse'; 'successes'; 'failures'

Key Theme

Candidates should focus on both aspects of the question and stick to the dates. Strong answers will clearly weigh up successes against failures.

Maximum 13 marks for narratives about government attempts to improve housing, starting with World War One, moving through to Addison, Chamberlain, Wheatley and slum clearance in the 1930s.

For 14 to 17 marks there should be less of a story and more concentration on success (e.g. numbers of houses built by Addison under difficult conditions) and failures (e.g. lack of suitable housing for poorest members of society by 1939). A chronological framework may be used but key words must be adhered to.

For 18 to 25 marks a detailed analysis will be provided, that clearly distinguishes between a range of success and failures. This is likely to be placed in a framework that considers the changing nature of the economy, politics and society. Regional differences may also be referred to (especially for 22 to 25).

- 17 Examine the strengths and weaknesses of trade unionism between 1914 and 1926.

Target Objectives

An analysis of developments in trade unionism before the General Strike.

Key Words

'Examine'; 'strengths'; 'weaknesses'

Key Theme

Both strengths and weaknesses should be focused on and careful attention paid to the dates. There is considerable material available, even though the time period is relatively short.

Maximum 13 marks for answers that describe the impact of World War One on trade unionism in the shorter and slightly longer run. The significance of 1926 should be identified. 11 to 13 for answers that at least pick out one or two strengths, even if they are only identified in introductions or conclusions.

For 14 to 17 marks answers will be directed towards the key words but candidates may use a chronological approach. Arguments should be supported with detailed examples.

For 18 to 25 marks candidates should avoid a chronological approach, clearly identifying strengths (e.g. demand for labour during the war) and weaknesses (e.g. employer opposition after the war). A balanced conclusion should be reached. Trade unionism is likely to be viewed broadly with a good awareness of different types of union for different types of worker.

- 18 Analyse the reasons for the nationalisation of strategic industries between 1945 and 1951.

Target Objectives

Evaluation of why initial nationalisation programme got under way after World War Two.

Key Words

'Analyse the reasons for'; 'nationalisation'; 'strategic industries'

Key Theme

Candidates should focus on reasons rather than a description of the nationalisation process. They should be able to clearly demonstrate what is meant by 'strategic industries.'

Maximum 13 marks for answers that adopt a narrative approach but identify the main industries concerned. 11 to 13 for answers that highlight one or two reasons albeit superficially.

For 14 to 17 marks answers will stick to 'reasons for' but may still plod through the nationalisation programme chronologically.

For 18 to 25 marks there is likely to be a clear focus on 'reasons for' that will include both long and short term perspectives (going back to 1918 with the publication of the Labour Party's constitution and clause 4).

- 19 To what extent was the National Health Service based on thinking and policies that emerged during the inter-war years (1918-39)?

Target Objective

An investigation into the origins of the NHS, looking at short and longer term factors.

Key words

'To what extent'; 'thinking and policies'

Key Theme

Careful planning is required for a successful answer. Candidates are required to have a good knowledge and understanding of both health policies during the inter-war period and World War Two.

Maximum 13 marks for answers that may describe the coming of the NHS, linking this with World War Two, but paying scant attention to the inter-war years.

For 14 to 17 marks answers are likely to consider the short and long term in some detail, although the framework used maybe chronological. A nicely balanced conclusion should be provided for 16 to 17.

For 18 to 25 marks a detailed knowledge and understanding of thinking and health issues and resulting policies should be displayed. The emphasis must be on the key words with a chronological approach being avoided.

- 20 Examine the measures taken to improve race relations in Britain from 1950 to 1980.

Target Objective

An analysis of race relations policies in the post World War Two era.

Key Words

'Examine'; 'improve race relations'; 'Britain'

Key theme

This question asks about approaches to race relations in general and, not specifically about government policies. A broad view of race should be taken.

Maximum 13 marks for accounts that are likely to include broad generalisations and may focus on one or two racial groups. The 1971 Immigration Act and 1976 Race Relations Act should be mentioned for 11 to 13.

For 14 to 17 marks a broad view of race relations will be taken, which considers the role of the media and pressure groups, as well as the government. There should be an awareness of change over time.

For 18 to 25 marks there should be a comprehensive, well structured account of measures. There will be a good awareness of how these changed over the period according to changes in the economy, society and policies. A number of racial groups are likely to be referenced.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/7
June 2000

History of the USA 1783-1945

- 1(a) (i) and (ii) 1 mark for a broadly correct answer, even though in outline; 2 marks for a fuller, accurate answer.
 (iii) 1 mark for a broadly correct answer, even though in outline.

- (i) The Federal Constitution etc ... must be preserved.
 (Document B)

The Republican Party had been founded in 1854, in protest against the Kansas-Nebraska Acts, hence the spread of slavery into the West. It contained an abolitionist wing as an active minority. The great majority were prepared to tolerate slavery's continued existence in the 13 states, but was determined that "free labour" and democratic capitalism was the path of the future for the US. It was a purely sectional party, confined to the North and West.

Maintenance of the Union was one of the key points that held the party together (opposition to slavery extension being the other), as it was otherwise divided on range of issue. The delegates knew perfectly well that secession of a number of states was certain if Lincoln was elected, but were not prepared to concede this vital point. However nothing is said about the reaction to secession, and it did not follow that the Party endorsed force as the correct policy against the secessionists.

- (ii) The Democratic Party will abide by the decision of the Supreme Court.
 [Document B]

This refers to the case of Dred Scott V Sanford, decided in 1858 which held, by a bare majority of the Court, that the Missouri Compromise of 1820 had been unconstitutional. This decision put the majority Douglas wing of the Democrats in a dilemma. The Republicans condemned it and pledged themselves to reverse it. The minority Breckenridge Democrats were enthusiastically in favour of it, as it appeared to be a unique vocal triumph for slavery by the highest court in the lands. Here the party is trying to straddle this divide, by simply stating respect for the law without dealing with the implications of the decision, trying to avoid loss of support in North and South. It should be noted that the logic of Dred Scott undermined Douglas' own solution of local option.

- (iii) The Democratic Party are in favour of the acquisition of the island of Cuba.
 [Document D]

The problem for the slave states was that they felt blocked in, and unable to take advantage of the rapid territorial expansion of the U.S. The purchase of Cuba, as a slave territory, had been urged in the Ostend Manifesto of October 1858, with the implicit threat, that if Spain did not sell the island, the U.S would take it over by force. This was repudiated by the then federal government, but is here being revived in a modified form.

- (b) 1 mark – a mere summary of extract.
2 marks – some degree of understanding shown.
3 marks – sensible comparisons being made.
4 marks – relates extract to the wider context and a deeper understanding shown.
5 marks – a high level of knowledge and comprehension shown.

What do Documents C and D indicate about the differences within the Democratic Party and the question of slavery in the territories?

Unlike the Republican Party, the Democrats were a truly national party, but as the documents show, tension between Northern and Southern wings grew to the point where there was a walkout of Southern delegates (at least the majority of them) and two rival Democratic candidates were nominated, Senator Stephen Douglas representing the majority of the party, Vice-President John C. Breckenridge as the Southern candidate. This split proved fatal to Douglas' chance, lost him the Presidency, and let in Abraham Lincoln on 41% of the national vote, as the victor. The sticking point was slavery in the territories where the Southerners, increasingly suspicious of Douglas, insisted on an unambiguous statement of positive support for slavery in the Territories, and this the Douglas camp were not prepared to give, partly out of principle, partly because of the certain loss of support in the industrial North this would cause.

- (c) 1 mark to 5 marks as in (b) above, then:
6 marks → comprehensive handling of given and not given sources.
7 marks → an individual viewpoint argued convincingly.

How reliable are Documents B and C as statements of the Parties' attitudes to the question of the permanent and indissoluble nature of the US Federal Union?

As the documents are official party platforms they have to be ipso facto reliable, but candidates who do not get beyond this point, should not be penalised (see Addendum to Mark Scheme). The thrust of the question is the extent to which the Platforms papered over party divisions as key issues; both were reluctant to face the issue of secession, particularly the Democrats in C who were silent on the whole question of the basis of Federation (i.e. was there a right to secession). The Republicans in B did state that the "Federal Constitution and the Union of the States" must and shall be preserved but evade the question of what steps to take if secession actually happened.

- (d) "The Republican and Democratic Parties confronted issues arising from the events of the 1850s: The Constitutional Union evaded them." Using these documents and any other evidence known to you, how justified is this view?

To give high marks answers should first, briefly summarise key events of the 1850s starting with the 1850 Compromise, the Kansas-Nebraska Act, and the ensuing crisis in Kansas, the formation of the Republican Party, the Dred Scott judgement and the impact of John Brown's raid, all this against the background of growing tensions and strains in both North and South.

Secondly the Documents themselves should be examined. As far as its vagueness, and refusal to comment on any of the key issues, B does take a stand on the integrity of the Union and hints strongly that secession cannot be tolerated, and that slavery cannot be allowed to extend beyond its boundaries. C states that the Democrats are divided on this issue and really evade the issues by passing the final say to a non-elected body the Supreme Court, D confronts issues but in completely the opposite sense to B; slavery can, indeed should be allowed as of right in all territories of the U.S.

Thirdly, other evidence may and should be adduced, here Bell's candidature may receive better attention. It can be argued that he was trying to stress what it was that united the American people, hoping that voters would realise this for anticipated divisions.

The full range of marks should be used, and generously applied to candidates showing qualities of knowledge and relevant analysis.

- 2 "The genius of the Founding Fathers of the Constitution lay in the fact they were able to construct a new, workable system of government that appealed to both radical and conservative elements." How valid is this view of the 1787 Constitution?

Background should be lightly sketched showing highly practical reasons of greater unity (defence, trade, transport, fiscal). Better candidates will contrast the idealism of Jefferson's Declaration of Independence with Madison's realism and show how on key issues which emerged (unitary v federal, small states v large states, slavery, religion) compromise was reached or the issue papered over. Bare pass answers will be descriptive, making some bare points about the Constitution, good answers will be able to mount a relevant, structured discussion; high quality answers will have better quality material used in an organised, well argued manner.

- 3 "Hamilton's financial programme restored public credit and ensured the success of the new government, but it served to sharpen divisions and give them political form." How valid is this assessment of Hamilton's policies to 1801?

As Washington had little interest in public finance, Hamilton had in practice a freehand in setting up the new US fiscal system, subject to Congressional approval. By referring to make popular concessions to indebted farmers and insisting in funding all inherited debts of the Confederation at par, he secured the credit overseas of the new Republic, and the setting up of a national bank was well ahead of his time (though as Jefferson political out, of dubious Constitutional validity). Had his Report on Manufacture been acted on, it would have been to the long-term benefit of the country. However, while these policies secured the financial stability of the new Republic, starting from a position of near bankruptcy, they were highly divisive and seemed to favour the rich and speculators, at the expense of poor farmers often heavily in debt. He was attacked rightly for elitism and though Washington wanted to avoid party divisions, by 1796 there was a fully developed party system, reflecting his policies (Federalists) and the more populist Republicans led by Jefferson and Madison. Responses of low pass standard (11-13) will be partial and incomplete; satisfactory answers (16-17) will have good material and be more relevant; good answers (18-20) will have better quality material presented in a structured argued manner; high quality answers (21+) will in addition handle the question in an individual, sensitive, fully developed manner.

- 4 'The term "Era of Good Feelings" is misleading; in reality factional strife increased and sectional rivalries were revived.' Discuss this assessment of Monroe's two terms as President.

The emphasis should be on domestic policy, hence the famous Monroe Doctrine is marginal to the question. Following the War of 1812 the Federalists decline rapidly, and Monroe won an easy victory in 1816 and in 1820 was the only President apart from Washington to be returned

unopposed. However there was intense factional strife within the dominant Republican Party; the American system of economic nationalism was opposed by both New England shipping interests and Southern cotton planters. Even the obvious need to improve internal transport proved highly divisive, with Calhoun's bill for federal aid for roads and canals only passing Congress narrowly and being vetoed by Monroe on constitutional grounds. In 1819 the land bubble burst which affected Westerners particularly giving rise to the intense Western hostility to the "monster", i.e. the Bank of the U.S. The crisis over Missouri's application to join from the Union as a slave state laid bare the acute division between North and South. Though Clay devised the famous Missouri Compromise the passions aroused were so intense as cause great foreboding as to the future of the nation. Low pass answers (11-13) will be partial and incomplete; satisfactory answers (16-17) will have good material and be more fully relevant; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality answers (21+) will have sensitive, individual, fully developed characteristics.

5. What did contemporary Americans regard as particularly democratic about the Democratic Party between 1824 and 1840?

This was the era of Andrew Jackson and his chosen successor Martin Van Buren. Standard 'Jackson' answers of a narrative kind will only attract marks in the (11-13) range, or if the material is of high quality, at most (16-17). Regarded widely as being cheated of the Presidency in 1824 by the "corrupt bargain," to his followers Jackson was the people's candidate, the son of immigrants, a self made man from the frontier, and a break from the Virginia oligarchy. Under him the Democrats stood for a wide majoritarianism, reflecting faithfully widespread prejudices against Indians, the rich, oligarchies, privilege and monopolies; hence the strong feeling aroused by his crusade against the Bank of the United States. However he stood for levelling up not levelling down, a crude anti-intellectualism, policies for men "on the make and on the move." The spoils system though in practice affecting only a small number meant rewards for party loyalty rather than ability or even competence and reflected Jackson's belief that any one could do administrative tasks and that sharing public office out was more democratic. It was in this period too that local caucuses replaced national ones and that manhood suffrage became universal. It should be noted that Jackson's opponents concurred in the view that the above were the values being promoted by the 12 years of Democratic Presidency. Low pass answers (11-13) will be partial, incomplete narratives; satisfactory answers (16-17) will have good material and greater relevance; good answers (18-20) will have better quality material presented in a structured, argued, coherent manner; high quality answers (21-25) will have individual, sensitive, well expressed fully developed material.

- 6 Why did White Southerners regard slavery as essential to their economic and social prosperity?

Not all did, but after 1820 it became increasingly difficult to express opposition to the "peculiar institution." Even manumission (as Jefferson did in his will) became severely discouraged. There was a sea change from regarding slavery as a regrettable necessity which would in time disappear to a more vigorous assertion of slavery as essential to the South or even a positive good. The paradox was that most white Southerners did not own slaves. The turning point seems to have been the invention of the cotton gin which trialled larger areas to be planted for cotton and made production more intensive, larger scale and more profitable. The economies of production meant that free wage labour would not be profitable hence the whole economy of the South depended on slavery; A number of ingenious arguments were put forward to justify slavery; from the Bible, ethnology, that it was for the slaves' own good, and counter attacks on the "wage slavery" of the mines, mills and factories of the industrial North. Fitzhugh even argued that slavery should be extended to the North and be applied to white factory workers. The attacks on slavery which became increasingly common after 1820 and which rose in intensity in the 1830s, 1840s and 1850s served only to bind the poorer Southern whites to their leaders to present a common front to the North. Low pass answers (11-13) will be superficial, partial with little discussion; satisfactory answers will have some good material, more relevance; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality answers (21+) will be more analytical, fully developed with very good material presented in an individual manner.

- 7 The period 1820-1860 saw not only a religious awakening in America, but also a widespread enthusiasm for social and moral reform of all kinds. Discuss this assertion.

The religious revival known as the Second Great Awakening led to a proliferation of interlocking reform movements in peace, temperance, education, prison reform, mental health and women's rights. Abolitionism (which took a variety of forms) was simply the best known and most influential. There were in practice connections between abolitionism and other reform movements which meant that the South was largely hostile to these (except for religious revivalism). There should be a detailed discussion of why America proved such a fertile ground for all kinds of reform, including many utopian "socialist" experiments and discussions of the main movements, America's role as a refuge from reaction and persecution should be stressed by better candidates. Low pass answers (11-13) will be superficial, partial, incomplete narratives; satisfactory answers (16-17) will have some good material and be more relevant; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality answers (21+) will be mostly analytical, fully relevant, accurate with high quality material skilfully deployed.

8 Assess the impact to 1860 of the Mexican War on American life.

The war appeared to be a resounding success acquiring half a million square miles of territory (including California), but Emerson's remark "Mexico will poison us" proved prophetic. It revived the long-slumbering controversy over the extension of slavery and ushered in a period of sectional strife which was to culminate in civil war; the Wilmot Proviso, 1850 Compromise, Fugitive Slave Act, Kansas Nebraska Act, Bleeding Kansas, Dred Scott, John Brown's raids are simply the highlights. As always it is the quality of discussion which is crucial in differentiation. Low pass answers (11-13) will be superficial, partial, incomplete narratives; satisfactory answers (16-17) will have some good material, and be more relevant; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality responses (21+) will be mostly analytical, fully relevant, accurate, with high quality material skilfully deployed.

9 Discuss the view that the Civil War was "an unnecessary conflict."

Relevance is the key to a good response here. Weaker candidates may stray into a narrative account of the causes of the war. They may not recognise the point of the question as the once fashionable school of revisionist historians Randall, Ramsdell, Donald who argued that war could have been avoided if more heed had been paid to Douglas, Buchanan among others and less to Southern "fire eaters", Northern abolitionists and politicians such as Seward. They have argued that the war was a 'needless' one. However the admission of the new states following the Mexican War the growing disparity between the population and economies of North and South meant that compromises such as 1852 tended to be short lived. By the 1850s slavery was increasingly seen, not as an anomaly, but as an embarrassment to America's vision of themselves as progressive and freedom loving people. The election of Lincoln on 41% of the population vote, America's first purely sectional President meant that slavery was blocked from expansion hence gave Southern extremists their chance. Low pass answers (11-13) will be superficial; satisfactory answers (16-17) will have some good material and be more relevant; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality answers (21+) will be mostly analytical, fully relevant, accurate, with high quality material skilfully utilised.

10 "The Confederacy was defeated not by inferiority in arms, manpower, and resources but by the insurmountable handicaps of states' rights and slavery." Do you agree with this explanation of the defeat of the Confederacy?

Candidates should make the balance sheet of strengths and weaknesses of the Confederacy both at the start of the conflict and then as it progressed. While vastly superior in population and resources the Union's victory was not assured. The South commanded interior lines and was fighting on familiar terrain for their homeland; its extensive coastline was difficult to blockade, above all its struggle was defensive, while the Union had to take the initiative to gain and hold territory to win. Hence many experts in Europe thought

secession would succeed. However there was never a Confederate Unified Command, and each state would go its own way and in practice it was difficult to get them to co-operate. Political leadership was also weak. Slavery handicapped the South in that it was always fearful of slave revolts, hence had to waste resources guarding slaves. Slavery gave the Union a moral ascendancy, which its cause otherwise lacked, and certainly deferred Britain and France from recognising the Confederacy at the outset which was their initial inclination. Low pass answers (11-13) will be superficial, partial, incomplete narratives; answers (16-17) will have some good material and be more relevant; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality answers (21+) will be mostly analytical, fully relevant, accurate, and with high quality material skilfully utilised.

Section B 1865-1945

- 11 Analyse the underlying issues involved in the attempt to remove Andrew Johnson from office by impeachment.

Johnson was the only Southern Senator to stay loyal to the Union, hence was V-P candidate in 1864, and fortuitously President on Lincoln's death. His programme of Reconstruction was far too gentle to former rebels, and too unsympathetic to ex-slaves for the Radical Republicans who controlled both Houses. While some saw the proceedings as an attempt to replace the balanced system with a parliamentary form of government, the most probable motive was that Congress believed it was the only way of implementing its Reconstruction policy which Johnson had consistently thwarted, using his prerogatives as Chief Executive and Commander in Chief. The specific charges (Violation of the Tenure of Office Act) were unsustainable but failed to be carried by one vote. The narrowness of his escape did have the effect of putting an end to Johnson's wrecking activities. Low pass answers (11-13) will be superficial, incomplete narratives; satisfactory answers (16-17) will have some good material and be more relevant; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality answers (21+) will be mostly analytical, fully relevant, accurate, and with high quality material, skilfully utilised.

- 12 Account for the vast expansion of industry and commerce in the U.S 1865-1900.

Such a large theme needs skill in handling a bulk of material. Among main factors are (a) Civil War (b) abundant natural resources (c) a pro business political and legal environment (d) foreign investment, (e) immigration of cheap motivated labour (f) territorial expansion (g) an increasing population (h) inventions and innovations (i) railroad network (j) communication; telegraph and telephone (k) new energy sources of oil, electricity, gas (l) cult of business as the true, new way of life.

- 13 Evaluate government policy towards Native American Indians 1865-1890.

State government in the Mid West and South West were part of the problem and Federal policy, ineffective and at best paternalistic, at worst oppressive. No attempt was made to understand the Indian way of life, to protect the buffalo herds on which they depended, or to protect them from the greed and encroachments of cattlemen, US Army detachments too often acted on their own initiative in ways which inevitably made matters worse. The final policy adopted of breaking up the traditional Indian way of life and assimilate them to white ways resulted in moral and physical disintegration of a once proud people.

- 14 Discuss the changing status of women from the end of the Civil War to the early 20th Century.

The number of women at work rose from 2 million in 1870 to 8 million in 1910 though nearly all were single or widowed. Both the average age of marriage and the percentage of women in higher education rose and most states passed laws enlarging property rights and contractual freedom. The divorce rate rose spectacularly from 1.2 per 1,000 marriages to 4.5 per 1,000 in 1910. Movement westward meant greater social freedom for women seen as equal parties and it was western states that first gave women the vote and access to the professions. The First World War brought women into war work and government service and the constitutional amendment giving women the vote was passed in 1919.

- 15 Account for the slump in the power and prestige of the Presidency 1877-1896.

A succession of nonentities occupied the White House: Hayes, Garfield, Arthur, Cleveland. There were two main reasons. The impeachment and handling of Johnson had shifted power away from the Presidency to Congress and Grant had virtually abdicated presidential authority. Hence the executive was still suffering from the assaults on Presidential authority. Secondly this was the era of the cult of big business and belief in minimal government interference in domestic affairs. Woodrow Wilson in his famous textbook describes the American system as Congressional government.

- 16 Analyse the main principles governing US foreign policy from 1890 to 1914.

This is the age of the new imperialism and the main characteristic was the assertiveness, at times outright aggression albeit under a cloak of high mindedness with which the United States expanded its influence in Hawaii, Samoa, South America, China. This culminated in the Spanish American War which the US used as an opportunity to gain new possession in Philippines, Puerto Rico, and Guam, with Cuba becoming a sphere of influence. The acquisition of the Panama Canal is simply the best example of US acquiring hegemony in Central and Latin America. The fact that the US had become a great power was recognised in Theodore Roosevelt's mediation in the Russo-Japanese war (for which he was awarded the Nobel Peace Prize!)

- 17 'Taft's presidential term has been consistently undervalued: in fact his services to Progressivism were considerable. Evaluate this view of Taft's presidency.

It is first necessary to outline some of the main features of Progressivism, a frame of mind rather than a doctrine, its main characteristics being government intervention and regulation of business in the interests of the community and the need for structural reform. Taft was not really a politician and displayed little skill in dealing with legislative or pressure groups, also by

temperament he was a constitutional conservative rather than an asserter of Presidential power. There were, however, twice as many prosecutions under the Sherman Act, he continued Roosevelt's programme of conservation, extended the powers of the Interstate Commerce Commission, established a postal savings bank, created the Dept. of Labor and the Federal Children's Bureau, gave an eight hour day for federal employees and not least facilitated two key constitutional amendments, (federal income tax, direct election of U.S Senators.) Hence he was not a reactionary but he lacked his predecessor's skill in holding together opposing factions within his party. Increasingly he became seen as the ally of the Old Guard, precipitating a disastrous split which led to the three cornered election of 1912 and the election of Woodrow Wilson as President.

- 18 'The age of disillusion and reaction.' 'Carefree pleasure seeking, rebellion and protest were features of the decade.' Which of these judgements presents a truer picture of the 1920s?

Both aspects were present at different times among different groups. It is essential to note the dramatic improvements and advances in the US economy and the automobile revolution. However this was highly uneven and the values way of life of cities and small towns/rural areas diverged markedly. Prohibition, the rise of the Ku Klux Klan, strict censorship, such attitudes as embodied in the notorious Tennessee "monkey trial", hostility to immigrants and Red scares were all indications of reaction against internationalism and Progressivism. However, this was also the jazz age, the start of Hollywood phenomenon, the great growth in organised crime, and the breakdown of social and sexual conventions. Politically the Republicans were in the ascendant, reflecting the triumph of small town values and the anti-Catholic tone of the 1928 Presidential campaign reflected the isolationist mood of the population.

- 19 How successfully did Woodrow Wilson respond to the issues raised by the First World War?

It can be argued that Wilson raised hopes that he was incapable of fulfilling. His efforts in 1914-17 to maintain neutrality failed, his offer of mediation and idealistic statements served only to irritate the Allies, and last but not least, his Fourteen Points did not form the basis of a peace, but were overshadowed by indemnities, reparations, war-guilt clauses. His key scheme for a League of Nations failed as without US membership it had little chance of success. The rejection by the US Senate of the Versailles Treaty was reflected in the Republican and isolationist triumph in 1920. It can be said that Wilson's style and manner did not help his schemes. Low pass answers (11-13) will be superficial, incomplete narratives; satisfactory answers (16-17) will have some good material and be more relevant; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality answers will be analytical, fully relevant, accurate and with high quality material skilfully utilised.

- 20 "It's a mistake to regard the New Deal as a set of consistent, coherent principles, it was little more than a series of improvisations and reactions to events." Discuss this view.

The main characteristic of the New Deal was a flurry of activity reaching every corner of American life. Precisely because the country was in such appalling straits in March 1933 it needed a series of kick-starts, not all of which were well thought out or effective. The sole unifying factor was FDR's willingness to listen to almost anyone and to try anything new. It is in this context that the question should be examined.

- 21 "While American policy was uncommitted and uninvolved, it was not narrowly isolationist." How far is this an accurate description of American foreign policy in the 1920s and 1930s?

Isolationism meant not being involved in European alliances and went back to Washington's farewell address. Almost immediately after the Armistice there was a sharp reaction against internationalism as shown by the rejection of the Treaty and the League. The best approach is to divide the period into 1921-1933 when the world was working for disarmament and the outlawing of war. Here the US was active in attending League meetings as an observer, called the Washington Naval Conference 1921-2, and initiated the Kellogg-Briand Pact, hence US policy was highly active and involved; 2) 1933-41 when it became clear that the Versailles peace settlement had broken down, there was a sharp shift in policy, but FDR would always in the last resort follow public opinion which was hostile to any alliances. Low pass answers (11-13) will be superficial, incomplete narratives; satisfactory answers (16-17) will have some good material, and be more relevant; good answers (18-20) will have better quality material, presented in a structured, argued manner; high quality answers (21+) will be analytical, fully relevant, accurate and with high quality material skilfully utilised.

- 22 Examine the impact of the Second World War on US society 1941-45.

This will involve having a grasp of detail while keeping the main theme running smoothly, that every sphere of domestic life was affected by increased government activity. As there were no air or sea attacks on the US mainland, life proceeded free from fear of invasion. However there was conscription of males; and detailed regulation of the economy affected all sections of the population. War brought about huge economic expansion, and as a result full employment and higher real wages. Trade Unions grew dramatically in power, but among other restrictions on civil liberties, the freedom to strike was suspended. Social changes were dramatic with women entering the work force in large numbers. There was a large movement of blacks from the South to the North and West. Life expectancy increased dramatically, particularly for blacks. Low pass answers (11-13) will be superficial incomplete narratives; satisfactory answers (16-17) will have some good material and be more relevant; good answers (18-20) will have better quality material presented in a structured, argued manner; high quality answers (21+) will be analytical, fully relevant, accurate and with high quality material skilfully used.

Addendum**Q 1. Document Question:**

In view of:

- (1) The different nature of this year's Sources
- (2) The possibly ambiguous nature of Q1. (c)
- (3) The testing nature of Q1. (d)
- (4) Difficulties likely to be experienced by candidates, it was decided that:

- A. The marking of this question should be generous, so that there can be no question of this year's candidates being disadvantaged as compared with previous years. This will be particularly the case with sections (c) and (d) which together count for 15 of the 25 marks.
- B. Section (c) has a possible ambiguity in that as the Platforms are official, they have to be "reliable". The focus is intended to be on the extent to which the Platforms paper over differences of opinion within the Parties. Any serious attempt at question 1 (c) will earn a minimum of 3 or 4 marks depending on length, extra marks to be awarded wherever possible, having regard to the above points.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/10
June 2000

European History 337 – 1500

1. Documents Question: The Crusades

The siege and capture of Jerusalem, 1099

- (a) (i) Raymond of St. Gilles, Count of Toulouse and leader of the southern French. After the fall of Antioch a large part of the army had offered to recognise him as commander-in-chief if he would lead them to Jerusalem. (There are possible ways of answering this question, allow any other relevant material of which this list provides examples.)
- (ii) Godfrey de Bouillon, Duke of Lorraine. Leader of a large crusading contingent. Motivated by genuine religious conviction but also by uneasiness of his position at home. One of three brothers. Had taken an oath to Alexius Comnenus. Chosen as Protector of the Holy Sepulchre. (These are possible ways of answering this question, allow any other relevant material of which this list provides examples.)
- (iii) A single mark for explanation and a second for further development. The siege of Antioch had lasted from October 1097-June 1098. It had then to be defended against a Turkish relieving force. Bohemond took the principal credit for the city's capture and became its prince. (Again, there are a number of possible ways of developing this answer).
- (b) Up to three marks can be given for an accurate paraphrase. The other two should be given for sharp comparisons, an evaluation of 'how far' the documents support each other and an indication of differences. Both documents agree on the importance of siege towers. Document A has rather more detail: 'engines' and 'other mechanical devices': the defenders' counter measures; the Crusaders' ability to pick the 'weakest spot': Raymond's tower being brought from the south; the Crusaders' filling in of the pit before the walls. However, only F mentions that one of the towers was burned by the defenders and that Jerusalem was taken from the north.
- (c) In dealing with the usefulness of these documents candidates should be aware not only of the content but, where appropriate, should be prepared to comment upon such matters as authorship and dating and to test the content of the documents against wider, contextual knowledge. Three marks, and possibly 4, can be given for an effective paraphrase of the documents although at the upper end of the mark scale some comment will be required. The rest of the marks should be reserved for an evaluation of usefulness, although some of this may be implicit. A clear focus on 'objectives' is essential. Broadly, and very simply, the objective was to take the city and candidates may be expected to comment upon the objectives of the Crusade in general and the importance of Jerusalem in the life of and ministry of Jesus and as a place of pilgrimage. A mentions in two places the objective of entering the city to worship at the Holy Sepulchre. However, it also deals with the seizing of gold, silver, horses, mules and houses. B also tells a story of

pillage. However, candidates might argue that these were not objectives but the actions of men carried away in the heat of battle. E might be interpreted as a retrospective and idealised presentation of crusading motives.

- (d) Up to 5 marks can be given for an effective account of the relevant content of the documents, although at the upper end of the mark scale some comment and analysis will also be necessary. A further 2/3 marks can be given for good use of contextual knowledge placed alongside the content of the documents, and the rest for an evaluative approach to the evidence of the documents and a sense of engagement with the argument. In a general sense, there is a good deal to say about the importance of religious zeal and inspiration throughout the Crusade, as well as specific references to the siege of Jerusalem. Documents A, D and E make clear references to the importance of religion whilst C gives important insights into the purity of the motives of Raymond of Toulouse (candidates may know, however, that the author was Raymond's chaplain). Other explanations, which can be supported by reference to wider knowledge are: the military skill of the Crusaders (A and F); their persistence and courage (A, D and E); their ruthlessness (A, B and F); divisions among the Muslims (F).

3. This is not a general question on the fall of the Western Empire and answers which treat it in this way will normally have a ceiling of 14-15. Entirely descriptive accounts will not usually go above 11-13, although the bottom of 14-15 may be possible for especially thorough answers. To be sure of the band (14-15) and above, answers will need a clear focus on military and governmental weaknesses although, since the question asks for an evaluation of 'how important' these factors were, some consideration of other issues should be expected. Marks in the band 16-17 and above should be reserved for answers which are wide ranging, balanced and particularly well argued and evaluated. Among the political issues, candidates may be expected to consider; the decline of imperial authority, the quality of Western Emperors; conflict between Eastern and Western Emperors; influence of barbarian generals; succession of dynasties and of Emperors raised to the purple by the legions. As for military weaknesses, answers may be expected to identify: the barbarianisation of the army at all levels; inadequate numbers of troops for the defence of the frontiers; effects on the west demands of the defence of the Eastern Empire; influence of generals. Good answers will see connections between military and political weaknesses and evaluate other issues such as: the context of barbarian folk movements; demographic changes; inflation.
4. The question requires an evaluation of Justinian rather than an account of his reign. Such an approach would normally peak a 11-13 with the bottom of the next band as a possibility in the case of very thorough answers. An account of 'successes and failures' with relevant comment would be more certain of reaching the 14-15 range. However, for the top of this range and above a conscious evaluation of 'how successful' will be necessary. Answers in the band 16-17 and above will demonstrate sharp analysis and strength in both range and depth. Candidates are most likely to deal with the following issues and areas of policy: the Nika riots and Justinian's control over Constantinople; administration and government; the law; the attempt to recover Western provinces, diplomacy and war with the Persian Empire; theological issues, orthodoxy and heresy; barbarian threat across the Danube; foundation of new cities; building Hagia Sophia.
5. To be sure of reaching the band 14-15 answers will need to focus the material on 'the development of the Papacy'. More general accounts and descriptive approaches will normally stick at 11-13. For 16-17 and above answers will not only be sharply focussed and wide-ranging but will be particularly strong in meeting the demands of assessing Gregory I's contribution. As to content, answers are likely to deal with the following: Gregory's work in Rome itself; ecclesiastical administration and the patrimony of St. Peter; the maintenance of Papal independence by balancing between the Lombards and Constantinople; the patriarchate of Constantinople and the issues of 'universality'; the influence of the Regula Pastoralis; the 'Patriarchate of the West' –relations with the Frankish Church, conversion of heathen peoples. The best answers, certainly those in the two highest bands, will be aware of 'Gregory's failings and the limitations of papal power and authority.

- 6 Descriptive and general answers, particularly those which deal with Charles Martel and Pepin III separately are likely to have a ceiling of 11-13. To be sure of the range 14-15 and above candidates will need to take a consciously comparative and evaluative line, with a clear focus on the 'rise of the Carolingian dynasty'. For the band 16-17 and above a strong sense of argument and analysis should be looked for with a strong sense of themes to be compared across the two men. Such themes might include: their position as mayor of the palace; relationship with the Merovingian Kings; extent of their mastery over Francia; ability to command the loyalty of the nobility, vassalage; respective relationships with the Frankish Church and the papacy; military achievements and changes. Particular aspects of their respective contributions should include the repulsion of the Muslim advance at Poitiers (Charles Martel) and the assumption of the kingship by the Carolingian dynasty (Pepin III).
- 7 This question requires a set of clear explanations to be sure of reaching the band 14-15. Narrative accounts of the Carolingian Empire in the ninth century and are unlikely to do better than the range 11-13. Responses in the band 16-17 and above will be distinguished by their range and sophistication of analysis. Among the issues to be discussed are the following: the size of the Empire and the resulting demands on resources, military defence and administration; particularism, partition, internal rivalries, hardening differences between West Francia, East Francia and the Middle Kingdom; external attacks and depredations by Vikings, Arabs and Magyars; growth of local power and the usurpation of royal authority; poor leadership, for example, Louis the Stammerer and Charles the Fat.
- 8 Wholly descriptive responses are unlikely here but the reward for such an approach could not exceed the band 11-13. The same range should normally be the limit for answers which are seriously unbalanced, ignoring or largely ignoring one of the territorial dimensions. Some sort of balance sheet is important here and a consciously evaluative approach will be necessary for the band 14-15 and above. For 16-17 and above answers will need to be wide-ranging and well argued, although no set conclusions are to be expected. The discussion can take a number of directions although the probable starting point will be the balance between the gaining of power and prestige on the one hand and the dangers of the Ottonians being overstretched and drawn away from the 'heartland' or 'natural' sphere of influence. The involvement in Italy, in particular, creates commitments and problems beyond the tenth century. Expansion in the east is in large part a consequence of Slavic and Magyar incursions; Lechfeld in 955 allowed the Germans to go over to the offensive; importance of the colonisation between the Elbe and Oder; prestige gained by conversion of Slavs; colonised lands open to fresh Slavic attacks. Involvement in Italy partly a result of Otto I's efforts to strengthen his role in Germany; concerned to prevent or limit intervention by German duchies, for example, Swabia and Bavaria, concerned also to prevent a combination between Burgundy and Italy; response to an appeal by the papacy, importance for relations with the papacy; intervention in Italy and the Imperial coronation;

involvement with Byzantium; the dangers of intervention in southern Italy (defeat of Otto II, 982).

- 9 Candidates may choose to deal with Leo IX and Nicholas II separately. As long as this approach is focused on the issues of 'the reform of the papacy' such an approach could put answers in the band 14-15 and, conceivably, a little higher. A conscious attempt at assessment is necessary if answers are to reach 14-15. A more sophisticated approach, almost certainly necessary for the range 16-17 and above, would be to look for continuity and themes whilst pointing up the particular contributions of the two popes. This is not a comparative answer *per se*, although in assessing the parts played candidates may be drawn in this direction. If this is done relevantly and skilfully it should be rewarded. Answers which are seriously unbalanced or give narrative accounts of the two participants are unlikely to get beyond the range 11-13. As long as there is a clear focus on the 'reform of the papacy' the following content is relevant: the increased use of the synods, legates and decretals; Leo IX's journeys north of the Alps; the promotion and continuing influence of Hildenbrand, Herbert of Silva Candida and Peter Damiani; pronouncements on papal primacy, relations with the Eastern Church; the electoral decree of 1059; the papal leadership of the wider Church reform movement.
- 10 This question encompasses the reigns of Robert II (996-1031), Henry I (1031-1060) and Philip I (1060-1108). To reach the band 14-15 answers should show some evidence of spanning the chronological range. At this level too there should be a sound understanding of the implications of the term 'first among equals' and a clear focus upon it. Given strength in range and depth an analytical and argued approach to this issue should take responses to 16-17 and above. Very general responses and those which fail to get beyond narrative and description, should normally have a ceiling of 11-13. In finding illustrations candidates may well concentrate upon Normandy but answers at the top of the 14-15 range and above should also be aware of other vassals such as the rulers of Anjou, Maine, Blois and Champagne. Candidates are likely to discuss the following issues: lands and resources available to King and vassals and their effective control over them; capacity and willingness of vassals to wage war on their king; degree of independence of the crown and assumption of semi-royal rights; threats against the royal demesne and rights; the union of Normandy and England. At the same time, the following can be put into the balance: the Capetians' position as anointed kings; feudal suzerainty (even if theoretical); ability to exploit royal rights and opportunities (for example, the minority of William of Normandy).
- 11 Straightforward narratives of the reign of Louis VI may be able to reach band 14-15, especially if there is relevant comment, but a ceiling of 11-13 is more likely. To be certain of the range 14-15 and higher a clear focus on the demands of the question – 'vigorous' and 'constructive' – is necessary. For the three highest bands the focus will be especially sharp as will analysis and argument. This is a question on the style of Louis VI as King and the positive and lasting achievements of the reign and it is up to candidates to assess and evaluate the accuracy of the judgement. There is a great deal to be said in

- favour of the proposition. In terms of Louis VI's vigorous style, candidates may be expected to discuss the following: his constant travelling; the means used to assert his authority in the royal demesne; campaigns against the nobility; the defeat of Hugh of Le Puiset; the suppression of the rebellion of the de Garlandes; energetic exploitation of the rights of feudal kingship. As to constructive achievements, the following are relevant: the bringing of greater efficiency to royal administration, changes in methods of government; appointment of officers by the royal will rather than hereditary right; the work of Suger.
- 12 A plain narrative account of the Second Crusade will not normally take answers beyond the 11-13 range. However, a narrative and chronological framework with relevant comment and some analysis should put answers into the next band (13-15). The key demand of the question is explanation. This is essential for 14-15 and above. Answers in the three highest bands (16-17, 18-20, 21-25) will be sharply analytical, wide ranging and will demonstrate an awareness of differing interpretations and competing explanations. The matters most likely to be presented are: differences between the Franks of Outremer and newcomers; lack of clear and unified command and internal divisions in the crusading host; the role of Manuel I Comnenus and the lack of Greek help; strengths and greater unity of the Muslims, Nur ed-Din; the decision to attack Damascus and the handling of the campaign. On rather more tricky ground, candidates may care to discuss the possibilities of exaggerated expectations and the alleged lack of Crusader zeal.
- 13 A good deal of debate attaches itself to this question but there are probably four major areas for discussion. First, the issue of land hunger on the part of younger sons and peasantry with resulting colonisation and connected economic motives. Second, the ambitions of nobility such as Henry the Lion, duke of Saxony, Albert the Bear and Otto, margraves of Brandenburg, and Adolf, count of Holstein. Third, a religious element, the motive of carrying Christianity to still pagan Slavs; crusading ideals. Fourth, the matter of opportunity and a relative power vacuum in the Slavic lands open for expansion. Some narrative will probably be necessary by way of illustration but entirely descriptive answers will normally peak at 11-13 and this will probably be the maximum reward for narrowly based responses. Some clear element of explanation will be necessary for the band 14-15 together with a fair range. Answers in the band 16-17 and above will be aware of the complexity of the explanations and of mixed motives at work, for example, the crusading element.
- 14 General essays on Frederick Barbarossa will be rather wide of the mark and, even if very thorough and full, the band 11-13 should be seen as the absolute ceiling. The answer must focus very precisely on Italy although some discussion of Germany may be necessary (in order to deflect or support the charge that Barbarossa did less than he should to build up the power of the German monarchy because he concentrated his activities for so long on Italy). The discussion should take account of two sorts of issues: the extent to which Barbarossa's ambitions in Italy were worth pursuing or were necessary

to his wider plans; how successful he was in achieving his aims. This approach should move candidates into the 14-15 band and above. To reach 16-17 and above, answers will need to demonstrate strong powers of argument and sharp evaluation. The best candidates may be expected to make distinctions in terms of objectives and success achieved between four areas – Lombardy, Tuscany, the papacy and Sicily. Less successful, but nevertheless sound, answers may well be more general but show some awareness of differences. Blow-by-blow accounts of Barbarossa's interventions and campaigns in Italy may well have a maximum of 11-13 marks but, if there is relevant comment, a mark in the next higher band is possible.

- 15 This is not a general question on the main features of Gothic architecture and a descriptive approach, however well done, should normally peak at 11-13. Candidates may do a little better with a general approach to the range of influences which led to the flowering of the Gothic. However, to be sure of the band 14-15 answers will need a clear focus on the two issues identified by the question 'new constructional techniques' and 'religious enthusiasm'. Some evaluation of other possible influences (for example, stylistic influences from Outremer and Spain, the growth of royal power in France, more settled and prosperous conditions) is permissible and helpful but a proper balance and sharp focus on the thrust of the question is essential. To reach the band 16-17 and above answers will need to be especially well argued and sharply evaluated, although no set conclusions should be expected. At this level, too, candidates should be able to provide specific examples. Religious enthusiasm, royal, noble and popular, is well documented but will need to be assessed. As to technical and architectural advances, candidates are most likely to deal with pointed arches, ribbed vaulting and buttresses and the effect on pillars, windows and the greater use of glass.
- 16 Narrowly descriptive approaches to this question are unlikely but the reward for such answers is very unlikely to exceed 11-13 marks and may well be a good deal lower. The question requires an assessment and a clear focus on 'intellectual life' and these demands must be fulfilled if answers are to go to 14-15 and above. Candidates may well see cathedral schools in the context of monastic schools and the future development of universities and intelligent discussion of this will help their answers. Much depends of course on the quality of particular cathedral schools and the distinction of the masters who taught in them. Such distinction made some schools attractive to a wider student body drawn from outside the dioceses for which they were provided. Reims, Chartres and Paris are particularly good examples and candidates may well trace the connection between the cathedral school of Paris and the university. The curriculum of cathedral schools will form an important part of the answer – the traditional liberal arts, at the best cathedral schools a broad humanistic education, the growing interest in Aristotelian philosophy. The best answers will have a sharp focus on the extent of the influence of cathedral schools and will be aware of the tensions between the philosophy of the classical world and the Christian faith.

- 17 To reach the band 14-15 candidates will need to provide an evaluation and analysis rather than a straightforward description. For the higher bands, 16-17 and above, the argument will need to be especially well-developed, with an awareness of the uncertainties, and wide ranging material. No set conclusions are to be expected, it is the quality of the argument that should be rewarded. The best answers will have a clear awareness of the nuances, the interconnected nature of the economic developments and regional differences. Among the areas for discussion are: demographic changes; increase in agricultural output and farming for surplus; the growth of towns, centres of conspicuous consumption, trade and industrial production; developments in internal and long distance and exotic trade; colonisation, internal and to new lands; exploitation of marginal lands; extent of regional specialisation; tendency to commute labour services for money.
- 18 The question asks for an evaluation of the seriousness of the threat presented by the Albigensian heresy and this demand should be clearly met for answers to be placed in the 14-15 band and above. There should also be a clear focus on the threat to 'the Church'. Narrative accounts of the development of the Albigensian heresy and the crusades against it will not normally go above the range 11-13. Answers in the band 16-17 and above will be distinguished by their strengths in range and depth and the sharpness of their evaluation and argument. Among the areas of discussion are : the challenge of a very different doctrine, especially the dualist aspect of Catharism; the scale of the Catharist following and support/toleration by local nobility and laity; the challenge to diocesan organisation of a rival organisation of perfecti and Catharist preaching; contrasts between the perfecti and comfort and laxity of some Catholic clergy.
- 19 Narrative treatments of the conflict between Philip the Fair and Boniface VIII, unrelieved by comment and analysis, are very unlikely to go above the 11-13 band. A clear attempt to explain will be necessary if responses are to reach 14-15 . Argument and analysis supported in appropriate range and depth will characterise answers in the 16-17 band and above. As to content, candidates may be expected to deal with the following: the respective personalities of king and pope; wider issues of conflicting royal and papal pretensions and claims; the administrative and financial reforms of Philip's reign and growing financial pressures upon him; Philip's attempt to tax the French clergy and the decretal Clericis laicos; Philip's treatment of Bernard Saisset, bishop of Parmiers, and the resulting bulls Salvator mundi and Unam sanctam; attack of Boniface and attempted arrest by Guillaume de Nogaret.
- 20 This question hardly lends itself to description and narrative and such an approach is unlikely. However, this kind of answer would have an absolute ceiling of 11-13. For the range 14-15 a conscious attempt at evaluation is necessary. Candidates should arrive at some kind of balance sheet although less strong answers, perhaps towards the bottom of 14-15, will probably confine themselves largely to losses rather than gains. Answers in the range 16-17 and above will show greater sophistication and a sharper sense of evaluation. The key demand of the question is an evaluation of 'how

damaging'. On the deficit side candidates are likely to deal with the following: loss of esteem and 'universality'; perception of the papacy as a puppet of the French monarchy (implications for England and the Hundred Years' War, for example); gain in the authority of the cardinals was damaging to the role of 'papal monarchy'; held in contempt for luxury and corruption associated with Avignon; weakened control over Italian lands; residence at Avignon helped lead to the Great Schism. On the other hand, there were benefits; papacy gained security in being away from a turbulent Italy and Rome; developed a more sophisticated administrative and judicial system; able to institute a range of reforms; gains in wealth.

- 21 This question requires assessment rather than a list and the reward for a descriptive approach will normally peak at 14-15 with a more likely ceiling in the 11-13 range. To be sure of 14-15 and above candidates will be required to demonstrate that they have understood the key demands of the question – an evaluation of the seriousness of the consequences of the Black Death. Answers in the range 16-17 and above will be especially well argued and broadly based ('western Europe'). As to content, candidates are likely to explore the following: demographic consequences, the extent of mortality rates, the effects of continuing epidemic, the rate of recovery; the effects on relationships between landlords and tenants, commutation of service, the benefits for survivors; the effects of manpower shortage on prices, wages, availability of land, the labour market; changes of emphasis in economic activity; possible effects on religious life and observance; the extent to which the Black Death was responsible for social unrest.
- 22 Descriptive accounts of the provisions of the Golden Bull and its consequences are unlikely to go above the bottom of the 14-15 band at best. To be sure of this range and above there will need to be a firm linking to the issues of imperial power and a clear sense of argument. Answers in the 16-17 band and above will demonstrate a good range, sharp analysis and a particularly well-developed argument. The argument will need to assess the development of the role of the Emperor before 1356 and the state of imperial power, and test the validity of the judgement contained in the question. Candidates will need to be aware of the extent of the decline in the power of the Emperor after the Hohenstaufen, disputes in imperial elections and deficits in the electoral machinery and the increased development of particularism. In addition, there will need to be a clear understanding of the provisions of the Golden Bull in clarifying and stabilising the electoral process. There is a good deal in the argument that Charles IV accepted the limitations of imperial power and the elective nature of the imperial title and that the Golden Bull regularised the reality of this. However, there is room for argument and no set conclusions are to be expected. Candidates may well challenge the term 'disappearance' and should be given credit for doing so.
- 23 The question requires a set of clear explanation and such an approach will need to be demonstrated if answers are to be sure of the 14-15 band and above. Wholly descriptive and narrative essays will almost certainly peak at the 11-13 level. For 16-17 and above answers should be wide-ranging and

well argued as well as clearly explained. The issues to be discussed are to a large extent interconnected (and the better answers will recognise this). Content may be expected to include: the appeal of Hus himself and his followers, their theology and teaching; anti-German sentiments and a sense of Czech nationalism; the role of the Czech nobility; the state of the Church in Bohemia; social and economic grievances; the effects of Hus's execution.

- 24 Entirely narrative accounts of Joan's career will not normally go above the 11-13 band. For the range 14-15 and above an assessment of Joan's contribution focused clearly on 'the recovery of France' will be necessary. Whilst Joan herself should be at the centre of the discussion, other factors will need to be evaluated against her contribution. Answers in the band 16-17 and above will not only be wide ranging but will be particularly sharply evaluative and argued. Candidates are likely to argue that Joan's impact was dramatic and powerful but, possibly, short-lived. Whilst avoiding unadorned narrative, candidates should use the detail of Joan's career to illustrate the discussion. Joan, it may be argued, restored self-confidence in Charles VII, caused anxiety for the English, demonstrated that the English could be beaten and restored French military morale. Among the wider and more long-term issues affecting the recovery of France, candidates should be aware of English war weariness and divisions, decline in leadership, the breakdown of the Anglo-Burgundian alliance, the qualities of Charles VII.
- 25 The question requires an assessment rather than a descriptive approach and answers will not normally reach the 14-15 band unless this demand is fulfilled. At this level, too, there should be a reasonably balanced coverage of 'artistic' and 'intellectual' although one aspect (most likely the 'intellectual') may be under-represented. For the 16-17 band a substantial coverage of both aspects will be required and a good range of discussion of the various types of patronage – nobles, papal and ecclesiastical, civic and merchants and bankers. At this level, too, the evaluation of 'importance' will be especially sharp.
- 26 A narrative account of the Ottoman advance would normally go no higher than the 11-13 band. However, a chronological framework with comment and explanation could take answers to 14-15, although towards the top of this range some clear evidence of analysis would be required. For the band 16-17 and above answers will need to be wide ranging with clear explanation and analysis and a good sense of argument. Among the issues to be considered are: the failure of Christendom to take advantage of weakness and divisions among the Ottomans in the early decades of the fifteenth century; conflict between England and France; the lack of strong leadership on the part of the Holy Roman Empire; the debasement of the crusading ideal, its misuse by the papacy, failures of attempts at crusade; weakness of Byzantium; the 'Turks' sense of mission and military strengths; willingness of some European states to negotiate with the Ottomans.
- 27 Some sort of balance sheet is necessary here and a clear sense of evaluation will be necessary for the band 14-15 and above. At this level, too, there should be a clear focus on 'securely based'. Descriptive and narrative

accounts will normally have a ceiling of 11-13. For the band 16-17 and above the material will need to be wide ranging, very sharply focused and well argued. The argument can be pursued in a number of directions so no set conclusions are to be expected. It is the quality of the argument that should be rewarded. In many ways the power of the Valois dukes was impressive and Burgundy flourished under able rule. The size and wealth of the dukes' territories were considerable – Burgundy proper and the economic strengths of the Netherlands' cities. Holding territories in the Empire and the kingdom of France could be exploited to Burgundy's advantage as could its ability to operate between France and England and to take advantage of their difficulties. On the other hand the Duke's territories were very heterogeneous, the effectiveness of his authority was uneven, consolidation of the Netherlands was incomplete even in 1477 and 'Burgundy' could be seen as a somewhat 'artificial' state. Moreover, the balance of power changed with the success of France in the Hundred Years War and its growing strength and internal consolidation. A good deal depended upon how well the duke played his hand; Charles the Rash, in particular could, with justice, be charged with over-ambition. As a final piece of evaluation, candidates may be expected to review the consequences of the death of the last of the Valois dukes in the male line in 1477.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/14
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HISTORY: EUROPEAN HISTORY 1450 – 1973**1 The Protestant Reformation, 1517-63****(a) Explain briefly the following references:****(i) 'John Eck' (Document A, line...);****[2]**

1 mark can be awarded for explaining Eck's role in the debate with Luther at Leipzig, 1519 -either the date or the venue can be mentioned. + 1 mark can be awarded for brief development, e.g. Eck was the most notable debater of his day; he forced Luther on the defensive in their debate.

(ii) 'Hussite' (Document A, line...);**[2]**

1 mark can be awarded for explaining that Huss was a heretic and anyone associated with him shared the reputation of being a heretic. + 1 mark can be awarded for brief development, for example, showing possibly how this charge was meant to silence Luther. Luther initially rejected the comparison but increasingly came to accept it.

(b) What does Document E show about Luther's opinion of the papacy in 1521?**[3]**

1 mark as a maximum can be given for an explanation of the general circumstances referred to in Document E – Luther's appearance before Charles V at Worms. However, the Document itself can give rise to 3 marks. Line 14 especially shows Luther's clear appeal to German Nationalism. It also shows economic motives. 18 rejects the Pope's organisational authority, as well as being nationalistic again. 19 raises spiritual and doctrinal objections, but is also couched in socio-economic terms. Well-explained points can be given 1 mark each, but there is scope for candidates to pick up a series of ½ marks for accurate points which are identified.

(c) In the light of the views expressed by Luther in Document A, how realistic is Capito's advice in Document B?**[5]**

2 marks can be awarded for Document A and 3 marks for Document B. Both are needed to make a sound answer. Paraphrases of each will have little value and may be worth a maximum of 1 mark because this approach cannot meet the main demand of the question: how realistic is Document B. Document A shows Luther to be adamant. The tone as well as the content is significant and represents a complete rejection of Eck and what he stands for. The advice in Document B is conciliatory. It suggests that there were valid targets for Luther to aim at, but Capito was aware of the dangers to Luther. However, although he was well-meaning, there was little possibility that Capito's advice would be accepted. Luther was not the man to take the approach which Capito advised.

- (d) **How useful and reliable is Document C as an explanation of the quarrel between Luther and the papacy?** [5]
- Erasmus' stance should be well-known to candidates; he was a Christian humanist who shared some of Luther's views but refused to break with Rome. However, Document C's date indicates that the source precedes Luther's expulsion from the Roman Catholic Church. Erasmus' anxiety not to attack the Papacy directly led to an exaggeration of the Pope's problems and freedom of action. The defence of Luther's motives is interesting and is true as far as it goes, but it is very partial. Most candidates will not distinguish between usefulness and reliability, but broadly 3+2 marks either way can be awarded for each aspect. 1 mark can be given for a broad understanding of Erasmus' criticism of the Dominicans (who were notable for their prosecution of heresy) but this is likely to be a bonus mark, rather than a feature of most answers.
- (e) **Using these documents, and any other evidence known to you, consider the claim that, from 1517 to 1521, Luther was more responsible than the Papacy for the failure to reach a settlement.** [8]
- 4+4 marks can be awarded for use of the printed documents and other knowledge. 5+3 either way may be awarded when one element is handled particularly convincingly, compensating for some weakness elsewhere. Candidates should note the specified dates and should be able to explain 1521, when the imperial ban was issued. They will surely know about 1517. In Document A, Luther blames Eck, who can represent the Papacy, but his tone shows that he was difficult to deal with. Document B is more indirectly useful. Erasmus in Document C sees the faults on both sides. On an obvious level, it blames the Papacy, but the document does not lend support to Luther in the failure to reach a settlement. Documents D and E are clearly contradictory, but candidates should decide which is the more convincing in the question. The question asks candidates to concentrate on Luther and the Papacy. Wider references, e.g. to the princes or Charles V, will not be relevant here. Other evidence may include Luther's 95 Theses, more explanation of the Leipzig debate, the pamphlets of 1520 and Luther's reaction to the papal bull of excommunication, as well as his refusal (as well as that of the Papal representatives) to moderate his stance at Worms.

2 Louis XIV

(a) Explain briefly the following references:

(i) 'what they had obtained from my predecessors' (Document A, line....) [2]

Henry IV had granted special rights of worship and administration in specified places by the Edict of Nantes (1598). A brief explanation of this can be awarded 1 mark. A brief further explanation of this can be awarded 1 mark. For example, the concessions to the Huguenots can be referred to or the fact that political rights had been withdrawn by Louis XIII and Richelieu by the Peace of Alais (1629).

(ii) 'stood in no fear of any of his neighbours' (Document A, line...) [1]

1 mark can be awarded for a brief explanation of the international situation; war had ceased at the Truce of Ratisbon (1684)

(iii) 'Geneva' (Document G, line...) [1]

1 mark can be awarded for an explanation of Geneva as the centre of Calvinism, the branch of Protestantism to which the Huguenots belonged.

(b) Compare and account for the different reactions in Documents D and E to the Revocation. [4]

A paraphrase of the documents will be worth only 1 mark. The key words are 'Compare and account for'. Broadly the comparison can be awarded up to 2 marks and up to 2 for the explanation of the differences, but this might be adapted to 3+1 if one side is particularly strong, to offset some weakness elsewhere. In Document D, the French Catholic Bishop Bossuet deals generally with the consequences of the Revocation from a theological standpoint, stressing the achievement of religious unity and giving credit to the King. The English Bishop Burnet has seen the effects of the Revocation in the main Huguenot centres in the south of France, emphasising the spread of intolerance as officials and clergy competed in pleasing the King by their actions and eloquence. The contrast between the French and the English bishops' reactions to the Revocation is sharp, especially in the tone of their comments.

(c) Compare the usefulness of Documents F and G in assessing the consequences of the Revocation. [4]

A paraphrase of the documents will be worth only 1 mark. The emphasis should be on the usefulness of the documents. Indirect comparison may merit up to 3 marks; a more direct comparison will be needed for +1. Examiners will look for balance in the discussion of the two documents. Document F is a near contemporary account by a foreigner; the tone is sober and the details of the affected provinces convey confidence in the accuracy of the comments. Although Saint-Simon was French, he deals with only one result of the Revocation, eighteen years later. He has little sympathy with the rebels but his comments on potential Catholic sympathisers shows a more balanced approach.

- (d) **What do Documents A, B and C indicate about the development of Louis' policy towards the Huguenots?** [5]

1+2+2 marks in any direction can be awarded to the study of the three documents. Candidates can point out that there is a gap of about twenty years between the period discussed in Document A and the events of the 1680s as shown in the other documents. In the 1660s, while still comparatively new to his task, the King envisages no drastic measures, merely insisting on the strict interpretation of existing legislation. Document B concerns a period when Louis was more confident; it shows force being used to enforce conversion and to prevent recalcitrant Huguenots from escaping. The theme of reuniting Huguenots to the Roman Catholic Church is a theme which is taken up by Louis XIV in Document C. He relies on the efforts of the clergy to deal with the new converts; the law will be used to punish the recalcitrant, as in Document A.

- (e) **Using these documents, and any other evidence known to you, consider the view that only Louis' enemies regarded the Revocation as a disaster for France.** [8]

4+4 marks can be awarded for use of the printed documents and other knowledge. 5+3 either way may be awarded when one element is handled particularly convincingly, compensating for some weakness elsewhere. The documents indicate opinions which might contradict this claim. For example, Documents C and D by Louis XIV and Bossuet show confidence in the Revocation. However, other documents, for example E, F and G give alternative views and candidates will be given credit when they explain the different stances of the writers. Other evidence might include references to Huguenot emigration and the consequent strengthening of other European countries, including Louis' enemies such as England and the United Provinces. There were economic consequences. The most successful answers might point out that the Huguenots had declined during Louis' reign and that the effects can be exaggerated.

3 FRANCE 1787-1789

(a) Explain briefly the following references:

(i) 'the Festival of the Supreme Being' (Document A, line...) [2]

1 mark for a brief explanation of the cult of the Supreme Being and 1 for some development, possibly the decree of May 1794 or reference to the Republic of Virtue and the dechristianisation of France. The festival was to inaugurate it with Robespierre taking a leading part, but it helped to bring him down.

(ii) 'Marat' (Document E, line...) [2]

1 mark for a brief explanation of Marat as a leading Jacobin. 1 mark for some development which might include his extremism – he was largely responsible for and certainly defended the September Massacres – or his assassination by Charlotte Corday in 1793 can be explained.

(b) How do Documents A and B reveal the suspicions about Robespierre in June 1794? [4]

Paraphrases will reflect a low level of skills and will be worth a maximum of 1 mark. Examiners can award 2+2 marks for the Documents. Document A shows the suspicion of Robespierre from other members of the Convention. His ambitions caused opposition. The Festival was not the anticipated triumph for Robespierre. The last sentence of Document A refers indirectly to failing popular support but Document B makes it clear. The statement of the *sans-culotte* is revealing. The writer had views about the changing basis of popular opinion, given in an aside about 'death warrants', which made it difficult to hang on to power.

(c) How convincing is Robespierre's defence in Document C? [4]

Again, paraphrases will reflect a low level of skills and will be worth a maximum of 1 mark. The purpose and tone of the speech are important and, if well done, an explanation of these aspects can merit two marks. The textual analysis of the speech itself gives the opportunity for informed conclusions and can be worth two marks or even three if it is particularly convincing and there is some weakness elsewhere. Credit will be given when candidates note the date of the speech, immediately before Robespierre's arrest when the dangers to his survival (and to his perception of the Revolution) were very apparent.

(d) Compare Documents D and E as evidence of the unpopularity of the Jacobin regime. [6]

Sequential discussions can merit up to 5 marks, with 3+2 marks allowed either way. +1 mark can be assigned to a synthesis of the explanation. Document D is the view of another politician who wrote immediately – candidates should note the date of the Document – to proclaim Robespierre's guilt. It was an obvious attempt to harness public support. Candidates can assess how justified were the charges. Document E is a police report and there is no reason to doubt its reliability. It shows how far public opinion had changed, but violence persisted. Dissent was not tolerated.

- (e) **Using these documents and any other evidence known to you, discuss the claim that 'the Jacobins themselves brought about their downfall'.** [7]

4+3 marks either way can be awarded for use of the printed Documents and other evidence. There is plenty to support the claim in the Documents and there might be other general evidence to support it. This might merit up to 5 marks (3+2). However, + 2 marks will need a view of the alternative explanation with some informed discussion about the opposition to the Jacobin regime, especially from other members of the Convention. By the summer of 1794, there were signs that a wide spectrum of opinion wished for a new regime. Hence, Robespierre and his fellow Jacobins could not count on significant support when they were attacked.

4 THE UNIFICATION OF GERMANY 1848-71

(a) Explain briefly the following references:

(i) 'to retract his renunciation' (Document C, line....)

[2]

1 mark can be awarded for a basic explanation + 1 mark for a brief development. The reference concerns the possibility of Prince Leopold changing his mind and accepting the offer of the Spanish throne. The French wanted to ensure that the Hohenzollern concession was not just temporary but this asked too much of the Prussian government.

(ii) 'His Majesty leaves it to the decision of Your Excellency'.

[2]

1 mark can be awarded for a basic explanation + 1 mark for a brief development. The reference is to the crucial decision which allowed Bismarck to amend Abeken's telegram and this caused further offence to France which made war unavoidable.

(b) How far are the assertions about the actions of the Prussian King and Government found in Document C supported by Documents B and E?

[6]

There are three documents and broadly 2 marks can be awarded to each. Bare summaries without any comment will have little value and can be awarded ½ mark per document. The answers should be looking for explanation and then agreement or disagreement. Document C asserts that the King broke off relations with the French ambassador and in an insulting manner, through an official. The news was publicised in Prussia and Europe and Prussia immediately began to make military preparations. Document B suggests that the King did break off relations through an official but the manner was dignified rather than insulting. The King informed Bismarck, who immediately publicised the meeting. Document E states that the King broke off the meeting sternly, informed Bismarck and allowed him a free hand. Therefore there are areas of agreement and disagreement to be explored.

(c) Explain which is the more useful account of the meeting between William I and Benedetti, Document B or Document D

[7]

'more useful' implies a comparison. Summaries of the respective documents will have limited value; 1 mark per document can be awarded for this approach. When the comparison is provided, 4+3 marks either way can be awarded to the two documents. In each case, at least 1 mark should be reserved for an awareness of the limitations of the document. Candidates should also avoid general discussions of usefulness, but comment on the sources which are provided. Document B is useful as a primary source, which discusses the event in detail. The *Times* was authoritative as a newspaper of record, neither Prussian nor French, and much of the material is supported by other documents. However, its usefulness is limited because there are suggestions of a pro-Prussian stance and its description is not supported by Document D, which used a Prussian source. Document D is useful because it is a primary source, also written close to the event and the newspaper was a reputable newspaper of record. (Candidates are not expected to have more detailed knowledge of the *Times* and '*Manchester Guardian*'.) It was neither Prussian nor French. However, its use is limited because it is based largely on German sources and some of its claims are not supported by some of the other documents. Overall, most candidates may conclude that Document B is more useful.

- (d) **Using these documents and any other evidence known to you, assess the importance of the meeting at Ems to the outbreak of the Franco-Prussian War.** [8]

4+4 marks can be awarded for the use of the printed documents and references to other evidence. 5+3 either way may be awarded when one element is handled particularly convincingly, compensating for some weakness elsewhere. The documents show how Bismarck used an edited account of the meeting to cause offence to France. This became an important cause of the war. On the other hand, it was believed that the French government had arranged the meeting as a deliberate insult to the Prussian King, showing that France bore some responsibility for events and that the event and its outcome were fortuitous as far as Prussia was concerned. The other evidence may refer to longer-term issues and causes of the war, certainly to developments from 1866, but there is no need for longer surveys.

5 HITLER AND GERMANY 1933-45

(a) Explain the following references:

- (i) 'the folk community' (Document C, line...) [2]

1 mark can be awarded for a brief but accurate explanation with +1 for some development. The Nazis had a vision of an ideologically and radically united 'national community', with an allegiance to the Führer and traditional values of the 'folk'. The Nazi regime justified its policies as an attempt to rediscover these values after they had been lost, especially under the Weimar Republic.

- (ii) '30 June 1934' (Document C, line...) [1]

1 mark can be awarded for a brief but accurate explanation. This was the Night of the Long Knives when Hitler, with the SS, purged the Nazi party of rivals, especially the SA and its leaders.

- (iii) 'Der Sturmer' (Document D, line...) [1]

Der Sturmer was published by Streicher, a notorious anti-Semite. After the Nazi take-over, it became a semi-official publication, being sold widely in Germany.

- (b) (i) **What does Document C indicate was the Nazi attitude to judicial independence?** [2]

Document C apparently safeguards the principle of judicial independence. The judge was the representative of the people, not the state, and independence seemed to have been guaranteed. However, this independence is qualified because the racial order must be safeguarded; dangerous elements were to be eliminated. Judges could not question Führer Law and had to take account of national feeling. 1 mark each can be awarded for 2 separate points.

- (ii) **Do Documents A, B and E support or contradict that view?** [5]

Document A explains the establishment of a People's court to try treason cases, taking them from the competence of ordinary judges. The judges in these courts were in a minority, with the majority being party appointments. Document B shows how Himmler's illegal executive increasingly undermined the judiciary by interfering without regard for the due process of law. 'Protective Custody' was a convenient euphemism. Document E shows that there were still some individuals who were sufficiently courageous to challenge the system. This incident shows the pressure on independent lawyers and judges. 2+2+1 mark in any combination can be awarded for explanations of the documents.

- (c) **Compare the usefulness of Documents A, C and D as evidence of the principles upon which Nazi Justice was based.** [6]

The focus should be on usefulness. Answers which only summarise the documents can be awarded ½ mark per document. With a relevant approach, 2 marks can be awarded for each document, when usefulness is accompanied by some comparison. Document A is an official document and therefore has its value as a useful primary source. The principles need to be deduced. Justice was a concern of the party as well as of the judiciary and the name – People's Court – took a populist line. It was superior to other courts, with no appeals allowed. Document C was written by an eminent public figure (of course, candidates are not expected to have specific knowledge of Echhardt, but can refer to his

position). It was intended to be justification of Nazi justice. The role of the law was specified and judges were seen as maintaining the interests of the state more than the letter of the law. The basis of the law (as indicated in 3) was what would normally be regarded as extra-legal. Führer law was paramount. The reference to 'the feelings of the people' introduced a vague concept. Although judges are said to be independent, this is qualified at the end of the document. Document D is useful as direct evidence of how cases were conducted. Statements which we now know to have been true were regarded as criminally seditious in (a). (b) shows the presence of informers and swift arrest. It does not show principles directly except possibly that the population, even a 64-year old woman, were expected not to criticise Hitler in any way.

- (d) **Using these documents and any other evidence known to you, comment on the view that 'the legal system became an increasingly oppressive tool for Nazism to use against its political opponents'.** [8]

4+4 marks can be awarded for use of the printed documents and other evidence. 5+3 either way may be awarded when one element is handled particularly convincingly, compensating for some weakness elsewhere. Document A shows how the Nazis subordinated the legal system to their ends, including the adoption of new courts. Document B points particularly to the use of 'Protective Custody', which allowed for arrest outside the normal legal processes. Document C provides the abstract justification, showing how the regime saw the legal system as subordinate to its interests. Both (a) and (b) illustrate the range of opponents who were caught in the net. Document E sees independent (i.e. unreliable) lawyers as targets. Examiners will look for 4 separate points, awarding 1 mark to each. Other evidence may refer to the fact that new criteria were applied such as race. Some groups were disqualified from the protection of the legal system. The use of the death penalty increased. Courts operated without juries. Membership of the party was necessary for promotion within the system. By the early 1940s, the regime had dropped all pretence of going through legal processes and arbitrary arrest was often followed by swift punishment, including death. However, events of the 1930s had presaged this as Hitler used violence to gain power, using necessity as the justification.

- 6 Explain what was new about the culture of the Italian Renaissance.
(You should refer to at least two of architecture, literature and painting in your answer)**

The key issue is the explanation of the new in the Italian Renaissance. The question directs candidates to refer to at least two fields of art. The awarded mark will not depend directly on the number of fields which are discussed; a very good argument which is based on two will be worth a higher mark than an indifferent survey which merely mentions three. Nor will examiners look for a balance in the treatment of the two or three fields. It is rather a pointer towards arguments which should be underpinned by examples. However, answers which use only one field of art should be limited to a ceiling of 15; an excellent argument about one cultural field may merit up to 18. Vague assertions which demonstrate no understanding of any particular art form will not be worth 11 marks. 11-13 marks can be awarded for descriptions which are largely accurate in their historical knowledge but which will have a limited understanding of what was new. 14-15 marks will be appropriate for fuller descriptions. The 16-17 band will need some focus on the new, although the treatment of the key issue will be uneven. The 18+, and especially 21-25, essays will deal with the key issue more thoroughly. However, even the 21-25 bands may miss some of the suggested lines of discussion; this band reflects the best that examiners can expect, not the 'perfect' answer. The Renaissance reflected the new influence of secular patrons such as the Medici in Florence who patronised painters and architects and provided a ready audience for writers such as Machiavelli. He broke away from accepted norms of statecraft and views of human behaviour to promulgate a very different style of politics. The Italian city states also represented a new economic system where capitalism was burgeoning. It was no coincidence that the economic centres were also the artistic capitals of Italy, for example, Florence, Milan and Venice. The subject matter of paintings was often the prince or the wealthy merchant. Naturalism was admired by painters such as Leonardo da Vinci. There was also the admiration of man and his potential, which was also evident in literature, for example in Castiglione and in humanist writers. Architecture reflected the new confidence and the search for comfort and display. It broke away from the Gothic to embrace new styles, as in the work of Brunelleschi. The question does not ask how far Renaissance culture was 'new'. Candidates should be careful when referring to the elements of continuity. They will not be irrelevant but should be kept within bounds. Nor can examiners expect at this level that an understanding of the 'new' requires a knowledge of the 'old', that is of medieval styles.

7 'Ruthless, but effective.' How valid is this comment on Ivan III and Ivan IV?

The key issue is the assessment of Ivan III and Ivan IV. The period from the accession of Ivan III (1462) to the death of Ivan IV (1584) was crucial to the development of Muscovy. Examining their 'ruthless' qualities will lead candidates to explain their methods whilst their effectiveness will revolve around their results. Candidates should give a reasonably balanced weight to each Tsar. 60:40 will qualify for any mark band whilst 70:30 would normally signify a ceiling of 17. A greater imbalance would lead to correspondingly lower marks and 11+ answers must show a very basic understanding and knowledge of both. Narrative or highly descriptive accounts with some comment may be worth 11-13 and better descriptions can merit 14-15. The 16-17 band will need more analysis and explanation although the quality of the discussion will be uneven. 18-20 marks can be awarded to thorough discussions whilst the 21-25 answers will be very successful in distinguishing between methods and success. Some answers may deal generally with Muscovy in this period, but will be thin in their treatment of the individual Tsars. This will be acceptable if the answers demonstrate an understanding of change, but will not qualify for more than 17. It would reflect a survey approach. Effectiveness will include an assessment of internal and external developments but examiners will not look for an equal balance between these as the range of discussion is wide. The powers of the Tsars were enlarged especially at a cost to the boyars. A new service nobility began to emerge although its importance should not be exaggerated. The boundaries of Muscovy were extended. Ivan III was personally very able and determined to extend his control. He defeated Novgorod, an important commercial centre, and this led to further acquisitions. He weakened the Tartars and also secured control over much of Lithuania. Ivan IV was more complex and is easier to describe in terms of personal ruthlessness. He established himself in power after a violent struggle and the later part of his reign saw a deterioration in his self-control. He created a centre of power in the Oprichnina and dealt harshly with real or imagined resistance, e.g. from boyars or regions and cities such as Novgorod. The Sobor was an attempt to create an alternative to the rule of the boyars by harnessing the support of the lesser nobility and towns. (Ivan IV was the first to assume the title of Tsar) He continued Ivan III's policy of foreign expansion, but less successfully, although he conquered Kazan. The end of his reign saw many of his policies being undone as Muscovy / Russia moved towards a Time of Troubles (in spite of Boris Gudunov, who is beyond this question).

8 To what extent did Spain become a 'nation state' during the reigns of Ferdinand and Isabella (1474-1516)?

The key issue is Spain as a nation state. Candidates will deserve more credit when they explain this concept specifically than when it is implied. They can refer to the growth of centralisation, a feeling of common nationality, the strength of the monarchy and a weakening of traditional groups, such as the nobility, institutions, such as the Church, and regional liberties. The monarchs strengthened their authority over parts of Spain, but regionalism was still very evident and Spain remained very much a federation of states, with Aragon and Castile being the most important. Ferdinand and Isabella placed viceroys in each state and developed royal councils to lead the administration. There were also the *Hermidad*, a council for finance and the military orders, of which Ferdinand took over the leadership. Middle class *letrados* were used to replace the nobility but this had limited success. The Cortes of Aragon was able to continue its traditional semi-autonomous role, but that of the Castile was brought under greater royal control. The monarchs also curbed the independence of towns. The successful crusade against the Moors and the Catholicism of the monarchs, especially Isabella, persuaded the papacy to allow them more control over Church in Spain. They could appoint all senior clerics and had the right to reform religious orders. The Inquisition was a development of this trend. The nationalist element was seen in policies towards the Moriscos and the conversos. Thin accounts of the reign with very incomplete historical knowledge of relevant issues will not be worth 11 marks. 11-13 marks can be awarded for basically acceptable arguments, which probably focus on government, and which are supported by adequate knowledge. 14-15 answers will contain fuller descriptions. Discussion of the 'nation state' in both of these bands will probably be implicit. 16-17 will need some analysis of salient issues but the quality of the analysis will be uneven. 18-20 answers should show some confidence in explaining the concept of the 'nation state' and they will consider a range of factors although some possible lines of discussion will be missed. 21-25 essays should appreciate the extent and the limits to which Spain became a 'nation state'. Some candidates may compare Spain with other countries, perhaps in order to explain the term 'nation state'; this will be relevant but not be a necessary feature of successful answers. Such comparisons should be brief; the arguments should be focused on Spain under Ferdinand and Isabella.

9 Why did Burgundy fail to survive as an independent state?

The key issue is the end of the Burgundian State. Throughout much of the fifteenth century, Burgundy was famed for its sophisticated and cultured court. It enjoyed an important strategic position. The position of Philip the Good (d.1467) seemed secure but the death of Charles the Bold (1477) exposed the problems of Burgundy. The marriage of his daughter, Mary, to the Holy Roman Emperor, Maximilian, opened the way to Habsburg domination of the provinces which comprised the Netherlands. France especially under the wily Louis XI, was also involved and gained much of the Duchy. Charles the Bold embarked on a disastrous foreign policy. The Swiss made an anti-Burgundian league, supported by Louis XI and Charles the Bold was killed at the battle of Nancy.

This military defeat reflected the underlying weakness of the Duchy, in spite of its former eminence. It could not rival the military, political and economic power of the Holy Roman Empire and of France. The central control of the rulers over their provinces had been limited. Burgundy's earlier strategic importance had turned into a vulnerability which ended with its disappearance. Fragmentary accounts of foreign policy with an inadequate understanding of the weaknesses of Burgundy cannot be awarded 11+ marks. 11-13 marks can be awarded for narratives which are basically acceptable in demonstrating an understanding of Burgundy's position. 14-15 marks can be awarded for fuller descriptions. 16-17 will need some analysis of Burgundy's position and problems although the analysis will be uneven. 21+ answers will be more thorough in their appreciation of the domestic and external problems with these 21-25 answers will be able to evaluate alternative explanations.

10 How far did Francis I increase the power of the monarchy within France?

The key issue is change in the monarchy under Francis I (1515-47). An understanding and knowledge of historiography is not a criterion of assessment in this syllabus and candidates are not expected to provide examples of historians' views. However, as in other questions, effective references should be rewarded and some candidates may be able to refer to the particular views of Russell Major and Knecht. How far was Francis I's power limited and consultative and how far did it represent real strides towards absolutism? Francis sought to centralise power by developing institutions such as the Royal Council; secretaries of state were also employed. He attempted to assert more control over the Paris and provincial parlements. However, the authority of the great nobility was still considerable in provinces where their influence was often more immediate than the King's. This class was still used as provincial governors and they often exercised control over appointments in their provinces. However, Francis used propaganda (the salamander) and ceremonies such as the royal entries to enhance his status. Francis achieved some success in incorporating more closely within France regions such as Burgundy and Brittany. On the other hand, local traditions were strong and the separation of the pays d'élections and d'états continued. The significance of the Concordat of Bologna (1516) is debated but most would hold that it increased the authority which French kings already exercised over the French Church. The question mentions 'the power of the monarchy within France', which excludes foreign policy but candidates can refer briefly to the distraction of foreign affairs. This does not require a narrative of foreign policy. Religion and the struggle against Calvinism will be relevant although it will not necessarily be a major part of the argument. Thin surveys of domestic issues, perhaps with too much irrelevance about foreign policy, will not merit 11 marks. 11-13 marks can be awarded for adequate descriptions of domestic affairs; these answers may be more concerned with a general consideration of Francis' success and failure than with a narrowly focused study of the monarchy. The 14-15 band will need fuller descriptions. 16-17 marks will reflect some analysis although the judgements may well be very one-sided and the analysis will be uneven. A more thorough analysis will take answers to 18-20. The 21-25 band can be awarded to answers which are aware of alternative judgements and which can evaluate the weight of their claims, seeing where Francis did increase the power of the monarchy and where he was less successful.

11 Assess the strengths and weaknesses of Charles V's position at the time of his election as Holy Roman Emperor in 1519.

The key issue is Charles V's position at the time of his election as Holy Roman Emperor. The focus should therefore be on the beginning of the reign. Some leeway can be allowed, for example when candidates refer to the Diet of Worms (1521) but the middle and later years of his reign will not be relevant. Reference can also be made to Spain as another of Charles' commitments but the question does not need long narratives of developments from 1516. More latitude should be given to accounts of the rule as Holy Roman Emperor of Maximilian I (1493-1519) because this period set the tone of Charles V's inheritance. The election itself illustrated the powers of the princes and especially of the seven Electors. Although the title of Holy Roman Emperor had been enjoyed by three generations of Habsburgs, the succession of Charles V was not automatic and Francis I's attempt to sway the Electors was not derisive (unlike Henry VIII's). The willingness of the Electors to be bribed by all parties showed their corruption and their willingness to display their independence. This confirmed the problems which Maximilian I had experienced in attempting to promote reform in the administration of the Empire. The Empire was divided into many territories, large and small, which claimed a large measure of independence. Charles V lacked administrative institutions and officers; he could not call on his own imperial army and he had financial problems. He was not particularly attached to Germany and did not employ leading German advisers. Most will know the Diet of Worms for its religious significance, but it also saw an unsuccessful attempt to introduce some constitutional reforms. Candidates will surely refer to the problem of Lutheranism, but the most successful candidates may point out that it seemed a minor threat rather than a major reality in 1519 and still seemed so at Worms. Largely irrelevant accounts which deal at too great length with Spain or developments much later than 1520 in the Holy Roman Empire, showing insufficient understanding and knowledge of the key issue, will not be worth 11 marks. 11-13 marks can be awarded for basically acceptable arguments which may focus on religion; they may be highly descriptive, tending to include some unnecessary or irrelevant material. 14-15 marks will require fuller descriptions. The 16-17 band can be awarded for essays which display some analysis although the assessment might be limited and the analysis will be uneven. 21+ answers will show more thorough qualities of assessment. A discriminating factor from 21 marks upwards may well be candidates' success in perceiving Charles V's strengths. The 21-25 band essays should certainly show the ability to perceive alternatives; for example, they will probably appreciate that, whatever his problems as Holy Roman Emperor, Charles V occupied the most prestigious secular position in Europe. His later imperial problems were not evident in 1519. (The Ottomans under Selim I, then Suleiman the Magnificent had not yet begun their ominous advance towards the Empire's eastern frontiers.)

12 Why did Charles V and Francis I have conflicting interests in Italy?

The key issue is the conflicting aims of Charles V and Francis I in Italy. The question asks 'Why....?' And examiners will be looking for answers which consider a variety of reasons. 21-25 answers will show an ability to consider a wide range of factors and will show a considerable understanding of both rulers. A 60:40 balance in this respect would be fully acceptable. 18-20 answers will be very worthwhile but will be narrower in their view of issues or they may be somewhat unbalanced in their treatment of the two rulers. Answers in these bands will explain the personal aims, whereas the lesser essays may deal more generally with 'Spain' or 'France.' 16-17 answers can be awarded for answers which can analyse some important issues but some excellent descriptions of the wars might merit this band. Nevertheless, the descriptions must illustrate conflicting aims indirectly. 11-13 or 14-15 will be appropriate for different kinds of narrative answers. However, examiners should not confuse a chronological plan with a reliance on simple narrative. Good answers may be constructed on a chronological basis, showing how their rivalry developed. Thin and very incomplete surveys of the wars with no understanding, even indirectly, of the involvement of the two rulers will not be worth 11 marks. Many candidates may show an understanding of developments to about 1529 (the Treaty of Cambrai) but their answers will be less confident about later stages of the wars. Examiners will consider the arguments as a whole, giving credit first to what is argued before looking for gaps; specific advice about the approach is not given because answers will have different weaknesses but a mark equivalent to one band lower than that normally awarded might be appropriate. The general strategic interests of Spain and France will be an important element and both rulers inherited rather than created their policies. (Very good candidates may also refer to the wider Habsburg involvement, for example the Burgundian and imperial dimensions). Personal rivalry was an important element; Francis I challenged Charles V in his claim to privacy. Francis I also broke his word after the Treaty of Madrid. Both became caught up in the confused world of Italian politics. The Italian states were willing to encourage the rivalry between the monarchs to gain whatever advantage seemed possible at particular points. Descriptions of internal rivalries should be linked to the key issues. The question does not ask about other reasons for the wars. The last stages of the conflict saw war weariness on both sides but also an unwillingness to make a possibly disadvantageous peace.

- *13 Discuss the view that Luther's aim from 1517 to 1530 was to reform, and not to destroy, the Roman Catholic Church.**
 [* Do not attempt this question if you have answered Question 1]

The key issue is Luther's aim, which refers to motives and intentions. Candidates can discuss developments from the publication of the 95 Theses in 1517 to the Augsburg Confession of 1530, which was written by Melancthon but approved by Luther. Credit should be given when they consider the significance of particular turning points which might include the 1519 debate with Eck at Leipzig, his reaction to papal injunctions and the bull of excommunication (*Exsurge, Domine*) in 1520, Luther's appearance before Charles V at Worms and the writings of the 1520s. A very good answer might be constructed chronologically to show how far Luther's aims changed and examiners will not confuse this approach with a more moderate concentration on narrative. The 95 Theses contained criticisms of particular practices and beliefs, especially indulgences, and drew conclusions about theology and the powers of the pope, but they were an attempt to reform not to destroy the Church. Faced with opposition from papal champions, he refined his position to recognise his affinity to Hussite beliefs and his rejection of papal authority. The scriptural basis of his opinions was at odds with Catholic claims about the validity of other authorities. 1520-30 saw his direct refusal to compromise and accept the religious and secular powers of the Church. The period to 1530 showed Luther being overtaken by other Protestant leaders in Germany but being unwilling to accept any compromise with the tenets which he had adopted and which he was very willing to publish. Vague and incomplete surveys, perhaps ending in 1521, which show no understanding of his aims, will not be worth 11 marks. 11-13 marks and then 14-15 marks can be awarded for largely accurate narratives; they will probably accept the claim in the quotation uncritically. 16-17 answers will demonstrate some analytical ability although the analysis and the coverage of the period will be uneven. Answers from 11 to 18 may well be more convincing about the period to 1521 than about the 1530s, but they will show some understanding of the 1520s. 21+ answers will be more thorough. 21-25 essays will be able to consider confidently the claims that he sought to reform and that he aimed to destroy the Church; they will appreciate the extent to which his aims changed. This will show the flexibility which is required for this band.

- 14 'A formidable war machine'. 'An empire which overstretched itself'. How far is it possible to agree with either or both of these descriptions of the Ottoman Empire under Suleiman the Magnificent?**

The key issue is the condition of the Ottoman empire under Suleiman the Magnificent (1520-66). The quotations offer two conclusions, different but both are possible. The answers in the 21-25 band will consider the claims of each and will come to a justified conclusion about their relative weight. 18-20 answers will be thorough but will miss some possible lines of discussion in considering the claims. Whilst a particular balance in the assessment of the two quotations and their implications is not suggested, answers in these two highest bands will show a breadth of understanding. 16-17 marks can be awarded for answers which are able to analyse some of the most important elements of the

Ottoman empire, but the analysis will be uneven. Answers will attempt to discuss both quotations but will not achieve equal success in doing so. 11-13 or 14-15 can be awarded to relevant answers which convey the narrative of Ottoman expansion adequately; they may well accept both quotations without appreciating any difference or they may concentrate on the one to the exclusion of the other. Thin accounts of the Ottomans, which do not demonstrate a basic understanding of the condition of the Empire will be awarded fewer than 11 marks. 'A formidable war machine' – the Ottomans were ably led by Suleiman the Magnificent and he had talented lieutenants, including Barbarossa. The Janissaries were a formidable fighting force. The navy was a powerful weapon. Suleiman demonstrated Ottoman power by the capture of Belgrade (1526) and Rhodes (1527). The battle of Mohacs (1526) was a major victory. These exploits were built on the absolute power of the Sultan and an Empire which was organised to support the military machine. 'An empire which overstretched itself.' – The Ottoman army reached Vienna (1529), a tremendous feat in itself, but this marked the high point of advance in central Europe. Further expeditions showed that the Empire could still present a threat but the scale of victories was smaller. Tunis was regained by Charles V (1535) after its fall to Barbarossa in the previous year but, as in mainland Europe, the Ottomans continued to exert pressure in the Mediterranean and their weakness in the later years of Suleiman's reign should not be exaggerated. The Ottomans were involved in wide-ranging conflicts in eastern Europe, the Mediterranean and in the east against the Persians, which depleted their resources. The infrastructure was inefficient, the economy of the Empire was weak and expansion depended on constant conquest. The question asks candidates to consider 'the Ottoman Empire under Suleiman the Magnificent' and, whilst candidates might make some reference to later developments in a conclusion, these will not be part of the major argument – the question is not about the later decline of the Empire.

15 Why did inflation have serious effects on the prosperity of many social groups in sixteenth-century continental Europe?

The key issue is the effect of inflation. The most successful answers, worth 21-25, will be able to explain clearly the characteristics of inflation and will differentiate between the effects on different social groups. 18-20 answers will be mostly thorough in their handling of the issues but will miss some possible lines of discussion. These answers may not differentiate between the effects on social groups. 16-17 answers will be able to analyse some of the most important consequences but the analysis and assessment will be incomplete. Adequate and then sound surveys can merit 11-13 or 14-15 marks. Vague discussions of the sixteenth-century economy which do not demonstrate an adequate understanding of the nature of inflation will not deserve 11 marks. The question does not ask about the causes of inflation but examiners will give credit to explanations which link the causes to the effects. They will allow some leeway to explanations which were formerly proposed but which are now mostly discounted, such as the close, even primary correlation between inflation and bullion imports (for example, the views of Hamilton). In Spain, the more severe inflation pre-dated the large imports of bullion. However, there was an effect in the later part of the century, which hindered Philip II's attempt to handle Spain's severe problems. Social groups in this question can include the monarchy. Other classes include the nobility. Largely dependent on income from the land, they suffered as prices increased more quickly than incomes from their

estates and court offices. This group (and rulers) were affected by the growing expense of war. The peasantry suffered because of the increase in food prices. Although most candidates may interpret 'serious effects' in the question as denoting an adverse impact, the most successful answers may point out that some groups benefited, especially food producers, as well as some of those who were engaged in trade and industrial production. Whilst the more traditional regions and social groups suffered, the more advanced either benefited or suffered less. Credit will be given when examples of these regions are given. Burgeoning capitalists became more prosperous. However, candidates need to concentrate on the key issue of inflation; examiners will read answers carefully to differentiate between general economic surveys which are irrelevant or only of peripheral relevance – they will deserve little credit – and those which are indirectly relevant, which will deserve some credit although they will qualify for the high mark bands.

16 Assess the contribution of the Council of Trent to the reform of the Roman Catholic Church in the sixteenth century.

The key issue is the significance of the Council of Trent (1545-63). The assessment can include some comparison with other elements of the Catholic reform movement but the focus should be on the Council itself. It reformed doctrine and liturgy, centralised the authority of the papacy in the Roman Catholic Church and addressed the significant weaknesses of the Church. Whereas previous popes had feared the influence of the general Church councils, the popes from Paul III onwards found their powers enhanced because of the outcomes of Trent. In 1545-47, abuses such as pluralism and absenteeism were corrected. Theology was clarified, especially to counter the claims of Lutheranism. Justification by faith was condemned and the traditions of the Church were recognised as having equal validity with the authority of the Scriptures. The seven sacraments, and then in 1551-52, transubstantiation were confirmed. In 1562-63, discipline was enforced among the hierarchy and the lesser clergy. Although these decisions made impossible any accommodation with the Protestants, they gave clarity and purpose to the Roman Catholic Church. Vague surveys of the Catholic Reform or Counter Reformation Movements, with unnecessarily long descriptions of the condition of the Church in the early sixteenth century, will not be worth 11 marks. These answers will not display an adequate understanding and knowledge of the Council of Trent itself. Narrative descriptions of the Council can be awarded 11-13 or 14-15 marks. These essays may be padded out with excessively long, but not irrelevant, discussions of other aspects of the sixteenth-century Church. 16-17 will require some analysis of the salient features of the Council of Trent. The assessment will be apparent, but limited in range. 21+ answers will be more thorough in their assessments and these answers will point out the successes and failures of the Council. It still needed the co-operation of those in authority, especially the secular rulers, to implement the measures which had been agreed. The theology was applied but the success of organisational and disciplinary decisions was more patchy.

17 Is it possible to justify Philip II's policies in the Spanish Netherlands?

The key issue is the assessment of Philip II's policies in the Spanish Netherlands. The question will discriminate between the candidates who have a limited knowledge of the narrative of the Dutch revolt and those who can supplement a good level of knowledge by a real understanding of the issues which were involved in the rebellion. It will also discriminate between those who can take a properly historical view and those who apply judgements unthinkingly. Candidates may conclude that Philip II's policies were unjustified, but a mark of 11 will depend on a basic description of what they were. The Netherlands were part of Philip II's empire in which he wished to enforce more centralised policies. This contravened the separatism which was prevalent there and was particularly unpopular with the nobles. The spread of Protestantism in the region was unacceptable to the Catholic King – toleration was not a feature of sixteenth-century thinking. (Nor was the right of the right to rebel) There is also evidence that the condition of the Catholic authorities elsewhere were attempting to remedy abuses. Some of the dioceses came under the control of bishops who were not within Philip II's areas of responsibility. Philip II thought it justified to demand a greater financial contribution from the Netherlands, which harmed the interests of the merchants and others. The role of the governors can be examined. Philip II tried to use the same highly personal methods of governing the Netherlands as he employed in Spain, but the governors were necessary in view of the distance involved. However, they displayed inconsistency in methods. Margaret lacked strength of character, Alva attempted a military solution, whilst Requesens, Don John and then Parma pursued different policies to suppress the revolt. They reflected inconsistency in Philip II's own mind. Candidates can examine other features of the revolt, for example the growing strength of resistance, the influence of William the Silent and other problems which weakened Philip II's efforts but the most successful candidates will put these into the context of the question, whereas the more moderate essays will not make a direct link. Marks in the bands below 11 can be awarded for very incomplete accounts of the rebellion; they will also show very little appreciation of Philip II's role. 11-13 or 14-15 marks can be awarded to narratives of different quality which demonstrate a basic understanding of Philip. 16-17 answers will be able to analyse some of the most important issues but it is likely that most of these essays will take a completely critical line without appreciating any justifying features in Philip II's policies. 21+ will be more convincing in their discussions of Philip II's position with these answers being successful in taking a very historical line when judging the justification of his policies.

- 18 To what extent should Philip II's policies towards England, France and the Ottoman Empire be seen as defensive rather than aggressive?**

The key issue is the motives and conduct of Philip II's foreign policy. Candidates should consider all three of the specified countries but not necessarily equally. They can be given some latitude in a wide-ranging question as long as the imbalance is not excessive. For example, two very strong sections with an adequate third section should be able to achieve any band whilst 11 marks will need a basic understanding and knowledge of policy towards two countries. The question will discriminate between those who have some knowledge of events, probably seeing Philip II as aggressive to England and France, and those who can demonstrate a significant level of understanding. Whilst it will be possible to conclude that Philip II was indeed fundamentally aggressive, the most successful answers will consider alternative explanations. Until about 1578, Philip gave no sign of an expansionist policy. He sought to remain on good terms with England; there was an offer of marriage to Elizabeth I and Spain delayed the Pope in issuing a bull of excommunication against her. The activities of English ships in the Americas were a sore point but did not lead to war. During this period, Philip II was largely content with the relationship with France that had been established at the Treaty of Cateau-Cambrésis (1559) although there were some strongly anti-Spanish elements in the French court. This period saw the Spanish-led victory at Lepanto (1571) but this should be seen as part of Spain's defensive strategy against the Ottoman threat. The question excludes the Dutch revolt as a distinct issue but candidates can show how events in the Netherlands helped to change Philip II's policy, for example to England after Leicester's expedition. From 1584, the Protestant Henry of Navarre was heir to the French throne, which helped to persuade Philip to intervene on the side of the Catholic League (Treaty of Joinville 1585). The battle of Lepanto was not followed by a decisive campaign against the Ottomans. Answers which contain very limited arguments and knowledge of relations with two countries or which deal with only one country cannot be awarded 11 marks. The 11-13 and 14-15 bands will be appropriate for narratives of policies towards at least two countries; these essays will deal with Spanish motives in a simplistic manner. Some analysis of Philip II's motives and conduct of policy will be necessary for 16-17 marks, but answers in this band may still be cut-and-dried in their judgements. A more thorough and considered approach can take answers to 21+ and these 21-25 answers will be particularly successful in weighing the respective claims of 'defensive....aggressive', providing a synthesised argument.

- 19 'They fought more for selfish ambition rather than for principles'. Discuss this interpretation of the motives of the participants in the French Wars of Religion.

The key issue is the motives of the participants in the French Wars of Religion. The answers in the 21-25 band will consider the variety of possible issues; whereas the lesser answers may dismiss 'principles', these will explain the principles which were involved, particularly in areas other than religion. 18-20 answers will be analytical in approach and will show a thorough understanding of the salient issues but they will lack the flexibility of the most successful answers. A few very good descriptions may merit 16-17 marks, but this band will usually require some demonstration of the ability to analyse, as the roles of the different groups are explained. This analysis will not be sufficiently consistent and convincing for a higher band. Answers in the 14-15 band will usually be highly descriptive or based heavily on narrative with some occasional attempts to comment on motives. 11-13 answers will contain either basic arguments and thin historical knowledge or adequate historical knowledge, usually in the form of a narrative, with limited arguments. Considerable limitations both in arguments and knowledge will merit marks lower than 11 marks. The answers should provide an account of the ways in which the conflict developed; essays which are based only on the causes of the wars, ending in about 1562, cannot deserve as high a band as more complete reviews of the wars. However, no particular ceiling is advised because different answers will have various strengths and weaknesses. For example, candidates tend to be less sure about events after 1572. As always, examiners will judge the overall effectiveness of the arguments. The discriminating factor may well be success in dealing with 'principles'; 'selfish ambition' may be easier for most candidates to cope with as they explain the roles of noble factions, Catherine de' Medici's ambitions for her sons or the ambitions of various religious groups. However, the strength of the monarchy and the wish of nobles to weaken absolute monarchy, the determination of the Huguenots to secure toleration and the equal determination of the Catholics to preserve a unitary state represented in part a fight for principle. The Huguenots pushed the defence of rebellion beyond what Calvin had intended. The *politiques* put a priority on the unity and peace of the state. There were also elements of regionalism against the centralisation of Paris. Candidates should be given credit when they consider the influence of various groups within the nobility and within the royal family, giving examples of individuals or families, such as the Guise and Bourbon interests, or the responsibility of Catherine de' Medici and Charles IX for the Massacre of St. Bartholomew (1572), which most will see as an example of 'personal ambition' but which was also provoked by the determination of the King and his mother to remove a dangerous enemy in Coligny, whom they saw as a threat to the unity of the country.

- 20 How effective, by 1610, were the methods used by Henry IV to restore order to France?**

The key issue is Henry IV's success in restoring order. The question points candidates to a study of his methods. Answers should not devote much time to accounts of the French civil wars. The disorder in France can be explained comparatively briefly and the most successful candidates will concentrate on the situation at the beginning of his reign (1589-1610) rather than on long chronological accounts. The monarchy was weak and he was forced to fight to assert his right to the throne. Noble factions led their own armies and occupied all of the chief offices of state. The crown's finances and the French economy were in disarray. Religion was extremely divisive and allowed for the intervention of foreign powers, including Spanish support for the Catholic League. Henry IV's methods showed a combination of determination and a willingness to compromise and accept what was possible. His conversion to Catholicism was realistic, as were the terms of the Edict of Nantes (1598). The Treaty of Vervins ensured order against the foreign power of Spain. He was determined to end the threat of the nobility and developed the use of the Royal Council, but he was also willing to bribe and conciliate them. However, outright resistance, exemplified by Biron (governor of Burgundy and Marshal of France), could not be treated lightly. The parlements were controlled more tightly. Economic order was restored with the assistance of Sully, not through the implementation of new measures, but by a sensible application of largely traditional policies. Agricultural improvements were encouraged but Henry, more than Sully, also encouraged industries to develop. By 1610, the state of the royal finances was comparatively healthy. Vague and very incomplete accounts of the reign will be worth fewer than 11 marks. Highly descriptive but largely accurate narratives can be awarded 11-13 or 14-15 marks, depending on their detail. A more analytical approach to the King's methods and the extent of his success will merit 16-17 marks. 18-21 band answers will be mostly thorough although some possible lines of discussion will be missed; their approach will be very analytical. 21-25 essays will be successful in dealing with the King's methods and in assessing success and failure. The question specifies 1610 as an end point. This does not exclude a brief reference to later periods, but it cannot be part of the central argument.

- 21 What, if anything, was revolutionary about the 'scientific revolution' in seventeenth-century Europe?**

The key issue is the significance of the scientific revolution, with an emphasis on the changes which were involved. Vague assertions which are unsupported by relevant historical knowledge will not be worth 11 marks. However, candidates may explore particular aspects of science and examiners will not expect comprehensive awareness of developments. Some may focus on astronomy, others on mathematics, others on scientific methods. Philosophical thought will be relevant. As always the quality of the arguments which are proposed will be paramount when the answers are assessed. 11-13 marks will

require a basic understanding of the scientific revolution, supported by some general examples; change will be addressed in a very general manner. 14-15 can be awarded for fuller descriptions. 16-17 will require some general analysis of change although answers in this band may have a limited understanding of its nature and extent. 21+ answers will be more thorough in their explanations (but examiners are reminded that a few aspects may be examined thoroughly). Mathematics, based on reason rather than faith, became a key tool in scientific enquiry. Logarithms and the slide rule were introduced. Reference can be made to major figures, such as Kepler, who used mathematics to devise astronomical laws, Descartes or Newton. The spirit of enquiry spread into the physical and biological sciences (Leeuwenhoek – microscope, Harvey – the circulation of the blood,). Astronomy, also aided by the telescope (Huygens), gave a new outlook on the nature of the universe and the place of the Earth which went beyond the narrowly scientific. Scientific societies were established in England, France, Brandenburg-Prussia and Russia. Elsewhere, as in Spain and parts of Italy, the Index and Inquisition were used to limit a movement which was seen as dangerous and the Catholic Church would prosecute those who seemed to threaten Christian belief, such as Galileo. There were also technological changes which had some effects in industry and agriculture. However, most in society were unaffected during this period by developments in thought and scientific discovery; science did not bring about revolutionary changes in society or economic systems. Candidates may use their understanding and knowledge of relevant developments in England, but answers which are limited to English examples cannot expect more than 10. Equally, in a European history option, essays which omit references to England should not be subject to any particular ceiling.

22 To what extent, and why, did the prosperity of the United Provinces in the seventeenth century depend on foreign trade?

The key issue is Dutch prosperity in the seventeenth century. The discriminating factor is likely to be candidates' success in explaining the reasons why foreign trade was so important. The domestic economy was limited by a small population. Much of the country was covered by waterways. There was little land for development and therefore it was particularly expensive. An untypical social structure – no monarchy, feudal aristocracy or serf peasantry – led to a different pattern of domestic economy from that in the rest of continental Europe. However, candidates should be given credit when they point out the importance of urban trades such as diamond cutting (Amsterdam) and textiles (Leyden). Some of these trades benefited from the influence of skilled immigrant refugees. Opportunities for internal investment were few; external investment was more promising and proved to be highly profitable. Although most candidates may concentrate on distant trade, for example with the Indies, the most successful answers will understand the importance of the North Sea and the Baltic. These regions provided important, valuable commodities in fish ('the golden herring'), timber and other naval supplies. The development of the *fluyt*, which was economical to manage and adaptable with its shallow draught, made a significant contribution. The extent of the Dutch domination of European trade was impressive. Their areas of operation included the Mediterranean, the far North, the Americas and the East Indies, even as far as Japan. This trade was organised efficiently through companies such as the East India Company (although the West India Company was less successful). They were backed by merchants who played an important role in Dutch public affairs.

The Bank of Amsterdam (1609) demanded low interest rates for loans (lower than in other countries) and offered some security. Thin and incomplete descriptions of foreign trade, probably with references only to the East Indies and certainly if they lack any examples, will be worth fewer than 11 marks. 11-13 and then 14-15 marks can be awarded to highly descriptive accounts of foreign trade. These answers will show a basic understanding of the processes of foreign trade but will assert rather than explain why it was important. 16-17 will need some analysis of this trade. Answers in bands up to 18 will probably have limited success in explaining 'to what extent' or 'why'. 18+ answers will be more convincing in explaining these elements of the question although the 18-20 will be less complete in handling both aspects than the 21-25 answers which will be able to consider alternative explanations.

23 How convincing is the claim that the decline of Spain in the first half of the seventeenth century has been exaggerated?

The key issue is the extent of Spanish decline in this period. Vague surveys of Spain in this period or essays which are limited to claims that the problems began under Philip II and which do not examine the situation in the first half of the seventeenth century will be worth 11 marks. Relevant and accurate descriptions which lack depth can be awarded 11-13 marks. Examiners will expect fuller descriptions for 14-15 marks. The 16-17 band will require some analysis of Spain's problems. Answers in bands up to this mark will probably have limited success in providing a critical view of the long-held view of Spanish decline. This will be required for 21+ marks and these 21-25 band answers should be able to consider alternative explanations even if they still hold on to the claim that Spain was in deep decline. An understanding and knowledge of historiography is not a criterion of assessment in this syllabus and candidates are not expected to provide examples of historians' views. However, as in other questions, effective references should be rewarded. Answers may concentrate on economic decline and this can form the basis of a good answer, worth up to 18 marks. 21+ answers should have a broader basis. The monarchs (Philip III 1598-1621 and Philip IV 1621-65) represented a decline from the diligent manner of Philip II; this was important in a country which depended heavily on the authority and unity which were represented by the crown. There is some debate about the quality of the ministers, especially Lerma and Olivares. In the economy, the reduction in bullion imports especially from the 1640s proved serious as Spain became less able to meet its commitments. The increase in expenditure, especially on war, fell far below the increase in revenues. Olivares tried policies of retrenchment but met stiff opposition. His Union of Arms (1624) foundered on the rocks of provincialism. Castile had borne most of the economic burden, but its resources were failing. Agriculture suffered and there was little industry; trade with the Americas was largely controlled by foreigners. The expulsion of the Moriscos had serious economic effects. The centre had little control of the various regions which asserted successfully their historic privileges. The Church had greater influence, power and wealth than in most other European countries. However, the most successful candidates will point out that Spain was still regarded as a great European country – probably the equal of France for most of this period.

Its armies were undefeated until Rocroi. Spain effectively maintained a hold on its Spanish empire. (Piet Heyn's capture of the flota in 1628 was an unusual defeat – the bullion usually reached Spain.) The most serious decline in the economy came towards the middle of the seventeenth century rather than at the beginning. There were signs of cultural advances, for example Cervantes, Velasquez.

24 Why was the outcome of the Thirty Years' War in Germany of concern to other continental European countries?

The key issue is the relevance of the Thirty Years' War to other countries. The answers may fall into three broad categories. The least successful may contain highly irrelevant discussions of other issues or they may be very incomplete and vague in their arguments. These essays will not be worth 11 marks. Examiners will read very narrative answers which describe relevantly the roles of other countries but which pay little attention to their concerns: why did they intervene? This issue will be addressed indirectly or the importance of the War to other countries may be largely assumed. These answers will probably fit the 11-13 or 14-15 bands. The most successful answers deserving 18-20 or 21-25 marks, will focus on the reasons for foreign intervention, explaining the concerns of the various powers. The 16-17 band will contain combinations of the narrative descriptions and of the analytical approach. However, examiners should not confuse a chronological plan with a reliance on simple narrative. For example, very good answers may deal first with the concerns of Denmark and then with Sweden or France. Answers in the 21-25 band should reflect a high level of skill in synthesis, bringing various arguments together, but a very analytical and well-informed answer, even if organised chronologically, may be worth 18-20. 21-25 candidates should understand the Habsburg alliance between Spain and the Holy Roman Empire; this may be missed in lesser answers which will concentrate on anti-Habsburg interventions. Denmark (1624-29) intervened for strategic and religious reasons, seeking how to take advantage of the problems of the Empire. Christian IV was partly financed by the Dutch; he had ambitions to dominate the Baltic and north Germany. Sweden from 1630, under Gustavus Adolphus, was motivated by similar reasons although one can claim that he also sought to turn back the threat of Habsburg domination in north Germany and the Baltic which was more apparent by 1629. The scale of his intervention went beyond his earlier stated intentions because the victory at Breitenfeld opened the way for a campaign into southern Germany, which alarmed France, which had previously supported and subsidised him. From 1635, Richelieu and then Mazarin continued French policy to break Habsburg power, with its threat of encirclement. Candidates will deserve credit when they link the interests of other countries to the final settlement at Westphalia (1648). For example, France gained territories on the Rhine whilst Sweden acquired Baltic concessions. Spain obtained nothing. The united Provinces did not obtain any direct rewards, but the Thirty Years' War had served to weaken Spain and therefore contribute indirectly but significantly to their survival.

25 How successful a minister was Richelieu?

The key issue is the assessment of Richelieu's success. Answers in the 21-25 band will consider domestic and foreign policy and will focus on the assessment, pointing out the failures as well the achievements whilst coming to a clear conclusion. 18-20 answers will be thorough in their handling of his policies, although some aspects will be missed or will be lightweight, and they will concentrate on the assessment. 16-17 answers will analyse and explain his policies but may well concentrate on success, without an adequate consideration of his failures. Answers in these bands should contain a 60:40 balance between domestic and foreign affairs. A greater imbalance would probably lead to a lower mark although, as always, examiners will be guided mostly by the quality of the overall argument. However, answers which discuss exclusively either domestic or foreign policy should usually be limited to a ceiling of 17. The 11-13 or 14-15 bands will be appropriate for highly descriptive answers which assert rather than examine Richelieu's success. Fragmentary arguments and very slight knowledge of his ministry will deserve fewer than 11 marks. The question does not indicate a specific end-point. Some candidates may refer to Mazarin's situation, especially the problem of noble resistance and revolt in the Frondes. This will be relevant and something about this should usually be included in the 21-25 band, but other bands can certainly be achieved by an answer which ends in 1642 and the omission of anything about the aftermath of Richelieu's policies should not necessarily exclude a mark in the 21-25 band. From c.1624, Richelieu largely directed the affairs of France. His major aims were to strengthen the authority of the crown within France and to enhance the authority of the country abroad. He was successful in defeating those who were jealous of his primacy, for example the Chalais Conspiracy (1626), the Day of Dupes (1630) and the Cinq Mars affair (1642) (Candidates should be given credit when they are aware of more recent writing which revises the previously held picture of a largely passive King Louis XIII). Faced by a rebellion, he reduced the privileges of the Huguenots by the Grace of Alais (1629) which effectively ended their status as 'a state within a state'. He extended the central powers of the monarchy through the intendants and reduced the influence of the parlements. Propaganda and censorship were used to enhance the prestige and power of the crown, for example through the Gazette. On the other hand, his economic policies were less successful. There were no effective reforms of the tax system, neither were other innovations, such as the encouragement of trading companies, very successful. He did not end the distinction between the pays d'états and the pays d'élections. The success of the intendants should not be exaggerated; the traditional authorities of great nobles and towns still held considerable influence. Abroad, he continued an anti-Habsburg policy, first in Italy and later in the Thirty Years' War, taking on Spain and the Holy Roman Empire. Diplomacy, subsidies and military campaigns were used as seemed appropriate. By 1642, he had laid the foundations of French primacy on which Mazarin (and later Louis XIV) was to build.

- 26 'The Orange family was at its most powerful when the state was in danger'. Discuss this comment on the United Provinces in the seventeenth century. (You should refer to at least two members of the Orange family in your answer)

The key issue is the role of the Orange family in the United Provinces. The quotation suggests one explanation of their influence which must be discussed, even if alternatives are preferred. Answers in the 11-17 bands may do so implicitly, asserting but not explaining the truth of the statements. 21+ answers will explain why national danger brought the Orange family to the fore. Vague surveys of the United Provinces in the seventeenth century which show an inadequate understanding of any one of the Orange family or essays which may contain too much irrelevance about other aspects, such as the Dutch economy, will not be worth 11 marks. (Economic and social issues can be made relevant but the answers should make the connection.) The question asks candidates to refer to 'at least two members of the Orange family'. A maximum of 17 should be applied to an answer which mentions only one, but the question does not require detailed knowledge of two or more. The appropriate mark band will depend on the quality of the argument. For example, an answer which is convincing about the role of the family, which uses one member very effectively and another less so, may be worth a higher mark than an answer which contains a superficial narrative of three of the family. 11-13 or 14-15 marks may be appropriate for different levels of narrative description with limited explanation. 16-17 marks can be awarded to essays which analyse some of the most important reasons for the influence of the Orange family. 18-20 marks will be appropriate for essays which contain thorough explanations of the link between the Orange family and the national danger. 21-25 answers will consider and assess alternative explanations. Candidates can discuss Maurice of Nassau (d.1625) who played an important part in the military campaigns against Spain and who favoured the resumption of war with the expiry of the Twelve Years' Truce of 1609. Maurice also represented the tensions between the Orange family and more moderate elements such as Oldenbarnevelt. Frederick Henry (d.1647) led the Dutch in the Spanish war. William II (d.1650) was the Stadtholder of Holland and other provinces when the war ended; he died just after attempting an disastrous coup d'état against Amsterdam which exposed the tensions between the Orange family, with its monarchist pretensions, and the regents. William III spent his early years under the control of the regents until danger from France gave him power in 1672 and he spent the rest of his life leading the resistance to Louis XIV. Although to different extents, each of the members of the Orange family had owed his prominence to external danger, first from Spain and then France. This demanded firm and centralised leadership which was unpopular with the regents and burghers who otherwise dominated Dutch society and government and who preferred more pacific policies in order to pursue trade.

27 How far did the Hohenzollerns succeed in unifying Brandenburg-Prussia during the period from 1640 to 1713?

The key issue is the unity of Brandenburg-Prussia. The specified period includes the reigns of Frederick William the Great Elector (1640-88), and Frederick I (1688-1713). In 1640, the states which comprised Frederick William's realm were weak and scattered, including East Prussia, Brandenburg in the centre and Mark and Cleves in the west. They were separated not only geographically but also culturally, economically and politically. With their diverse traditions, the only unifying element among the states was the ruler. East Prussia was theoretically subordinate to Poland. The Great Elector had few advantages to assist in unifying the territories. The already weak economy of Brandenburg had suffered further losses in the Thirty Years' War because of the incursions of successive armies. The Treaty of Westphalia (1648) added the territories of East Pomerania, Kammin, Halberstadt and Minden, useful Baltic acquisitions. In attempting to unify the provinces, Frederick William faced strong resistance. Powerful junkers would resist the loss of their powers. Frederick William used a skilful combination of force, persuasion and compromise to achieve his aims. Some regions, for example Cleves, were successful in maintaining their traditional distinctiveness. However, the Recess of 1653, which followed a refusal by the Diet in the previous year, gave him more power over the Brandenburg estates although at the cost of concessions to the junkers. The army was to be used as a political weapon, beginning the traditional tripartite alliance between ruler, junker and army that was to characterise the later Prussia. The Prussian estates (1663) recognised Frederick William's authority and he extended his influence through the Generalkreigkommissariat. Frederick I followed the same policies but less forcefully. However, he managed to secure the title of King, which symbolised the growing authority of the rulers and the increasing centralisation of the states. Nevertheless, the extent of the unity should not be exaggerated. Formally he was king only in Prussia. Candidates should be careful to avoid irrelevant material in discussing a comparatively long period. Issues such as economic and religious policy, or foreign affairs should be related to the key issue. Examiners will not be looking for an even balance between Frederick William and Frederick I; a 60:40 treatment can merit any band. However answers which virtually end in 1688 should normally be liable to a ceiling of 17. A good study of Frederick William and a poor discussion of Frederick I should usually signify a ceiling of 18, but might be worth up to 21 if the first part is particularly good. Relevant descriptions which lack much comment can be awarded either 11-13, or 14-15 marks. 16-17 will need some degree of explanation of the process of unification although the essays will probably exaggerate its extent. 21+ answers should show some understanding of the limits of the Hohenzollerns' success.

- 28 Explain why Charles XI failed to prevent the decline of Sweden in the second half of the seventeenth century.**

The key issue is the decline of Sweden and the most important discriminating factor will probably be candidates' success in assessing Charles XI (1660-97). He acceded to the throne as a child and came of age in 1672. Problems were already apparent. Westphalia had given Sweden territorial gains – Western Pomerania, Wismar, Mecklenburg, Bremen and Verden – but defeat by Prussia at Fehrbellin (1675) confirmed a loss of military power which was apparent earlier. The reigns of Christina (1632-54) and Charles X (1654-60) had showed that Sweden could not extend the victories of Gustavus Adolphus. Although Charles X secured the generally favourable Treaty of Oliva (1660), conquests in Poland had to be surrendered and Frederick William, the Great Elector, was recognised as ruler of East Prussia. Charles XI was determined to take personal control, ending the political influence of de la Gardie and extending the King's control over affairs by curbing the Rikstad. The Reduktion strengthened the King's financial position and he began to regain crown lands which had been alienated. The nobles were expected to provide service to the state. Efforts were made to strengthen the army and navy. These efforts might have stabilised Sweden's position although the resources which had financed Gustavus Adolphus's campaigns had almost run out. However, the rule of Charles XII, who continued his predecessor's absolutist policies at home but resorted to war abroad, saw a clear decline in Sweden's fortunes. It exposed the country to the growing power of Russia. The determination of Charles XII was insufficient to sustain Sweden's strength and contributed to its downfall. Vague accounts of Sweden which do not explain adequately the most important reasons for Swedish decline will not be worth 11 marks. 11-13 or 14-15 marks can be awarded to acceptable and then satisfactory surveys of Sweden after Gustavus Adolphus. These answers will show little understanding and knowledge of the reign of Charles XI but they will address the key issue of the decline of the country. Answers in the 16-17 band will need some deliberate assessment of Charles XI's reign although this will be less successful than the explanation of other factors which affected Sweden. 18-20 marks will require a firm foundation in the reign of Charles XI and 21-25 answers will be very successful in putting him in the context of other problems which affected Sweden.

- *29 Why was Louis XIV able to assert and maintain his personal absolutism without any significant opposition within France?**
[*Do not attempt this question if you have answered Question 2]

The key issue is Louis XIV's absolutism and the reactions to it. Vague and limited surveys of Louis's government which do not show an adequate understanding of personal absolutism will not be worth 11 marks. 11-13 or 14-15 marks can be awarded for satisfactory descriptions which show a knowledge of what absolutism meant, but which deal very generally with reactions. They will assert rather than explain this part of the key issue. 16-17 answers will apply some analysis to the working of government but will be less effective in considering reactions to it. 18-20 answers will be more thorough although they will miss some possible lines of discussion, probably about the reactions. However, 21-25 answers will be more successful in providing a balanced argument. The 18-20 and 21-25 answers should be able to pick up the

reference to Louis' assertion of his absolutism. This points to the announcement of his personal rule after the death of Mazarin. He declared that he would not appoint another first minister, but would take control himself. Fouquet's arrest signified this. The memories of the Frondes were sufficiently close to convince people of the merits of this style of government; it would avoid the factions that Mazarin was prone to encourage. Councils were brought under the King's control. However, the most able candidates should point out that in fact Louis did use ministers, giving examples of his relationship with such as Colbert, Le Tellier, Louvois and Lionne. Louis himself worked so hard that he fulfilled expectations. The court provided the perfect context for his style of monarchy. The presence of the nobles and their dependence on the King for patronage (including loans and pensions) alleviated the threat of rebellion from the aristocracy. In the provinces, intendants were used to extend Louis' government although the best answers should point out that the great nobles maintained many of their powers whilst the peasants often ignored royal demands to pay taxes. Political thinkers such as Bossuet justified absolutism as the natural, divinely inspired form of government. The 21-25 answers should be able to point to criticism of the King. Some nobles such as Saint-Simon condemned Versailles and the pretensions of the King although this did not represent a serious threat. Others, such as Fénelon, were more open in their criticism. The later years of the reign, with their bad harvests and the expense of war, saw discontent among the lower orders. Income from taxes was reduced. The army had to suppress revolts in regions such as Normandy and Brittany. Nevertheless, on balance, these did not represent major challenges to Louis' government and there was no obvious alternative to personal absolutism. There was no 'significant opposition'. Institutions such as the parlements had been controlled; the Estates General was ignored. Candidates should note that this question is about domestic policy; they should consider developments 'within France'. Claims that he was opposed by other countries will not be relevant unless made briefly in an introduction or conclusion.

30 *Assess the balance of gains and losses for France by 1715 which resulted from the foreign policy of Louis XIV.*

The key issue is the overall results of Louis XIV's foreign policy. The scope of the question is wide. Candidates can concentrate mostly on foreign policy but the domestic consequences are also relevant. It is reasonable to expect candidates to demonstrate an understanding of the situation at the end of Louis XIV's reign and surveys of foreign policy which end in the early 1680s will not deserve 11 marks. Some candidates will be able to demonstrate understanding and knowledge of the period to about 1700; these answers will lack an effective discussion of the War of Spanish Succession. This will be a limited but not an irrelevant approach. It will miss an essential element of the key issue and a ceiling of 17 is advised. However, answers which are confident about the period to c.1700 and have some lesser but adequate understanding of the end of Louis XIV's reign may merit up to 20 marks. A higher mark would not be appropriate because of the importance of developments in the early eighteenth century. (Treasure – 'A War Too Far?') 11-13 essays may depend heavily on narrative with some occasional comment and 14-15 answers will provide fuller descriptions. Answers in these bands will be relevant but probably unselective. 16-17 answers will contain some satisfactory analysis although the judgements

will be very cut-and-dried. The 18-20 and especially the 21-25 answers will consider alternative explanations of gains and losses and the 21-25 essays will certainly have some view of the domestic repercussions of the King's foreign policy. Examiners should note carefully the answers which are narrowly focused on the end of the reign; they may be among the most successful. Others may choose to compare the situation in c.1661 with the end of the reign. As always, examiners will look first at the argument which is provided before looking for gaps. In this question, candidates will have to manage a lot of material, selecting what is appropriate for their particular argument. Candidates need not differentiate between Utrecht (1713), Rastadt and Baden (1714); textbooks usually refer to them all as part of the Utrecht settlement. More important is the understanding of the terms. Louis XIV saw a French prince on the Spanish throne even if the possibility of union was denied. France returned Nice and Savoy and surrendered some possessions on the east of the Rhine but retained Strasbourg, Alsace and the Franche Comte. The Hanoverian succession was recognised in England, but there was no other realistic possibility in the settlement; Louis XIV was only reaffirming what he had previously promised. The French army had suffered heavy defeats at Blenheim, Ramilles and Oudenarde but had acquitted itself better at Malplaquet and ended the war in a reasonably strong condition. Overall France had retained most of what Louis had gained previously although he had not been able to repeat the spectacular victories of his earliest years. The domestic costs of foreign policy were considerable. The burden of taxation was very heavy, the economy suffering and there was increased evidence of criticism of absolute monarchy. Candidate might conclude that, on balance, and in spite of the cost, France was still the greatest continental power.

31 Why was Peter the Great determined to reform Russia?

The key issue is Peter the Great's motives in reforming Russia. He wished to make Russia aware of the advantages of western technology and also to introduce changes which would help him to achieve his strategic aims. However, the most able candidates may question the assumption that Russia was completely backward and lacking in change when he gained power. A profitable foreign trade was being conducted and there were small groups of foreigners in Russia – the young Peter knew the German quarter of Moscow. Tsar Alexis I (1645-76) had favoured reforms. However, the scope of Peter's ambitions was considerably greater. Part of his wish to reform came from his personal restlessness; there was an element of change for its own sake. His travel in the West (1697-98) reinforced his admiration for non-Russian fashions, methods and techniques. Another motive was to ensure order. The revolt of the streltsi exposed the potential weakness of his position. Strategic interests were shown by his early campaigns against the Ottoman empire which, with the defeat by Sweden at Narva (1700) strengthened his determination to reform the army and navy to introduce domestic reforms which would underpin the military. These included economic and fiscal measures which were seen necessary if Russia was to become a great power. The structure of the administration was reformed, taking on board some measures which had been introduced in other countries, such as Prussia and Sweden. His policies towards the Russian Church are relevant. His motives included a wish to eliminate a source of possible opposition, to harness the Church as an instrument of

education and to benefit from its funds. The Church would become an arm of the state. However, he did not touch the essential organisation and beliefs of the Church and could carry out his policies without significance resistance. Limited surveys of Peter's policies without an adequate explanation of his aims will not be worth 11 marks. 11-13 and 14-15 essays will be highly descriptive but they will make relevant, if simple, reference to his aims. 16-17 answers will contain determined attempts to explain his aims; the analysis will be accompanied by unrelated but not irrelevant description. 21+ answers will be successful in linking the Tsar's aims and his reforms. They will be able to explain convincingly the variety of his motives and will be successful in showing how they were translated into practice – or at least how Peter attempted to carry them out.

32 Consider the view that the philosophes were of limited importance for eighteenth-century France.

The key issue is the importance for France of the *philosophes*. This requires some explanation of the *philosophes* and their views. Candidates should be expected to show some understanding of at least two, probably from Diderot, Montesquieu, Rousseau and Voltaire. Diderot's *Encyclopédie* provided an outlet for radical views for a literate public. Montesquieu's *De l'Esprit des Lois* applied reason to politics, submitting political systems to a sharp critique. His *Lettres Persanes* satirised a society which was dominated by the Church. Voltaire was an effective publicist, espousing the cause of rational thinking. Rousseau defended a romantic and instinctive view of human nature and society. His ideas embraced a wide variety of subjects, such as education (*Emile*) and the constitution (*Contrat Social*). However, some historians believe that they remained theorists, whose views had few practical results. The mass of the French population remained untouched. However, they provided a justification for criticism of the *ancien régime*, an alternative to the accepted idea of divine right and a possible road to change for radical, politically aware Frenchmen (and some women in their salons). Vague arguments which lack historical knowledge of the *philosophes* will not be worth 11 marks. 11-13 marks can be awarded for a basic view for the ideas of at least two *philosophes* with an attempt to assess their influence. This attempt will be relevant, but very restricted. 14-15 can be awarded for more effective descriptions. An analysis of some salient issues can lead to 16-17 marks, although the discussions will be very one-sided and a number of possible lines of discussion will be missed. 19+ marks will need a more confident discussion of the ideas of the *philosophes* and a convincing assessment of their influence. Some candidates may argue that they had more influence on rulers in other countries and use this claim to write at length about Frederick the Great, Catherine the Great, Joseph II etc. The point could be made validly in an introduction or conclusion but not as an extended part of the main argument because the question is focused on France. The question does not define an end point. Candidates may concentrate on the *ancien régime*; others may point to their influence in the Revolution, e.g. Robespierre as a disciple of Rousseau. This is open.

- 33 Which country in continental Europe had the most prosperous economy in the eighteenth century, and why?**

The key issue is 'the most prosperous economy'. This will direct candidates to consider the strengths, as well as the weaknesses, of eighteenth-century economies. An approach which asserts that none was prosperous and then limits the argument to descriptions of economic problems will not be dealing with the key issue because some countries were more prosperous than others. It will be difficult for this approach to merit 11 marks. Candidates may well select either Prussia or France as their particular case study. (It is not reasonable to expect studies of the Netherlands at this level) 'most prosperous' is a comparative term but examiners will not expect a direct comparison in any of the bands below 18-20 and even the most successful answers, worth 21-25, will be heavily weighted towards a study of one country. However, 'continental Europe' clearly excludes Britain, which can be used only as a brief comparison. 11-13 marks can be awarded for adequate descriptions of one economy which appreciates some strengths although the argument may be heavily skewed towards a description of its problems. The 14-15 band will require a better description. 16-17 can be awarded for an attempt to analyse the nature of prosperity, although a few very good descriptions may deserve this band. 18-20 marks can be awarded for well-focused analyses but the range of the discussion will omit some aspects of the economies. 21-25 answers will either be very thorough on the one economy or may provide a more effective comparison. France saw attempts to develop a foreign trade which was comparatively free of government control and the years after the end of the Seven Years' War (1763) saw an increase in overseas trade. There was evidence of industrial growth, for example in coal mining and textiles. The failure of ventures such as the Mississippi Bubble dissuaded much investment but there were signs of growing financial development in the later years of the ancien régime. In Prussia, the Hohenzollerns, especially Frederick William I (1714-40) pursued a policy of economic growth, backed by the state. The government encouraged the development of industries in textiles, mineral and luxuries. However, in France and Prussia the lowest orders failed to benefit.

- 34 'Timid, selfish and above all lazy.' Did Louis XV's qualities as monarch deserve such harsh criticism?**

The key issue is Louis XV's personal qualities as monarch. Although candidates can refer to the problems which he faced, the focus should be on the King himself. General discussions of the ancien régime which reflect a vague understanding of Louis XV (1715-74: his personal rule began in 1743) cannot be awarded 11+ marks. Adequate descriptions of Louis with some understanding of salient developments can be awarded 11-13 marks. The 14-15 band will need fuller description of the King's role. Some effective analysis of his qualities, with appropriate examples to provide illustrations, may well be worth 16-17. The 18-20 band will see answers which are able to link effectively his personality and 'his qualities as monarch', showing a connection and the effects of his rule. The flexibility required of 21-25 marks will probably not be an awareness of his better qualities so much as the ability to distinguish the several results of his personality on the government of France. The two highest bands will be successful in linking general factors about the ancien régime to

the key issue. This key issue is important because of the role of an absolute monarch in France. Although he remained personally popular ('le bien aimé'), Louis XV allowed favourites and mistresses (e.g. Pompadour and du Barry) to exercise undue influence. Instead of leading, he was prone to give in to the demand of ministers and favourites, often acting inconsistently. He failed to provide the leadership which his position demanded, being apparently uninterested in the affairs of government. He also played off ministers against each other and pursued his private policies. The court and government became characterised by factions. Acts which showed determination, as when Maupeou and Terray moved against the parlements, came too late to be effective and contradicted his earlier indecisiveness, as when he failed to back Machault's schemes to reform taxation. His lack of commitment contributed to a worsening of France's condition as shown in the resistance of the privileged to change, the King's inability to impose absolutism in practice on unwilling institutions and groups and his pursuit of a foreign policy which contradicted the (probably wiser) policies of ministers.

35 'He devoted his entire life to the interests of his subjects'. Did Frederick II (the Great) deserve such an epitaph?

The key issue is the assessment of Frederick the Great himself (1740-86) and particularly his aims. It will discriminate between candidates who have a knowledge of his reign, sometimes a detailed knowledge, and those who can demonstrate a more effective understanding. Unselective candidates whose answers include only narratives of foreign policy will not be worth 11 marks. (The least successful answers will be more likely to contain material about foreign policy than about domestic affairs.) 11-13 and 14-15 answers will be characterised by knowledge which is largely accurate and basic levels of understanding although 'the interests of his subjects' will be assumed rather than examined. These essays will deal with the key issue, but they may also include unnecessary (but not necessarily irrelevant) material. 16-17 answers may be unbalanced, either accepting or rejecting the stated judgement of Frederick the Great in a wholesale manner but they will analyse developments and attempt to assess their implications. 18-20 answers will be able to analyse the salient issues in a more thorough way and see some alternative explanations, but possible lines of argument will be missed. Whilst coming to a clear conclusion, 21-25 answers will consider alternative explanations and will be clear about what they mean about 'the interests of his subjects'. Frederick rejected the elaborate fashions of a court and insisted on handling affairs personally, distrusting ministers although reference might be made to the work of Cocceji. This reflected his concern but it did not necessarily make for efficient government. The Hohenzollern state was stretched to maintain the effectiveness of its former rulers. His methods could be harsh and he was also willing to use able foreigners instead of Prussians, when he saw the need. Social reforms were introduced, for example in education, but his aim was to train efficient Prussian citizens rather than to liberalise conditions for their own sake. War and diplomacy enlarged Prussian territories but at a heavy cost. 'the interests of his subjects' were very much a personal interpretation of Frederick's.

- 36 Why did Maria Theresa's accession as Empress of Austria in 1740 end almost thirty years of comparative peace in Europe?**

The key issue is the diplomatic significance of the accession of Maria Theresa in 1740. Examiners are likely to read three kinds of answer. In ascending order, some may explain relevantly but simply how and why Frederick the Great seized Silesia in 1740. 'Maria Theresa's accession' will be given little attention e.g. she was a woman and considered to be a weak ruler. The answers will provide relevant but limited narrative or description. There will not be a worthwhile discussion of the end of 'almost thirty years of peace in Europe'. More successful answers will understand why the circumstances of Maria Theresa's accession gave an opportunity to Frederick the Great and why other countries became concerned. The war involved not only Austria and Prussia but also France, Spain and Britain. Some answers may consider a possible justification for Frederick the Great's invasion. Silesia was rich but it would also strengthen Prussia's position within Germany by weakening Saxony. Before the invasion, he offered an (unacceptable) settlement to Maria Theresa. The most successful will go further by examining the apparent contrast between war in 1740 and the relative peace in the previous period. They will explain the diplomatic tensions which had threatened previously to engulf Europe. Such crises as the War of Polish Succession (1733-35/38) saw divisions on the continent. Credit will be given when candidates explain the complex rivalries and competing ambitions of countries. The end point should not go far beyond 1740; the question does not ask about the outcome of the conflict. The guidance about mark bands is that the first approach may well indicate a ceiling of 13, but some closely argued discussion of Austro-Prussian relations may be worth up to 15 marks. The second can merit up to 18, again with the possibility of a higher band for very effective arguments which take this line. The third approach should be attempted for marks up to 25.

- 37 What does the 'Diplomatic Revolution' reveal about relations between the major powers of continental Europe in the middle of the eighteenth century?**

The key issue is the significance of the Diplomatic Revolution. A thin survey of wars which fails to explain the basic ingredients of the Revolution will not deserve 11 marks. A description of events from 1740 to 1756, which shows an understanding of the changes in alliances can be awarded 11-13, with better descriptions being worth 14-15. Answers in these bands will show little appreciation of 'relations between the major powers'. 16-17 answers will attempt an analysis or specific explanation although their success will be uneven. 18-20 answers will be mostly thorough, but some possible lines of discussion will be missed. These answers will be focused effectively, relating the material effectively to the question. 21-25 answers will be successful in explaining the motives of all of the major continental participants. (Britain was involved in this diplomacy, but the question is designed to deter candidates from rehearsing at excessive length their knowledge of British history. Candidates and examiners will note the terms of the question. Essays which do not refer to British policy in detail can qualify for any mark band.) With the end of the War of Austrian Succession, France had failed to persuade Prussia to continue the conflict. Austria was still determined to regain Silesia and there was evidence that Austria's resources were greater than those of Prussia. Austria saw France

as a more likely partner than an unwilling Britain. Prussia was faced with the possibility of a powerful enemy alliance of Austria, France and Russia. Britain seemed to be seeking Russian friendship. An agreement with Britain might solve some of Prussia's problems (Convention of Westminster 1756). France was primarily anti-British and this persuaded it to ally with Austria (First Treaty of Versailles 1756). Russia would not join a pro-Prussian alliance, even with an agreement with Britain, and joined Austria and France. The constant elements were the rivalries between Austria and Prussia and between Britain and France. Although many candidates may take a cynical line in explaining how former allies soon fell out and joined former enemies, the most successful should be able to discern what were perceived as the countries' best and conflicting interests.

- 38** 'At the mercy of circumstances largely beyond her control.' 'A wise mother of her people.' To what extent is it possible to agree with either or both of these views of Catherine II (the Great)?

The key issue is the assessment of Catherine the Great (1762-96). Vague surveys of her reign which fail to deal adequately with either of the quotations will not deserve 11 marks. 11-13 essays will be highly descriptive and they will probably discuss one of the quotations, but will not appreciate the justification of the other. 14-15 answers will contain fuller descriptions. 16-17 answers may well be very one-sided but they will use the material more effectively to analyse her qualities and achievements. 19+ will require a critique of both quotations even if one is held to be more justified. The scope of the possible discussion is very wide because candidates can examine both domestic and foreign policy. However, the more thoughtful candidates may well limit themselves to a discussion of internal affairs because these are more central to the claims in the quotation. 'circumstances largely beyond her control' may lead candidates to discuss Catherine's reliance on the nobility and the significance of other seemingly intractable problems in Russia, such as the peasantry, the influence of the Church, incipient separatism, disorder – which was represented by the Pugachev rising (1773-74) – and a backward economy. She always had to take care for her security. 'A wise mother of her people' can lead to a discussion of her aims and especially to her attitude to the Enlightenment. How sincere and determined was she in her inauguration of a commission to revise the law? Government was highly personal and Russia lacked the sort of administration on which western European governments could rely. Her governmental and administrative reforms were intended to enhance her own control, but also to balance the factions and interests in Russia. Candidates can discuss the restoration of the senate and the creation of an imperial council. Departments were created. The adoption of western fashions at court was encouraged whilst there were advances in the provision of education although much of this was only for the children of the rich. Externally, she brought much of Poland under Russian control and was successful in the annexation of the Crimea. Some advances were made in other parts of the Ottoman empire.

39 How different were the policies of Joseph II from those which had been pursued by Maria Theresa?

The key issue is the comparison of Maria Theresa and Joseph II. Examiners will look for a reasonable balance in the discussion of the rulers. 60:40 either way can merit any mark band. 70:30 would normally signify a maximum of 15 although a very good study of one might lead to the 16-17 band. To get to 11 marks, essays must demonstrate basic levels of understanding and knowledge of both rulers. Examiners will read sequential essays which limit the overt comparison to an introduction or, more probably, to a conclusion. This approach might deserve up to 15, but would be too descriptive for the higher bands. 16-17 answers are likely to be a combination of analysis and description. Joseph II's policies showed none of the realism that had marked Maria Theresa's reign. There will be full explanations of his 'enlightened' policies but the most successful answers will also consider his absolutist tendencies. He sought to reform the administration to ensure greater centralisation and bring the regions more closely under his control. His policies alienated the great groups and institutions, including the nobility and Church; they did not win the support of the masses in spite of the measures which ended personal serfdom. There was also a darker side to his policies as their imposition experienced problems. A police system was strengthened and there was an increased use of press censorship. Maria Theresa's policies showed a determination to conserve rather than to reform for its own sake. Many of her policies were a reaction to the defeat by Prussia in 1740, which exposed the weaknesses of Austria. She was willing to embrace change if these were seen to make Austria more efficient. Religious toleration was opposed although she restricted some of the rights of the Roman Catholic Church and some of the impositions on Protestants were eased. She eased the burdens on the serfs but this was more in reaction to peasant uprisings than to idealism. Nevertheless, unlike Joseph II, she maintained the primacy of the nobility. With Maria Theresa's support, Haugwitz reformed administration, decentralising power in some respects by encouraging regional authorities but, at the same time, imposing a more unified pattern by trying to insist on control from Vienna. A local system – The Gubernium – took its orders from a central directory. The new office replaced the traditional institutions. Trained bureaucrats were encouraged. The army was enlarged and did indeed become more effective. Economic improvements were introduced. Both Joseph II and Maria Theresa were concerned to implement policies which would reform Austria although their motives and their resulting policies were different.

40 Why was Poland partitioned rather than reformed in the eighteenth century?

The key issue is the settlement of Poland. The discriminating factor will probably be success in explaining why Poland was not reformed. The moderately successful essays will narrate, and then analyse the reasons for, the partitions (1772, 1793, 1794-5), which involved Austria, Prussia and Russia to different extents. This allows candidates to explain internal weaknesses, which gave the opportunity for partition and the opportunism of external powers. Internal weakness sprang from ethnic divisions, religious disunity, with Catholics, Orthodox and some Protestants, and a society which was less unified than in the other major states. The peasantry suffered worse conditions than in many other countries, even akin to slavery. Correspondingly, the nobility enjoyed social privileges greater than in most other states. They also enjoyed considerable economic and fiscal privileges. Towns were small and lacked capital. Administrations were weak and prone to the veto of the nobility. But why not reform? The kings were usually puppets of foreign states whose interests were served better by Polish weakness. The failure of the Confederation of Bar in the 1760s exemplified the inability of Polish leaders to carry out reforms. Stanislaus Poniatowski, King from 1764, offered some brief hope, although he was put on the throne by Catherine the Great, but his attempted reforms were unwelcome to Russia and to important elements of Polish society. It is even possible to argue that his rule brought partition closer. The reign showed that reform was not favoured by the most important internal groups and external powers. Poland was vulnerable because of its ill-defined boundaries, its strategic importance to more powerful neighbours and the lack of an effective army. Even before the 1770s there was evidence that Russia favoured partition, to change Poland from a dependent but formally independent state. Vague discussion of Poland which lack a sufficient understanding of the partitions and of the obstacles to reform will not be worth 11 marks. The 11-13 and 14-15 bands will probably depend heavily on description. Some analysis of the salient issues will be necessary for 16-17 marks, although these essays will probably be heavily weighted to explanations of the partitions. 19+ answers will need a more thorough approach with the 21-25 band answers being particularly successful in explaining the barriers to reform.

***41 How far did liberty and equality increase in France during the period 1789-99?
[*Do not attempt this question if you have answered question 3]**

The key issue is that of liberty and equality over a long period in the French Revolution. Examiners will not demand that candidates show a familiarity with all the successive stages but for a broad understanding of the elements of change and continuity. Even the answers in the 21-25 band will be stronger in some respects than in others when they examine the effects of the regimes which governed France during these years. Although no definitive guidelines are given for ceilings when answers are chronologically incomplete, examiners are advised not to award more than 18 marks for answers which do not discuss the Directory (1795-99). Answers which examine only the years to the execution of Louis XVI (1793) may merit up to 17 marks. However, as always, the marks which are awarded will depend most heavily on the quality of the arguments. Thin and very incomplete narratives with little idea of the concepts of 'liberty

and equality' will not be worth 11 marks. Answers which provide adequate but ill-focused (i.e. indirectly relevant) narratives can be awarded 11-13. More complete narrative descriptions can merit 14-15 marks. However, examiners should not automatically consign to these bands essays which are constructed chronologically. Chronological analyses which see the differences between the regimes may deserve the highest band. Some analysis of the issues involved in 'liberty and equality' will be needed for 16-17 but such answers will probably not see alternative explanations. More thorough analysis and explanations can merit 18-20 with 21-25 essays being aware of the extent to which an argument can be pushed. Only the 21-25 and some of the 18-20 band essays will attempt to differentiate significantly between liberty and equality. This period of moderate reform to 1791 saw the abolition of feudalism and the Declaration of Rights (which asserted the rights to liberty, property and personal security). But how far was this translated into practice? Privileges which had been formerly enjoyed by the first and second estates were abolished. The development to 1794 of the Girondins and Jacobins, especially the latter, saw a disparity between the theoretical basis of popular government and a 'Terror' which crushed real and alleged critics. However, the Jacobins did redistribute property. The franchise was extended but moderately. The Directory was a conservative reaction, suppressing radicalism and reversing some of the constitutional experiments of the previous periods. It ended some of the liberties which had been granted but it can be argued, also ensured order which was a guarantee against the excesses of the Jacobins which themselves had threatened liberty. There has been little movement towards economic and social equality, except that the crown and nobility had lost their influence. Historians might claim that the middle classes gained but the lot of the peasantry was little changed.

42 To what extent were other countries in continental Europe threatened by revolutionary France during the period 1789-99?

The key issue is the perceived threat from revolutionary France to other countries. Candidates should note the end-point and discussion of Napoleon's career from 1799 will not be relevant. However, he had already achieved success by this date, culminating in the Peace of Campo Formio (1797) in which Austria had to concede much. The most successful answers will show an understanding of the period as a whole but this does not mean that even the 21-25 answers will be very good in dealing with every possible aspect which is mentioned below. The contrast will be between their range of understanding, even if some of the historical knowledge is uneven, and the lesser answers which show a more incomplete understanding. Vague assertions which are unsupported by sufficient knowledge will not be worth 11 marks. Excessive irrelevance about internal developments in France may well lead to a low mark band. 11-13 can be awarded for a basic understanding and knowledge of some of the most important stages in developments. 14-15 will be appropriate for fuller descriptions. However, essays which are planned chronologically, showing how the successive stages of the revolution affected Europe, should not automatically be consigned to these bands. An awareness of change in relationships may deserve high credit. 16-17 marks will require some analysis of the French 'threat', although probably only the 19+ answers will be aware of issues other than the military. 19+ answers will be more thorough whilst 21-25 should consider specifically the limits as well as the extent of the French danger. Monarchist states were alarmed by the early stages of the revolution,

including the changes which were forced on Louis XVI and moves against the Church such as the Civil Constitution. These fears were encouraged by the experiences and opinions of the émigrés. The Declaration of Rights (1789) can be examined – how far was it a real threat to other monarchies? The Flight to Varennes (1791) worsened relations between France and other countries. Candidates can discuss the declaration of Pillnitz (1791) by Austria and Prussia and the Brunswick Manifesto (1792). France retaliated by issuing a counter-manifesto offering aid to the oppressed. From 1793, there was open war and the danger of defeat saw the revolution taking more violent steps, for example by the Jacobins, which in turn aroused further hostility from monarchies. By 1794, the French revolutionary army was more successful and was expanding into other countries. By 1799, France had extended its control over other territories where French laws and administration were introduced. Among the non-military effects which can be considered was the appeal to radicals and the threat of internal disorder (for example as seen by Catherine the Great – d.1796).

- 43** **'He preferred conquest to peace.'** Is this a fair comment on Napoleon I's conduct of foreign policy?

The key issue is the conduct by Napoleon I of foreign policy. There should be little overlap with the previous question, even if candidates do not limit their arguments to his rule as Emperor (the question refers to Napoleon I). Examiners will allow a discussion of the period before 1804, but arguments which begin at this point will be equally valid. Candidates can discuss the War of the Third Coalition (1805-07) which saw the victories of Austerlitz and Jena, with Russia being forced to the Treaty of Tilsit. The Peninsula War, the resumed campaign against Austria and the fatal invasion of Russia can be examined. Some essays might discuss the significance of the Hundred Days, but this should not be a major issue and can be omitted without affecting the awarded mark. The most successful candidates will also consider other aspects of foreign policy, such as the implementation of the Continental System (Berlin and Milan Decrees) or his use of relatives to govern conquered and dependent states, Holland, Naples, Spain, Westphalia. Most candidates will probably agree unreservedly with the quotation but candidates should be given high credit when they consider the extent to which alternative explanations might be defensible. This will require an analysis of his motives and of his methods, for example in organising the imperial empire. The aggressive aspect of the invasion of Russia is evident, but Napoleon resented Alexander I's refusal to implement the Continental System and alleged personal slights. How far was foreign policy intended to promote the ideals of the revolution? How far was it seen as a means to defend the empire? Vague arguments and very limited knowledge, with perhaps an understanding only of the 1812 Russian campaign will lead to marks below 11. 11-13 or 14-15 can be awarded for basically accurate and relevant narratives which show a satisfactory understanding of the most important developments in Napoleon's foreign policy. 16-17 will require some analysis of his motives and methods although the analysis will be uneven. A few excellent descriptions might deserve a mark in this band. 19+ answers will be thorough in their analysis of issues but they will not show the flexibility of the 21-25 essays.

- 44 **'The best settlement that was possible.'** Discuss this view of the Treaty of Vienna in the light of international developments to 1830.

The key issue is the assessment of the Treaty of Vienna but the discriminating factor will probably be candidates' success in dealing with the period to 1830. There may be three level of response. The least successful will only state the terms of the Treaty with some comments. These answers will be limited in scope and chronological coverage and therefore will find it difficult to merit more than 17 marks. Slight descriptions of Vienna alone will not be worth 11 marks. Fuller descriptions which go beyond 1815 but which end in the early 1820s may be worth up to 18. However, the 16-17 band will require some analysis of the implications of developments, with some links to Vienna. 19+ will need a more through understanding and analysis of the specified period, with some appreciation of the period beyond the early 1820s, and will explain the developments in terms of the Vienna settlement. The claim that it was 'As good a settlement as was possible' invites candidates to consider how realistic it is to expect the major states to have looked sympathetically on nationalist and liberal movements at the beginning of the nineteenth century. These were linked to forces which had disturbed Europe's security. The compromises which were agreed preserved some balance of power and disarmed some of the suspicions between the victors. Each of the victors (and France) had different priorities. Candidates can consider the justification for uniting states such as Norway and Sweden or Belgium and the Netherlands. The settlements of eastern Europe and Germany accommodated the interests of Austria, Prussia and Russia. Austrian influence in Italy demonstrated the wish to stabilise that region and was compensation for less favourable terms elsewhere. It was thought fair to restore legitimate (i.e. dispossessed) monarchs. Developments to 1830 showed that Vienna was largely successful in ensuring international peace although it led to the repression of dissatisfied groups. Successive congresses saw France re-enter the ranks of the major diplomatic powers. Russia's schemes to intervene in crises well beyond its immediate concerns, for example in Spain and the Americas. The alleged 'Congress System' may have ended after 1823, but the peace survived. However, it was threatened by the Greek War of Independence. (It can be argued that the Balkans were not central to the assessment of Vienna.) References can be made to the revolts of 1830 in Belgium and Poland as signifying resistance to the settlement.

- 45 **Explain why Charles X, but not Louis XVIII, was overthrown by a revolution.**

The key issue is the comparison of Louis XVIII (1814-24) and Charles X (1824-30). The terms of the question allow candidates to devote more time to the latter but not to ignore Louis XVIII. Unlike most comparative questions, candidates can deserve any mark band with a 70:30 balance, but candidates who completely neglect Louis XVIII cannot merit 11 marks unless the study of Charles X is very good. 11-13 answers will be highly descriptive relating events from 1824; they will have some understanding of Louis XVIII's survival. 14-15 answers will be more complete descriptions. An analysis of Charles X problems and policies and an adequate explanation of Louis XVIII's reign can take answers to 16-17 marks. 19+ marks can be awarded to thorough analyses.

21-25 essays will probably be characterised by the ability to explain the 1830 revolution itself. Who were the revolutionaries? What did they want? Louis XVIII had accepted the need for compromise; the Charter was implemented. It provided for equality before the law and guaranteed certain liberties; an elected assembly allowed for some limited representation. However, in theory he still ruled by divine right 'by the Grace of God, King of France'. In practice he did what he could to keep reactionary groups in check and candidates should not underestimate the power of his constitutional position. Moderate ministers such as Richelieu and Decazes were preferred until ill-health led him to concede leadership to the Comte d'Artois, the future Charles X. He was also fortunate because the French economy recovered and the country re-established itself as a major state in international diplomacy. Charles X used his position to enforce royal power, issuing ordinances which limited rights. These were not illegal but politically unwise. His ultra-royalism was linked to support for the clericals. A purge of the army to expel Bonapartists, alienated this institution. Émigrés were allowed to return and assert their claims to compensation. Ministers, especially Polignac, reflected his more extreme views. The situation deteriorated with worse economic conditions. 1830 saw a revolutionary movement among liberal politicians and journalists, especially in Paris. The leaders included Thiers, Gizot and Lafitte. Republican groups threatened further extremes. It followed what would have been a coup d'état by Polignac with the issue of the five Ordinances, dissolving the Chamber, limiting the franchise and enforcing censorship.

46 Did Metternich adopt the most sensible policies to govern Austria during the period 1815-48?

The key issue is the assessment of Metternich's policies in governing Austria. Examiners will not give credit to Metternich's intervention in German, Italian and wider European affairs unless they show a link with Austria, for example the Carlsbad Decrees (1819) in Germany were partly intended to crush ideas which might be dangerous to Austria. The question invites candidates to consider a view which is different from the usual criticism of Metternich's reactionary methods. Candidates can still take a critical stance but they should consider the condition of Austria, which made his policies necessary. The Austrian empire contained a variety of different racial groups which were difficult to control. The administration was inefficient. The social structure resembled an 'ancien régime' in which the aristocracy exercised considerable influence over the peasantry and in administration and in which the middle class was small and weak. Metternich's policies were intended to maintain a stable regime but he was more willing to allow a certain degree of reform than others who were more reactionary. His policies would perhaps isolate Austria from the dangerous forces of liberalism and nationalism, even rebellion, which were apparent elsewhere in Europe. The most successful candidates might point out that he was only Foreign Minister in 1815 (appointed in 1809) and became Chancellor in 1821. However, he never exercised total power in Austria. He recognised the weaknesses in his position when he stated 'I governed Europe sometimes, Austria never'. The question allows candidates to discuss the causes of the 1848 revolution but again they should focus on Austria whilst answers which discuss only the immediate causes of the events of 1848 will be too limited for 11 marks. The outcome of the 1848 revolution will not be relevant. Answers which contain too much irrelevance about Metternich's other policies or which

concentrate on 1815 will not be worth 11 marks. The minimum of 11 marks will depend on a basic understanding of his policies in Austria. 11-13 and then 14-15 can be awarded for adequate and then sound descriptions of his policies. These essays will show a limited ability to evaluate his policies. 16-17 marks can be awarded to essays which contain some valid analysis or assessment but the discussion and the judgements will be very one sided. 18-20 answers will be thorough in most respects but will miss some lines of discussion; the 21-25 answers will be successful in examining how 'sensible' were his policies although it does not demand that they come to a sympathetic conclusion.

47 Why, during the period from the Straits Convention (1841) to the Congress of Berlin (1878), was it not possible to solve the Eastern Question?

The key issue is the continued problem of the Eastern Question. Candidates need to show an understanding of the Eastern Question and more credit will be given when explained specifically than when it is discussed implicitly. The most important elements were the weakness of the Turkish empire, the ambitions of Russia to expand its influence over regions of this empire and to gain access to the Mediterranean, and the concerns of western European countries. The Straits Convention closed the Dardanelles and Bosphoros to foreign warships when Turkey was at peace, a blow to Russia. However, this deferred rather than solved the problem and candidates can explain the developments which led to the Crimean War (1854-56). Influence over the Holy Places involved France whilst Britain sought to secure its interests in the Middle East. The Treaty of Paris was another blow to Russia; it was also an unsuccessful attempt to bring Turkey within the system of international diplomacy to preserve a balance of power. The decline of Turkey continued and its promises to subject peoples were not implemented. Russian ambitions were still apparent as were the fears of other countries. Pan Slavism grew, fuelled by Russia and intermediate settlements such as the Treaty of San Stefano (1878) which favoured Russian interests, failed to solve the problem. The Congress of Berlin was an attempt to provide a more generally accepted peace. Although the outcome for Russia was less successful, the Congress was an attempt to satisfy everybody. Territorial arrangements gave a measure of independence to some Turkish regions, Russia made gains in the Caucasus, Austria-Hungary was rewarded in Bosnia whilst Britain gained Cyprus as a Mediterranean base. Candidates can assess how far this settlement addressed the most important issues. To merit at least 11 marks, candidates should show some awareness of the nature of the Eastern Question and a broad understanding of the most important developments in the specified period. Answers which are limited to the origins of the Eastern Question, or which examine only the Congress of Berlin will not qualify for this mark. However, in each of the bands from 11-18, examiners will read answers which are incomplete or unbalanced; candidates will be more confident about some stages than about others. The 11-13 and 14-15 band answers will probably be highly narrative but some answers in these bands may deserve their marks for adequate, then very competent, arguments which lack much of a factual basis. 16-17 marks will require some analysis of the interests of the major powers and an explanation of the most important turning points. 18-20 marks will be very thorough in the handling of developments, providing sound comments whilst 21-25 essays will be able to convey very effectively the reasons for the conflicting interests of the various countries and regions.

- 48** 'He hid his autocracy skilfully under the cloak of popular policies.' Assess this view of Louis Napoleon's conduct of domestic affairs from 1848-70.

The key issue is the assessment of Louis Napoleon's domestic policies. Candidates can focus on 'autocracy' and 'popular policies'. His autocracy can be shown by his coup d'état of 1851 and the ensuing inauguration and implementation of the Second Empire. However, the most successful answers, worth 21-25, should be able to explain some of the characteristics of 1848-51 when, as President, Louis Napoleon enjoyed considerable power. He had come to power in a demonstration of considerable support for what he represented, which was both popular (his advocacy of social policies) and authoritarian (his Napoleonic legacy). He trounced his opponents in the presidential election. The 1851 coup and the Empire represented an usurpation of power. Although there was parliamentary government, it was subordinated to Napoleon's authority and the membership of assemblies was packed. Candidates will deserve credit as they explain how the imperial constitution worked. Populism included his use of plebiscites and his pursuit of policies which were thought to increase support for the regime. Most candidates may see the 'Liberal Empire' as a defeat for Napoleon III but the more thoughtful answers should consider that he was responding to pressures without substantially weakening his position. More debate was allowed in the assemblies, ministers could be questioned about policies, press censorship was diminished. Throughout his regime, he encouraged social and economic reforms. Parts of Paris and provincial cities were rebuilt. Communications, especially railways, were improved. The regime attempted to protect workers from the worst effects of industrialisation. Trade agreements were made e.g. Cobden Treaty with Britain (1860). He continued to represent himself as a 'popular' ruler. Candidates can assess the significance and balance of the two elements – 'hid...under the cloak'? – and, whereas most candidates will accept the claim uncritically, the more thoughtful essays may see that there was not necessarily a contradiction. Very thin arguments and a lack of knowledge will lead to marks below 11. 11-13 marks will require a basic argument, supported by thin but relevant knowledge, or acceptable narratives with limited arguments. 14-15 marks can be awarded for fuller descriptions. 16-17 will be unbalanced in their discussion of autocracy and populism, but will contain some worthwhile analysis. 18-20 answers will be more thorough whilst 21-25 answers will show flexibility in their ability to consider alternative explanations.

- 49** How great a debt did Cavour owe to Mazzini?

The key issue is the comparison of Cavour and Mazzini. The question is open in as much as candidates may argue either that Cavour's debt was considerable or that it was not very significant. This will affect the weight to be given to Mazzini in the answers. However, to get to 11 marks, the essays must show a basic understanding of Mazzini even if the greater proportion of the discussion is about Cavour. An answer which simply dismisses Mazzini without an explanation will not be acceptable because it will not discuss the key issue. Vague and very incomplete assertions about Italian unification will not be worth 11 marks. Narratives which reflect adequate and mostly relevant knowledge can deserve 11-13 marks; fuller narratives or descriptions with little analysis will be worth 14-15 marks. 16-17 answers will contain some deliberate

analysis of the relationship between Cavour and Mazzini although the analysis will be limited and the answer may tend more to description. Fuller analyses and comparisons will be worth 18-20 whilst the 21-25 essays will be aware of the strength of different arguments, coming to clear conclusions. Mazzini was the first significant figure in Italian unification. His ideas proved stronger than other figures in the movement whilst his organisation of groups such as Young Italy and Young Europe showed an awareness of the need to promote ideas effectively. On the other hand, his republicanism and his belief that Italy could free and unify itself proved impracticable. The 1848-49 revolutions showed the impact and the weaknesses of his ideas. Although they were defeated, the revolutions were a turning point. Cavour's ideas of Italy were different; he preferred to think in terms of a northern expansion of Piedmont. However, events caused him to change. He set out to strengthen Piedmont rather than to lead an Italian-wide movement of propaganda and resistance. His practical mind saw the necessity of external aid, even at the cost of losing Nice and Savoy to France. He was more aware than Mazzini of the power of the Papacy and there was a contrast between the Roman Republic of Mazzini and Garibaldi and Cavour's handling of Rome. His alliance with the monarchy of Sardinia-Piedmont was at odds with Mazzini's republicanism. Nevertheless Cavour did not begin with a blank sheet. The situation which he inherited (and many of his views about the condition of Italy) owed much to Mazzini. Candidates may make something of Garibaldi as Mazzini's disciple and trace his changing relationship with Cavour.

50 'More a tsar than a liberator.' Discuss this verdict on Alexander II.

The key issue is the apparent contrast between Alexander II (1855-81) as a reformer and an authoritarian ruler. Candidates can discuss his aims: what did his policies seek to do? They can explain the nature and significance of the policies: how far did they introduce genuine reforms? The effects of his policies can be assessed: how far were Russians 'liberated'? The most successful answers, worth 21-25 marks, should consider each of these three aspects but the lesser answers will be incomplete in this respect and examiners should be careful to credit first what is written before looking for gaps in the argument. The defeat of Russia in the Crimean War promoted thoughts of reform but, although Nicholas I has been autocratic, there was already a feeling that serfdom needed reform, whilst liberalism was spreading. The liberals looked to western Europe and Alexander II saw this as the main hope of improvement in Russia although his views did not embrace political change. Contacts with the west, including foreign travel, were encouraged from the beginning of the reign. Candidates can be expected to show an understanding and knowledge of the emancipation of the serfs (1861). The more successful candidates will explain the problems of serfdom and will consider its effects, going beyond a simple description of the process. The most successful candidates may conclude that there was not a quick improvement in the Russian agrarian economy, although there was a movement to towns by landless peasants; they improved labour for industries. Railways were developed and foreign trade increased. However, candidates should not exaggerate the extent of industrial development in this reign. Serf emancipation allowed some reforms (as in the military) and necessitated others (as in local administration and the zemstva). There were judicial and educational changes. The comparatively liberal measures

encouraged a variety of ideas, which in turn led to opposition, with a serious revolt in Poland in 1863, and threats to the Tsar. Candidates should explain the significance of the later conservative, even reactionary, period of the reign with its opposition groups and the ultimate assassination of the Tsar. Very thin surveys of the reign, which are perhaps limited to brief accounts of serf emancipation, will not be worth 11 marks. 11-13 or 14-15 marks can be awarded to adequate and then full descriptions of reforms but which lack assessments of their significance. Some analysis or assessment of Alexander's policies can lead to the 16-17 band. 18-20 marks will be awarded to more thorough assessments. The 21-25 answers will explain confidently the tensions between reform and autocracy and may well be characterised by their awareness of the achievements, rather than the limits, of the former. However, they can still insist on Alexander II's autocracy, but he put in place very significant changes which could not be reversed.

- *51 Explain why, in the period from 1862 to 1871, Bismarck was successful in asserting Prussian power over the other German states.**
[*Do not attempt this question if you have answered Question 4]

The key issue is the assertion of Prussian power over other German states. It allows candidates to explain the relations with other countries, such as Austria, Russia and France, but the focus in on the most successful answers should be on Germany. Prussia was the strongest state in Germany when he came to power in 1862. It had the most prosperous economy and the most effective administration and army. It was at the heart of the Zollverein. The events of 1848-49 had shown that no other German State was as important if Austrian influence was to be ousted or if Germany was to be unified. First, he overcame forcefully the resistance of the Prussian liberals to the increase in budget, to be used to improve the military. He ensured the friendship, neutrality or weakness of other countries, which can be shown by his handling of Austria, Russia and France. Prussian co-operation with Austria over the Schleswig-Holstein issue would mark out his state leadership with Germany whilst he later excluded Austria from German affairs. Candidates will be given credit when they explain the significance of the North German Confederation (1867), which placed the states' military resources and diplomacy within the federal (i.e. Prussian) authority. The Bundesrat was dominated by Prussian representatives. In 1871, the more Roman Catholic southern (Bavaria, Württemberg and Baden) states, which were more resistant to Prussian control, were admitted; their relationships with Prussia can be explained. It will be very relevant to explain the constitution of the new German Empire. The King of Prussia was its head; he appointed the Chancellor (the Prussian Bismarck). Prussia has a clear majority in the Bundesrat, the key representative institution. Thin narratives of unification which show an inadequate understanding of the general process of unification will not be worth 11 marks. 11-13 marks can be awarded for adequate narratives with limited explanation; they will probably be more concerned with Bismarck's handling of other countries' than with the German states, although there will be sufficient on the key issue to make the argument acceptable. Fuller narratives can deserve 14-15 marks. Examiners will expect some analysis of German issues in the 16-17 answers, although the analysis will be uneven. 21-25 answers will be thorough and will be particularly effective in dealing with German issues.

- 52 Explain how industrialisation led to social change in nineteenth-century continental Europe. (Your answer should refer to at least two countries)**

The key issue is the relationship between industrialisation and social change. The question instructs candidates to refer to at least two countries, but it also excludes Britain (except that brief comparisons can be accepted as in any other question). Most essays can be expected to draw examples from two or more of France, Germany and Russia. Very vague assertions which lack a basic knowledge of developments - two or more countries may be mentioned but so briefly as not to convince - will not be worth 11 marks. 11-13 or 14-15 marks can be awarded for descriptions of industrial change, supported by adequate examples, but answers in these bands may deal with social changes implicitly rather than explicitly. 16-17 answers will contain valid attempts to link the two aspects of the key issue but some very good descriptions, with full references to particular developments in countries, may merit this band. 19+ answers will be successful in dealing with social change with the 21-25 answers being aware of the limits as well as the extent of social change. The time-span in the question is wide and examiners will allow answers to discuss relevant periods within the century. As always, the quality of the argument will be paramount when awarding the marks. Industrialisation brought about the growth of the urban working class and gave opportunities to the entrepreneurs; rural workers and landowners did comparatively badly. Candidates may focus on the problems of bad housing and insanitary conditions but these conditions were probably better than those in rural areas. Wages increased. Industries gave opportunities - and needed - unskilled labour. There were opportunities for the working classes to act together to exert political pressure and the middle classes enjoyed greater influence, together with increased prosperity (but the question is not about political change and this aspect does not have to be developed). Even autocratic governments as in Russia, had to implement policies to alleviate social hardship although their extent and effectiveness varied.

- 53 How justified is the view that the Roman Catholic Church in nineteenth-century continental Europe opposed the main developments in democracy and science?**

The key issue is the policies of the Roman Catholic Church to democracy and science. Candidates will be able to select an appropriate time-span within the nineteenth century; not even the 21-25 answers are expected to include complete chronological coverage. Some answers may be limited to the papacy of Pius IX (1846-78). Such answers may gain up to 18 marks, because his pontificate took place during a time of some of the most important developments in politics and science, e.g. Italian and German unification, the Kulturkampf struggle with Bismarck, the assertion of Papal Infallibility, which was partly a reaction to scientific thought, such as Darwinism, which seemed to threaten accepted truths. Some candidates may develop points about French clericalism, which was a continuing factor in the politics of that country, where the Church was often opposed to democratic movements. Politically, the Church seemed to take the side of authority against liberalism and socialism, which appeared to be based more on material foundations. Marxism then became a perceived threat. Candidates should be well-rewarded when they show an understanding of the change under Leo XIII (1878-1903), who was

more sympathetic to political and intellectual developments. Essays which contain only vague assertions and very incomplete knowledge will be awarded fewer than 11 marks. Answers in the 11-13 and 14-15 bands may not distinguish between policies to democracy and science, but will demonstrate an adequate and relevant knowledge of some salient aspects. 16-17 answers will analyse a selection of Catholic policies, applying them more effectively to democracy and science but these aspects will not be discussed in a balanced manner. 19+ answers will be more thorough, with 21-25 answers being specific about policies.

54 Why did the Habsburg monarchy in Austria –Hungary survive under Francis Joseph I but collapse so quickly after his death?

The key issue is the contrast between the survival and the fall of the Habsburg monarchy. The question is wide-ranging chronologically and all of the answers will deal with only some of the most important chronological developments within the reign of Francis Joseph I (1848-1916). He survived the most serious problems, including the effects of the 1848 revolutions, the end of Austrian influence in Germany and the tensions which led to the Ausgleich (Compromise) of 1867. In his dull but diligent manner, he represented continuity, heading a benign bureaucracy. He presided over an (artificial?) Dual Monarchy which recognised in most respects the realities of the situation, except for the continuing attempt to bring the Balkan states to heel. Although the empire lacked the industrial – economic changes that affected other major European countries, this situation might have saved it from disruptive pressures. The succession of Charles I heightened the internal tensions which were exposed by the First World War. Changes of government during the War had failed to bring stability whilst the conflict caused severe economic hardship. Charles' attempts to reform, including an amnesty for political opponents, were fruitless and the empire disintegrated in 1918. To get to 11 marks, the answers will have to show a basic understanding and knowledge of the rule of Francis Joseph I. Examiners will expect some mention of a few key developments indicated above. 11-13 answers will contain adequate arguments, with thin knowledge, or adequate knowledge, with thin arguments. 14-15 answers will be awarded for fuller descriptions. An analysis or assessment of some of the most important elements of continuity can lead to 16-17 marks. The answers up to 18 will probably give little specific attention to the fall of the empire; it will be stated rather than explained. 18-20 answers will miss some possible lines of discussion but will be able to explain the contrast between stability and failure whilst the 21-25 essays will be persuasive about the variety of factors which were involved.

- 55 'Thinly disguised autocracy'. How accurate is this description of the government of Germany from 1871 to 1914?

The key issue is how far the government of Germany in the specified period was an autocracy. The question is about domestic policy and external affairs will be irrelevant unless candidates wish to make a point about the formulation of foreign policy, which does not involve a description of developments. The specified period includes Bismarck to 1890 and William II from 1888. Candidates are not expected to show an understanding of the particular role of William I because this is not explained in the books which candidates are expected to have used. Candidates can explain the system of government in the new Germany of 1871 (there will be little overlap with the question on German unification because this question concerns the implementation of government and 1871 can only be a starting point.) Bismarck continued to dominate German affairs, exercising control over political institutions and varying his policies to groups such as the Catholics and socialists in order to preserve the status-quo and conservative interests as far as he could. William I was determined to play an important role in government, whilst appealing to populism to back his policies. However, the most successful answers will also consider the continuing importance of the junkers and the military in domestic affairs. The aspirations of liberals and socialists were resisted and Prussia itself continued to play a leading part in German affairs. Highly irrelevant answers, for example essays which consider mostly foreign policy will not be worth 11 marks. A ceiling of 17 marks should be applied to answers which consider only Bismarck and which show no appreciable understanding of the later period; answers which consider only the period from 1890 and which ignore Bismarck are much less likely but the same ceiling will apply. Mostly relevant but uneven narrative descriptions may be awarded 11-13 marks whilst fuller descriptions can be awarded 14-15 marks. Answers in both of these bands will be unbalanced between the two periods of government. Less imbalance, with a reasonable understanding of the rule of William II can lead to 16-17 marks. 19+ answers, and especially 21-25 essays, will probably be characterised by their understanding of the other forces which were at work, especially during the period from 1890, and they will have a firm grasp of the constitutional situation.

- 56 Why did European continental countries in the late nineteenth century believe that imperial enterprises offered considerable economic opportunities?

The key issue is the economic basis of imperialism. Candidates can refer briefly to other explanations, including strategic interests and religion, but these will be background factors, not essential elements, and the question does not ask candidates to assess the importance of economic reasons, that is to set them against other factors. The question is based on continental Europe and the British experience will be relevant only as a brief comparison; it cannot be a substantial part of the argument. In selecting continental examples, candidates will probably choose France and Germany; some may refer to Belgium and Italy. This range of examples is less important than the ability to select appropriate overseas examples to illustrate European motives. That is, an answer which considers only France and Germany may be more convincing than one which also refers to Belgium and Italy. Hobson and then Lenin (*'Imperialism the Highest Stage of Capitalism'*) claimed that the impetus for expansion was economic and material. Capitalist and industrial economies required raw material and markets for investment. By the end of the nineteenth century, domestic markets could be supplied and tariff barriers were erected against foreign competition. Hence, empires seemed to be a way to ensure prosperity. Economic enterprise was also an alternative to political rivalry. Examples of imperial expansion are expected, as well as of explanations of economic enterprise, for example the search for cotton, silk, rubber and minerals as well as gold and diamonds. Candidates should also give some examples of the regions which were involved. However, even the most successful answers will be selective in their examples. Vague discussions of imperialism which show an inadequate understanding and knowledge will not be worth 11 marks. 11-13 and 14-15 marks can be awarded to very descriptive answers. The balance between argument and examples will be uneven in these essays but examiners will give most importance to the quality of the argument; essays which are very well-argued but which lack examples may not deserve the highest bands but they might merit up to 17. 16-17 answers will analyse some of the economic motives whereas the less successful answers and will probably repeat them mechanically. 19+ answers will contain good arguments and appropriate examples but they will lack the variety of the 21-25 answers.

- 57 **Why, during the period to 1914, was the French Third Republic able to resist pressures from extremists on both the Right and the Left?**

The key issue is the survival of the French Third Republic against threats from the Right and Left. Thin arguments about the origins of the Republic, unsupported by adequate historical knowledge, will not be worth 11 marks. Accounts of the various crises and scandals (for example, Boulanger 1888-89, Panama 1889-93 and Dreyfus 1894-1906) can merit 11-13 marks if the answers identify the left and right wing elements, but without explaining them. Some explanation of these elements will be needed for 14-15 marks. 16+ marks will require a wider appreciation of the composition and nature of the competing groups. A discriminating factor in answers worth more than 18 may well be their success in dealing with the period from c.1900 to 1914; this is generally less well-known than the earlier years. The 19+ bands will link this to an explanation of the strength of the Republic. Essays in the 21-25 band will show an awareness of the extent, and danger, of radical groups from right e.g. authoritarianism and anti-democratic sentiments and left, e.g. syndicalism and continuing strikes. There was universal male suffrage which, in spite of the instability of governments, provided fundamental support. Although political extremists were active, the state was bolstered by the popularity of social benefits and protection which were in advance of those available elsewhere. A free press was guaranteed. An absence of state authoritarianism probably prevented the encouragement of revolutionary groups. Memories of the violence of the Commune helped to win support for the Republic. The extreme right, with its clerical and militarist tendencies did not appeal to the majority, nor did the extreme left, with its apparent threat of communism and other radical ideas and tendencies. Changes in government concealed continuity in the personalities involved who were mostly moderates such as Gambetta (d.1882) and Ferry (d.1893).

- 58 **Consider the claim that, from 1890 to 1914, German foreign policy was the most dangerous factor in international diplomacy.**

The key issue is the danger in diplomatic relations from 1890 to 1914. Some candidates may interpret the question as inviting a discussion of the causes of the First World War and this is obviously very relevant because of the specified period but the question invites candidates to take a long view of developments. 'the most dangerous factor' involves a comparison. The moderate answers may tackle this implicitly by showing the danger which German policy presented but most of the 19+ answers and certainly the 21-25 answers will consider other possibilities. On the other hand, some answers may embark on a comparative exercise which surveys the policies of various countries, probably concluding that Germany was primarily responsible for tensions, but without being able to analyse issues sufficiently. This general approach, unsupported by precise references will not be worth a high mark band. Answers which are vague about developments or which are very incomplete, perhaps discussing only 1914, will not usually be worth 11 marks, but some good analyses of 1914 alone, may be worth up to 17 marks if they show a reasonable understanding of the more basic issues although not specifying them. Some essays may omit 1914 and discuss only longer-term developments; such answers should normally be

awarded one band lower than they would otherwise merit. Relevant narratives of developments can merit 11-13 or 14-15 marks. The 16-17 band will require some analysis of the effects of German policy: why was it dangerous? As indicated above, the 19+ answers will be more thorough in their analysis and assessment. German policy under William II was impatient to exercise European and even world, influence. Actions such as the Kruger Telegram (1896) alienated Britain unnecessarily whilst his determination to see Germany become a leading naval power also put him into conflict with Britain. The Moroccan crises of 1905 and 1911 confirmed French and especially British suspicions. Pan-Germanism was a growing force, with its threat to expand especially in the east. Russian interests were offended particularly by the scheme to build a Berlin-Baghdad railway. However, some historians would also attribute German policy to the military hierarchy. In 1914, Germany's 'blank cheque' to Austria-Hungary and the invasion of Belgium were two of the most important stages in the outbreak of the First World War. The other dangerous threat, which actually became the occasion of the outbreak of war, was the rivalry in the Balkans in which Austria-Hungary and Russia were more directly involved. Some candidates may argue that this was the greatest danger to peace and focus on the issue; this will be a valid alternative explanation as long as the answers explain and assess the German issue because this is raised in the question; it cannot simply be ignored. The most successful answers will be able to put this aspect into context of German policy.

59 To what extent did the 1905 Revolution represent an important turning point in the reign of Nicholas II?

The key issue is the significance of the 1905 Revolution. 'turning point' signifies change and candidates should go further than provide accounts of 1905. Two approaches may well be unsatisfactory or worth a maximum of 11-13. The first will be the answers which describe the events of 1905 but which fail to assess them even briefly. They will go little further than explain what happened in 1905. The second type will be general surveys of Russia, leading chronologically to 1914 or 1917, which demonstrate very little knowledge and understanding of 1905. Better versions of these two approaches may merit 11-13 or 14-15 marks. They will be well-informed about 1905 and will make relevant but limited points about the significance of that revolution or they will be sound about general developments but will contain very basic if relevant discussion of 1905. 16-17 answers will contain some valid analysis and assessment of the significance of 1905 as a turning point., either affirming or denying its importance, However, the analysis and assessment in answers placed in this band will be partial. The extent of change will be examined more thoroughly in 18-20 answers whilst the 21-25 will be very convincing in their discussion of degrees of change and continuity. Tsarist autocracy and military defeat sparked the trouble of 1905, which began with a peaceful demonstration. The situation developed quickly with civil riots and mutiny in the military (e.g. Potemkin). Workers' soviets played a part. The disorder was suppressed by the army and police. Bolshevik leaders fled into exile. Nicholas II published the October Manifesto and candidates will assess his sincerity and its importance. The Duma were introduced (1905; 1907; 1907-13; 1912-17) but had little effect. Their attempts to influence economic and political rights and to introduce social and judicial reform were negated buy the reactionary policies of

the Tsar who relied largely on conservative advice. Witte's period as Prime Minister, in which he secured a valuable foreign loan, was short lived (1905-06) Stolypin (1906-11) pursued moderate reforms but many of his tendencies in his policies towards the kulaks and other groups (e.g. the Jews) were conservative and punitive. He narrowed the franchise to the Duma. In one sense, 1905 was not a turning point, because the Tsarist regime did not embrace significant change. In another respect, it was important because the regime's conservatism removed the hope of moderate reform and showed that revolution was still likely because the essential causes of 1905 had not been remedied. Therefore the 1914 war was to have even more serious consequences, especially when Nicholas II could not rely on the army.

60 Why, contrary to the initial belief that it would be a short war, did the First World War last for four years?

The key issue is the unexpected length of the First World War. Very superficial and incomplete narratives and vague discussion about particular aspects, such as trench warfare, will not be worth 11 marks. These answers will lack acceptable arguments and sufficient knowledge. Most of the answers in the 11-13 and 14-15 band will probably provide narratives which show adequate and then good knowledge with very basic arguments. 16-17 marks can be awarded to essays which analyse or explain some of the reasons for the length of the War. For marks up to 18, the essays will probably say little about 'the initial belief that it would be a short war'; this will be assumed. 19+ answers will consider this point specifically and the 21-25 band answers will be successful in dealing with a variety of reasons, showing flexibility in the arguments. In 1914, there had not been a general European war since 1815 (the Crimean War had been in a different region although some of the European major powers had been involved). The war was expected to be determined on land and fought with traditional weapons by traditional, comparatively small armies. The participants had relatively limited war-aims. German strategy was based in a quick knock-out blow to France (the Schlieffen Plan) so that resources could be concentrated on defeating Russia. The outcome was different. German plans were resisted by France, with British assistance and Germany was committed to fighting on two fronts. Trench warfare, with its reliance on defence, heavy artillery and the machine gun led to a war of attrition. The larger conscript armies could not easily be defeated. Attempts to deliver victory outside the western front (for example the Dardanelles) were fruitless. Candidates can discuss and assess the aims and abilities of the commanders. Sea-power became an important factor. The aims of the antagonists changed, especially when the civilian population became more involved either directly through bombing or more indirectly, when casualties were suffered or rationing and economic hardship were imposed. Whilst the essays will probably consider new methods of warfare such as gas, tanks and airforces, these probably had a limited effect on either prolonging or shortening the war.

- 61 How convincing is the claim that women in continental Europe became more liberated in the first half of the twentieth century?**

The key issue is the changes affecting women in the twentieth century. The question indicates two limits, geographical and chronological. Answers must focus on continental Europe and examples from Britain can be used only as brief comparisons. The chronological limit should dissuade candidates from engaging in unhistorical discussions. They have scope to select the areas for discussion within the key issue. For example, essays may deal at some length with the women within the communist and fascist / nazi systems; they may discuss such issues as the franchise or opportunities to work, with women's roles changing within the labour market. However, change was very uneven and was most marked in the more prosperous and industrialised regions. Essays can point out briefly the continuing predominance of men, but the question must not be used simply as a device to provide a general description of economic, political and social systems. Vague discussions, unsupported by any historical knowledge, will not be worth 11 marks. 11-13 marks can be awarded to essays which are mostly relevant; either the arguments or the historical knowledge will be basically acceptable. 14-15 essays will meet both requirements at a basic level. 16-17 answers will show some capacity to link analysis and explanation. The 18-20 answers will miss some possible lines of discussion but will be largely thorough in the points which are examined; the 21-25 answers will show a wider grasp and will contain better synthesised arguments. In assessing answers which are based on a narrow period, such as women in Nazi Germany, examiners will usually award a mark one band lower than that normally given because of the lack of range. The same guideline will be applied when only one element of development such as the franchise is explored.

- 62 To what extent have the arts in twentieth century continental Europe expressed anti-war attitudes?
(Your answer should refer to at least two of film, literature and painting.)**

The key issue is the arts and war. 'To what extent...?' allows candidates to explain pro-war feeling but this is not expected and is certainly not required. The answers must refer to at least two of the specified fields of art, but examiners will not demand an equal treatment except that answers in the 19+ bands should generally have a reasonable basis in both fields. Answers which do not attempt to explore a second field will normally be awarded one band lower than that usually awarded to the part of the answer which is written. Candidates who attempt the question may use their studies from other A level subjects such as Media Studies. This is completely permissible except that the answers must be based in historical context. Arguments which take only a view of very contemporary developments should not be given credit. However, some leeway should be given to discussions of a period after 1973, the normal end of the syllabus. Some essays might give a lot of attention to the Vietnam War. This would be allowable as part of an answer but the War and its artistic impact were not primarily European concerns. (The candidates may use the examples to demonstrate the popularity in Europe of such material and this can be given some credit). Essays which are based only on anti-Vietnam War films and literature will certainly be too narrow for a mark of 11+. Candidates can more appropriately select from the First and Second World Wars and the Spanish Civil War.

However, the choice between these is less important than the quality of the argument. Vague discussions of anti-war feeling or of the arts in the twentieth century will not be worth 11 marks. The essays in the 11-13 and 14-15 bands will be unbalanced in their use of argument and examples, but a reasonable effort will be made to link the two elements. 16-17 answers will make an obvious effort to explain and illustrate anti-war feelings or they may contain some very assured discussions of particular examples, such as 'All Quiet on the Western Front' or Picasso's 'Guernica', supported by some generally valid points. 19+ answers will take an analytical approach, appreciating the extent to which a case can be pushed, and will support the argument by sound examples.

63 How far was the Third Republic in France during the period between the two world wars characterised by 'weak political parties and irresponsible politicians'?

The key issue is the political condition of France between the wars. The emphasis will be on politics – parties and politicians – but the question allows candidates to widen the discussion. However, this might be done by two very different kinds of answer, the very poor which is vague and conceals a lack of understanding about the key issue by diverting the argument elsewhere and the excellent discussion which is able to put into a context. Therefore examiners will not automatically designate as irrelevant any non-political discussion. From 1919 to 1940, France had 42 governments, lasting an average of 6 months. On the other hand, change in governments concealed a continuity in ministers who often exchanged their portfolios. The centre (dominated by the Radicals whose name belied their programme) was at the heart of successive governments. The Left, comprising Socialists and Communists, and the Right, failed to gain control, although the Socialists gained posts in several cabinets, e.g. 1924. It is possible to argue that the 1920s were a period of stability in which the danger of the far Left / Communists was resisted. This was assisted by steady economic growth. The economic problems of the 1930s unleashed more instability. The far Right as in Action Française, became more important. Candidates can discuss the significance of the Popular Front as a coalition against Fascism. In discussing 'irresponsible politicians' candidates are expected to show an understanding of a few of the most important, who may include Blum, Briand, Daladier, Poincaré and Tardieu. Vague surveys which reveal a lack of understanding and slight historical knowledge will be awarded fewer than 11 marks. 11-13 will be appropriate for relevant surveys in which the basic arguments are supported by some examples. 14-15 can be awarded for better descriptions. 16-17 will need some analysis either of parties or politicians; the attempt at analysis will be evident but its success will be uneven. A more thorough and informed analysis will lead to 18-20. Answers in this band may still assert weakness and irresponsibility, but the 21-25 answers should consider the alternatives, even if they still conclude that the claim is justified. Some candidates may see the question only in terms of foreign policy. This is a very relevant aspect, but will not be able to take an answer to 11 marks alone, because it will be too incomplete.

64 How justified is the description of Mussolini's rule over Italy as 'an inefficient dictatorship'?

The key issue is the nature of Mussolini's rule. The quotation mentions and links inefficiency and dictatorship. 'rule over Italy' concerns primarily domestic policy. Foreign policy will not necessarily be irrelevant, but the question does not need narrative descriptions of external relations and events. It will be allowable, but not necessary, to discuss the conduct of foreign affairs. Vague and very incomplete discussions of internal developments will not merit 11 marks. 11-13 marks can be awarded to relevant descriptions which provide some examples of efficiency or inefficiency and of dictatorship. 14-15 marks can be awarded for fuller descriptions. 16-17 marks will require some analysis either of dictatorship or the extent of the efficiency of the regime but the analysis will not be very searching. 18-20 answers will be more thorough in their assessments, whilst 21-25 essays will show their quality by their ability to consider and assess different views. These essays will examine the link between inefficiency and dictatorship, whereas the lesser answers will probably ignore it. The syllabus section ends in 1945 but examiners will not require that candidates discuss the war years unless the essay is worth potentially 21-25. From 1922, Mussolini put his Fascist party into power. Opponents were weakened by legal discrimination and illegal methods. Candidates might refer to the murder of Matteotti (1924). From 1928, Italy became a fully Fascist state. Candidates were nominated by the Fascist Grand Council. Social and economic control was exerted, for example through the Corporations. Public works and schemes to assist employment and economic recovery were eye-catching but candidates may assess their success. The lira was stabilised, but at a rate which did not aid prosperity of the citizens. Politically, the one-party system and censorship prevented open expression of alternative views. However, the regime was not as oppressive and brutal as that of Nazi Germany or Soviet Russia (but this does not suggest that candidates are required to make such a comparison – brief and appropriate comparisons can be rewarded as in any answer, but candidates should keep them in check to focus on the key issue). Racial and social minorities did not face the immediate threat of extinction. Mussolini himself exercised considerable powers as Duce and adopted a high profile public stance, using propaganda to promote himself and the party. However, he was not ruthlessly successful perhaps because he took on too much. However, Mussolini healed the rift with the Papacy through the Lateran treaties (1929).

65 To what extent were the weaknesses of the League of Nations already apparent by 1929?

The key issue is the assessment of the League of Nations to the end of the 1920s. To merit 11+ marks, the essays must have chronological basis because general assertions about the League will demonstrate inadequate arguments and thin knowledge. Brief references to the problems of the 1930s can be used as conclusions but will not be part of the main argument. Discussions of the establishment of the League of Nations which do not indicate any later developments will not be worth 11 marks. 11-13 can be awarded to essays which may contain mostly general surveys but which have a basic understanding of key developments. 14-15 marks can be awarded to fuller descriptions. 16-17 essays will contain some analysis or assessment of

developments although the analysis will be incomplete. 19+ marks can be awarded to more thorough analyses or explanations which will be able to consider achievements as well as weaknesses of the League. The League was established in 1919 to harness international opinion to preserve peace and arbitrate in disputes. Germany did not become a member until 1926 (a success by 1929?). The USA never became a member and the USSR was not a member by 1929. Brazil withdrew in 1926. The League lacked military resources and relied on persuasion, negotiation and boycott. Some achievements included the settlement of refugees and the development of non-political groups such as the International Labour Organisation. The League did indeed achieve some minor diplomatic successes, as with the Aland Islands, involving Finland and Sweden, disputes between Albania and Yugoslavia, Poland and Germany, Hungary and Czechoslovakia. From 1924 to 1929, the international scene seemed brighter but the most successful answers (18-20 and certainly 21-25) will realise that some of the developments in the 'Locarno Honeymoon' were managed outside the auspices of the League. There was evidence that the League was being ignored by the major powers. Nevertheless, 1929 saw the League in reasonably good shape; the more severe problems of the 1930s were not yet apparent.

66 Why, in the period 1924 to 1941, was Stalin able to gain and then retain personal dominance over Russia?

The key issue is Stalin's personal dominance. The question refers to two stages ('able to gain and then retain') but examiners will not look for an equal balance between these. Candidates may frame their arguments differently, but the 19+ answers will be successful in dealing with both aspects. Stalin's position as general secretary of the central committee of the Bolshevik party (1922) enabled him to outmanoeuvre Trotsky when Lenin died (1924). He was backed by important figures such as Zinoviev and Kamenev. Trotsky was portrayed as potentially a dictator with dangerous ideas about the future of the revolution, in contrast to Stalin's preference for 'socialism in one country'. Some candidates might be able to show in some detail how Stalin outmanoeuvred Trotsky. From 1926, Stalin embarked on a personal and ideological campaign against Trotsky and other former leaders, including Zinoviev and Kamenev. The answers can explain how his power was consolidated through political and economic measures (for example, the Five Year Plans from 1928). Purges of party members ensured Stalin's primacy but they were also extended to other groups in the army and intellectuals. Even technicians were included. All aspects of the state were brought under Stalin's control. To get to 11 marks, the essays must show a basic understanding and knowledge of Stalin's primacy. Some candidates may know more about economic policies than about other issues and examiners will not automatically designate as irrelevant long surveys of agriculture and industry; their relevance may be implicit rather than explicit and the points will deserve some credit although this approach will not deserve the high mark bands. 11-13 or 14-15 marks can be awarded to highly descriptive answers with less or more detail. 16-17 marks can be awarded to answers which analyse salient developments showing how they contributed to Stalin's personal position. 18-20 answers will be more thorough although they will miss some possible lines of discussion; they will be well-focused. 21-25 answers will be able to assess the importance of a wide variety of issues, supporting the points by very appropriate historical knowledge.

67 How secure was the Weimar Republic at the time of Stresemann's death in 1929?

The key issue is the condition of the Weimar regime in 1929. Although the question is narrow in some respects, it offers candidates the opportunity to consider a wide range of issues, political, economic, and diplomatic. It should also help them to reconsider any assumptions about the inevitability of the Nazi regime. Stresemann, Chancellor in 1923 and foreign minister from 1923 to 1929 was in power at a time when Germany moved to a reconciliation with its former enemies. He secured a reduction in reparations, which had important economic and diplomatic implications. He helped to frame the Locarno treaties (1925). Germany was admitted to the League of Nations, with a seat on the Council (1926). Weimar seemed to have survived the economic and financial turmoil of the 1920s. Social reforms were introduced to safeguard German workers. However, the deep-rooted problems continued. Governments were coalitions and often unstable. In spite of Stresemann's successes abroad, he failed to create firm government internally. He managed to bridge the very different elements in German political, social and economic life and no democratic politician could do this after his death. The extremists groups, especially the Communists and the Nazis, continued to have a wide appeal (The failed Nazi putsch of 1923 can be referred to in order to show the earlier weakness of Hitler). The Wall Street Crash (1929) was particularly damaging to Germany because of its reliance on American loans and investment. Hitler and the Nazis appealed to nationalism and economic interests and, from 1930, the Nazi party grew rapidly. 21-25 answers will pursue a clear line but they will explain convincingly the strengths and weaknesses of the situation in 1929. They will appreciate the significance of political and economic issues (the diplomatic aspects may be subsumed in the political). 18-20 answers will be thorough in their analyses but they will miss some possible lines of discussion. 16-17 answers will be successful in analysing some of the salient issues but some very good descriptions which are focused on the key issue may be worth marks in this band. Descriptions of Weimar Germany with relevant but limited explanations may be worth 11-13 or 14-15 marks. Some candidates may use the question to discuss only the rise of the Nazis; the weakness of the regime will be referred to briefly but most of the answer will be on the post-1929 period. Examiners will not regard this as necessarily irrelevant. The later rise of Hitler and his party showed the weakness of the previous years, but a ceiling of 17 is suggested for this approach, because this would not be a direct argument. However, these answers will need to contain some basic understanding of the problems of the Weimar regime. Vague assertions about Weimar or answers which only explain the Versailles settlement or Weimar's establishment and have no understanding and knowledge of later developments will not be worth 11 marks.

68 How far should Germany alone be held responsible for the outbreak of the Second World War in 1939?

The key issue is the responsibility for the outbreak of the Second World War – ('...should Germany alone be held responsible?'). Examiners are unlikely to read many highly irrelevant answers, but very incomplete understanding and historical knowledge will not deserve 11 marks. Answers in the 11-13 and 14-15 bands may be characterised by a narrative or a heavily descriptive approach, but 16+ will need more analysis. Candidates may well conclude that Hitler was very largely to blame but, to get to 11 marks, the essays should show some understanding of the roles of other countries. Historiographical knowledge is not an Assessment Objective. Candidates should be rewarded when they make accurate references to the views of historians but an omission of this aspect should not be regarded as a bar to even the highest mark. However, the 21-25 band answers will be able to consider alternative explanations, weighing the responsibilities of the different participants. The policy of appeasement will be very relevant. The conclusion may still maintain Hitler's guilt but a variety of factors can be explored. How far was the 1939 war premeditated or dependent on the miscalculations of many statesmen (roughly the Taylor thesis)? The German desire for expansion in eastern Europe can be explained. Some (e.g. Bullock) see the war as an expression of German nationalism, embodied in Hitler. Some good answers may analyse the responsibilities of individual states such as Britain, France and the USSR. (In this question, candidates may use their understanding of British foreign policy but should not allow it to play too large a part in the argument as a whole.) The beginning point is open and will depend on the arguments which are pursued. There may be reference to the failures of the Versailles settlement at the end of the First World War, but candidates should beware of a survey approach. A very different approach would be to concentrate on the outbreak of the war in a narrow sense and this will be valid. Some candidates may explain generally the aims of Hitler's foreign policy. This will be relevant, but in the absence of a particular explanation of the outbreak of war, will not lead to a high mark and a ceiling of 17 is advised.

69 Why did an 'Iron Curtain' divide Europe so soon after the end of the Second World War?

The key issue is the causes and early development of the Cold War in Europe, signified by the Iron Curtain. Although the question does not give a specific end-point, there is no need for candidates to take the argument further than about 1950 and some may end earlier, for example with the Berlin air-lift (1948-49). Certainly discussion of the 1960s and early 1970s will be unnecessary and can be regarded as irrelevant. There is some debate about the origin of the term and candidates are not expected to know that it is generally attributed to Churchill. However, the meaning should be clear, referring to the division of eastern (Soviet-dominated) and western (democratic and pro-American) countries in Europe. Candidates can explain the relations between the victorious allies at the end of the Second World War; the most successful answers in the 21-25 band should understand that Britain and the USA had accepted Soviet domination of much of eastern Europe. With the end of the war, the USSR took swift steps to impose control over neighbouring states, especially through the army and police. New political administrative and economic systems were put in place.

Czechoslovakia, Hungary and Poland were taken over, along with other states. Germany was a different issue and here the Four-Power agreements were soon stretched, especially over Berlin. The Iron Curtain also indicated the almost physical barriers to travel and other forms of communication, as well as political and ideological differences. The Truman Doctrine (1947), the Marshall Plan and the foundation of the Cominform were further stages in the alienation. NATO was set up (1949). Essays should focus on Europe although brief references to the wider relationship between the USA and USSR will be relevant in providing a context. However, general assertions about the Cold War which indicate very limited understanding and knowledge of Europe will not be worth 11 marks. Answers which are mostly relevant and which show understanding of the issues and limited knowledge or which can narrate developments accurately but which have limited powers of interpretation can be awarded 11-13 or 14-15 marks. 16-17 marks will need some analysis or explanation of the salient issues. To this point, the answers will probably take an anti-Soviet line unthinkingly. The 19+ answers may also see the USSR as primarily responsible but they will examine Soviet motives more explicitly. 21-25 answers will show an awareness of a wide variety of factors; they will also be very narrowly focused on the key issue.

70 Explain why West Germany recovered from the effects of the Second World War to become a major European power by the early 1970s.

The key issue is the recovery of West Germany (Federal Republic) after the Second World War. The question asks 'Explain why...' and examiners are looking for a series of reasons. The more successful answers (from 16 marks) will do so implicitly whereas the more moderate essays will do so implicitly in the course of more narrative descriptions. Immediately after the war, the affairs of this part of Germany were managed by the three western allies but the republic was set up in 1949. Political leadership was in the effective hands of Adenauer (1949-63) whilst Erhard took a major part in promoting economic recovery. Kiesinger and then Brandt (1969-74) largely pursued the same policies although they saw the Social Democrats succeeding the Christian Democrats. West Germany adopted democratic practices and became an ally of the USA and other western states, Economic aid proved invaluable in helping to repair the damage of war. In turn, West Germany joined the growing attempts at increased economic co-operation, from the European Coal and Steel Community (1952) to the European Economic Community (1958) and the European Community (1967). West Germany joined NATO (1955) and was obviously important in the Cold War. However, its minimal military expenditure proved less of an economic burden than that which was carried by other members. Vague and very incomplete surveys of post-war history, with inadequate knowledge of West Germany, will not be worth 11 marks. Most answers in the 11-13 and 14-15 bands will probably be comprised mostly of surveys of the Cold War but will contain enough relevant material which is specifically on West Germany to make the arguments valid. 16-17 marks can be awarded to essays which are mostly analytical although the argument will be uneven. More thorough discussions can merit 18-20 marks whilst the 21-25 answers should consider some of the political and economic issues indicated above.

- 71 How far did Stalin's successors in the twenty years after his death in 1953, depart from his aims and policies in governing the USSR?

The key issue is the survival of Stalinism in the USSR. Candidates can discuss government under Khrushchev (1955/8 – 64) and Kosygin (1964-80). Brezhnev was First Secretary under Kosygin. Some might refer to the brief period of Malenkov immediately after Stalin's death. The Khrushchev regime was a key element of the specified period and some essays may concentrate on this. Such answers can usually be awarded one mark band lower than normal because, although they deal with very important issues, they will ignore the more conservative system that ensued. Whilst Malenkov had signalled some mild changes, the Khrushchev era was apparently more radical. In 1956, he proclaimed different roads to socialism. The secret speech attacked Stalinism and promised a new style of government, New approaches to agriculture and industry were attempted. He offered a new style of foreign policy but was willing to use force to suppress more independent tendencies in Poland and Hungary. (However, the question is about the USSR and does not require accounts of these elements.) The Cuban crisis was a serious threat to the Cold War; relations with China deteriorated. These contrasted with an apparent willingness to embrace more open relations with other countries. The Kosygin / Brezhnev era showed the surviving strength of the old system in the USSR. The cult of personality survived and many of the former political, administrative and economic systems survived, showing how little things changed under Khrushchev. The influence of the internal security forces (specially the KGB) survived. Candidates may point out that these men had risen under Stalin. Vague surveys of Soviet history which are not supported by adequate historical evidence will not be worth 11 marks. 11-13 and then 14-15 marks can be awarded for relevant narratives or descriptions which are based on general argument. There will be little that is specific about differences from Stalinism. 16-17 answers will contain some analysis and awareness of difference whilst the 19+ answers will be more thorough in their handling of developments. The 21-25 answers will be very aware of the extent of similarities and differences and will appreciate the salient issues throughout the specified period.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/15
June 2000

**WORLD AFFAIRS SINCE 1945
SINO-SOVIET RELATIONS AND THE KOREAN WAR 1950-3**

(a) Explain briefly the following references:

(i) 'All their strength lies in air power and the atomic bomb'

The USA had many more atomic bombs than the USSR, more long-range bombers and the forward bases needed to deliver them more easily. By contrast, the US army was not as large as the Soviet army and not as effective.

Give two marks for a sound contrast, one mark for a partial explanation.

(ii) 'China will never recapture Taiwan'

Give one mark to those who know that Taiwan was controlled by the Chinese nationalists controlled by Chiang Kai-shek, the other that the USA would never allow Communist China to overthrow Chiang Kai-shek.

(b) How useful is Document B as evidence of Soviet attitudes towards Communist China during the Korean War?

Document B is useful because it is:

- A primary source
- A private communication from the Soviet leader
- Evidence of a critical attitude towards China

Thus it is very useful. Its main limitation is that we do not know how far this telegram typified Soviet attitudes. This might have been just short-lived frustration on Stalin's part.

Three solid points are worth a mark each with the final mark being reserved for some thoughtful consideration of the limitations of the document.

(c) Compare Mao Zedong's view of peace negotiations as found in Documents C and E.

In **Document C** Mao shows a willingness to drag out peace talks if it helps to achieve an ultimate victory. (This is not entirely consistent with the concern he expresses earlier about the consequences for the Chinese economy of prolonging the war.)

In **Document E**, some eighteen months later, Mao sees the reaching of an armistice (i.e. the completion of peace negotiations) as the consequence of the weak military, political and economic situation of the USA. On the state of China Mao is silent.

Thus two useful contrasts can be made, of content and date. Suggest four marks if both are made, three if one only. Those who simply explain the content should receive a maximum of two marks.

- (d) **How far is the explanation of the limited US military success found in Document D supported by Documents A and E?**

The explanation offered by Stalin in **Document D** includes:

- The US soldier is more concerned with buying and selling than with his fighting skills;
- The main weapons of the USA are economic rather than military;
- The lack of British support;
- The firm stance taken by the USSR (implied rather than explicit).

In **Document A** Bradley makes no direct comment on the USA's lack of military success. However he states the need to improve the USA's military power, which suggests that it is not as good as it ought to be. He also shows a reluctance to risk wider war or to fight a total war. This limited military action is a possible reason for limited military success. The connection is not made by Bradley himself, however. And he provides no support for Stalin.

In **Document E** Mao sees US military setbacks as caused by:

- The state of the US armed forces;
- The 'military contradictions in the camp of the imperialists';
- Hostile world opinion;
- Pressure from American monopolists (though he is very confused here)

Thus Mao supports two of the three/four reasons put forward by Stalin.

Award two marks per document.

- (e) **Using these documents and any other evidence known to you, consider the claim that 'the disunity between the USSR and Communist China was the key factor in determining the outcome of the Korean War.'**

The outcome was two more years of military stalemate and an eventual return to the status quo of a Korea divided along the 38th parallel. The quotation implies that had the two Communist states been united then they would have won a complete victory, perhaps at an earlier stage in the war. The longer the war went on, the more likely it was that the superior economic strength of the USA would prevent a total communist victory.

The documents provide the following relevant points:

- A: The US commitment to be patient and to avoid total war could be used to argue that the USA would not have opposed a more united Communist front. Or it could be that Bradley bases his

argument on the understanding that the two states are divided. He talks of Communist China as if it has no allies. Furthermore, the US commitment to patient, limited warfare could be a more significant explanation for the eventual outcome of the war.

- B: This provides the evidence of disunity between the two states, resulting in the failure to provide sufficient Soviet *materiel*. It also shows Stalin arguing for the need to prolong the war while at the same time being critical of the Chinese armed forces. All are relevant to explaining the final outcome of the war.
- C: This shows Mao is also willing to prolong the war but with a view to eventual victory (rather than stalemate).
- D: This show complacency on Stalin's part, which might explain the final outcome, but no evidence of disunity.
- E: This suggests that, among other factors, the disunity of the Allies brought the war to an end.

Thus, of the documents, Document B is the most obviously relevant, while Document A is also useful. However the others have some, more limited use.

The most obvious explanation of the end of the war not mentioned in the documents is the change of leadership in both the USA and the USSR in early 1953. Eisenhower and Dulles provided a more aggressive US leadership while the death of Stalin led to the less intransigent Malenkov.

Also relevant was the acceptance of both sides that regional conflicts such as the Korean War should be limited conflicts, one which avoid the use of nuclear weapons. This required the acceptance of partial victories as well. The rules of the Cold war were being established.

Allocate marks 4/3, the first being allocated to whichever type of evidence the candidate makes the greater use of.

SECTION 1: THE 'SUPERPOWERS' SINCE 1945
A: THE USA

2. *'As Congress became increasingly assertive so the Presidency became increasingly ineffective.'* Discuss with regard to relations between the two bodies since 1970

Candidates should focus on the consequences of congressional moves to curb the power of the Presidency following the Watergate crisis. They can consider either formal restraints, e.g. the War Powers Act, or the blocking of Presidential policies. The obvious approach is to consider several post-1970 presidencies but note that the quotation asserts that the trend has continued over successive presidencies. Familiar examples likely to be quoted include the Watergate crisis and the Iran-Contra affair. To these should be added Regan's economic reforms and the stand-off between Clinton and the Gingrich-led Congress in the mid - 1990s.

Plenty of material for candidate to use. Reward those who can effectively relate the practice of politics to the theory of the constitution.

3. *Assess the changing role in the US political system since 1960 of either (a) interest groups or (b) the mass media.*

(a) *interest groups*

Special interest groups have grown in number and importance. Some commentators believe that they can use many 'access points' of the complex US constitution to block or amend policies which harm their interest. Their funding of political parties and presidential elections reinforces this tendency. The fate of Clinton's health insurance bill can be quoted in support of this thesis.

The best answers will both explain this view of groups and seek to challenge it, looking for examples of countervailing pressures, e.g. environmental groups, or other reasons for the apparent predominance of groups, e.g. Clinton's bill was flawed. Reward those who relate the material to the theories of pluralism and corporatism.

(b) *Mass media*

The main development here is the impact of television on US politics. Presidential campaigns should provide plenty of material, from the Nixon-Kennedy debates in 1960 to the high pressure and negative advertising in the 1990s. The cost of this advertising is a factor which further reinforces the predominance of wealthy individuals and corporations in US politics. Another key area is the role of television in wartime, e.g. Vietnam. Also allow the press, e.g. Watergate.

Again, the role of the media needs some critical evaluation. Separating the influence of the press and television from other factors is very difficult.

4. *Why did a period of economic difficulties for the USA in the 1960s and 70s turn into one of relative economic success in the 1980s and 90s?*

In the 1980s and 90s the US economy has experienced two long periods of economic growth interrupted only by recession in the early 1990s which unseated President Bush. Domestic factors which caused this growth were (a) Reaganomics in the 1980s, if at the cost of the twin deficits of budget and trade, (b) Greenspan's effective use of interest rates to control economic activity, (c) Clinton's actions to remove the budget deficit and (d) continuing moves to liberalise trade. The weaknesses of the USA's main competitors also helped. Most of these points can be contrasted with various difficulties in the 1960s and 70s.

B: THE USSR AND SUCCESSOR STATES

5. *'The main features of Stalinism persisted in the USSR until 1985.'*
Discuss.

Stalinism consisted of arbitrary and often brutal control by one man who wanted to make the USSR an industrial and military superpower by suppressing the living standards of the Soviet people. Khrushchev ended large-scale brutalism (though it still continued on a lesser scale) and began to raise living standards. The cult of the personality never really survived Stalin's death. Brezhnev tried to provide guns and butter, thereby undermining the whole basis of the USSR.

Answers can go beyond 1985 only so long as they relate the material to the question.

6. *How far do you agree that Gorbachev was preoccupied above all with consolidating his power as leader of the CPSU?*

An unusual and challenging perspective on Gorbachev. The basis of the assertion is twofold. Firstly, Gorbachev took the classic leadership position of trimming between two groups, in this case modernisers and traditionalists within the CPSU. There is plenty of evidence of his doing so, even in 1991. Secondly as the power of the CPSU crumbled in 1989-90 he persuaded the Supreme Soviet to choose him as executive president of the USSR. He was now head of both party and state.

Other preoccupations can be mentioned including that of modernisation, which conforms to the usual western view of Gorbachev.

7. *Assess Yeltsin's achievements as leader of Russia.*

Yeltsin became Russian President in June 1991, *before* the collapse of the USSR six months later. Thus his role in bringing about the end of the USSR should be considered as one of his achievements.

Among Yeltsin's other policies/ actions which need to be analysed are:

- establishment of a Russian constitution (1993) after clash with Duma;
- greater power for presidency, used to create rapid turnover of prime ministers;
- maintenance of elections for Duma and presidency;
- establishment of a free market economy, though controlled by oligarchs;
- reduction in living standards of the people;
- 1998 financial crisis;
- war with Chechnya 1996-8;
- handing over power to Putin 2000.

There is plenty to consider. Only the very best will cover all aspects of his rule. Those who manage to analyse three or four in some detail should be awarded Band 2.

C: CHINA

8. *How communist had Chinese government and society become by 1976?*

The best answers should identify the main features of communism both as an ideal type and in terms of the reality of state socialism. Points to be mentioned include equality, state/popular control of the economy, limited freedom of speech and the dominance of the communist party. The cult of the individual should be included as a feature of communist states, if not of communism.

1976 was the end of the Great Proletarian Cultural Revolution. The impact of the previous ten years on Chinese society and economy should form the centre of any analysis, though material from before 1966 and even after 1976 can be used to assess the state of China in 1976.

9. *Assess the consequences for the peoples of China of the rapid economic growth experienced since the 1970s.*

Many candidates will describe Deng's economic reforms and the economic growth which resulted before considering its consequences.

However the best answers will concentrate on the consequences including:

- Increased living standards;
- Regional inequalities;
- Inflation;
- Increased demands for political freedom (& Tiananmen Square 1989);
- Corruption

Plenty to cover. To achieve the highest bands, candidates must assess the consequences rather than just describe them.

10. *How important to the development of China since 1949 has been the People's Liberation Army (PLA)?*

There have been two major political events in which the PLA played a major role:

- 1965-9: The PLA helped encourage the Red Guard and then to crush them; in addition the PLA under Lin Biao made a bid for political power; the only time since 1949 it has done so. This ended in Lin Biao's death in 1971.
- 1989: The PLA crushed the demonstrations in Tiananmen Square.

The PLA also played a political role in helping to defeat the Gang of Four in 1976 and supporting the rise of Deng Xiao-ping.

The military role of the PLA was significant in the Korean War and in clashes with Indian and Soviet forces in the 1960s. Whether any of these were significant to the development of China is a point to be debated.

SECTION 2: SUPERPOWER REALTIONS SINCE 1945

11. *'The economic gap between the USA and the USSR, already wide in the 1950s, became steadily wider, 'How far does this explain the eventual outcome of the Cold War between the two?'*

This is a question about the end of the Cold War and only indirectly about the economic divide between the two super-powers since the 1950s. In essence, the quotation maintains that economic factors caused the Cold War to end, the USSR finding the material gap too great to bridge. Explaining and illustrating this point will take some time.

For the quotation to be properly evaluated, other possible explanations need to be considered. Most are modifications of the economic thesis. One point of debate is whether the USSR consciously gave up. In other words, did Gorbachev intend the end of the Cold war or did the Cold War end as an unintended consequence of his policies? There is also the question of the role of the USA. Was the financial cost of the arms race too much even for America? And how important was Reagan, whose change of approach towards the USSR remains a puzzle.

12. *'That the Sino-Soviet split lasted for so long is evidence of how deep-rooted the quarrel between the two powers was'. Discuss this view.*

The best answers should consider the longevity of the split as well as its causes. Only once the USSR had collapsed did relations really improve. Perhaps, paradoxically, the common Communist ideology made it impossible for the two great powers to get on.

'Deep-rooted' can mean longstanding (e.g. 19th century territorial disputes), ideological (e.g. interpretations of Marxism) or economic (e.g. models of development). It does not involve personal rivalry between leaders, such as Mao and Khrushchev.

Thus plenty for candidates to consider. Award Band 1 marks only to those who consider both parts of the quotation.

13. *How far do you agree that, in the 1970s, it was economic interest that caused China and the USA to set aside their ideological quarrel?*

In other words, China needed the benefit of foreign trade and capital, American firms access to the large Chinese market. This was one factor, especially given the state of both the Chinese and American economies at the time.

Also important, however, were diplomatic factors and especially the US desire to put pressure on the USSR to help end the Vietnam War. In addition better relations between the two would prevent possible instability in the Asia-Pacific region. For China, the benefits would be to put further

pressure on the USSR and to end the Chinese exclusion from international bodies such as the UN.

14. *'The nuclear arms race made a Third World War impossible.'* Discuss this judgement.

The argument is that continual development of new nuclear weapons, of their delivery systems and of related strategies of deterrence (e.g. MAD, flexible response) meant the superpowers never gained sufficient advantage to risk a general war. The great example was Cuba in 1962 though the use of atomic weapons was considered in 1950 (the Korean War) and in 1973 (Yom Kippur war).

Other factors which helped to prohibit a Third and nuclear World War include the experience of Hiroshima and Nagasaki and the relative equilibrium of interests between the USA and the USSR.

15. *The UN has been an effective peacekeeper only when keeping the peace has coincided with the interests of the USA'. Is this too pessimistic a view?*

The Korean and Gulf Wars will be quoted in support of this assertion (even though strictly neither were peacekeeping operations) with Somalia and Rwanda as examples in the opposite direction.

The best candidates will be aware that deciding what constitutes a successful UN peacekeeping operation is hard to do. They will provide a greater range of examples in support of their analysis, e.g. UNEF 1956-67, Cambodia. Those who describe the reasons for limited success and possible remedies should not receive much credit.

SECTION 3

(a) DECOLONISATION AND THE EMERGENCE OF NEW STATES

16. *How important were Communist groups to the ending of imperial rule in either (a) Africa or (b) Asia.*

The groups could be either external to colonial states or internal, the later being more likely. The effect could be direct (helping to gain independence) or indirect (pushing the imperial powers to give way to more moderate nationalists).

- (a) Africa

The best example of direct influence is the MPLA in Angola – and perhaps FRELIMO in Mozambique (though the latter became Marxist only after independence).

- (b) Asia

The best known 'direct' example is the Vietminh in Vietnam. There was a communist insurgency in Malaya but that was defeated by the British.

Candidates will find this a struggle, especially after the more accessible questions on decolonisation. Reward generously any valid attempt to answer the question.

17. *'Religious zeal and ethnic identity have become stronger forces during the past half century. Discuss with regard to either (a) the Middle East or (b) the Indian sub-continent.*

The general requirement of the question is an assessment of the changing importance of religious and ethnic forces in longstanding regional conflicts.

- (a) The Middle East

Religious zeal typifies the Zionist-Islamic conflict, ethnic identity the Arab-Israeli conflict – though the two obviously overlap.

- (b) The Indian sub-continent

The Hindu-Muslim conflict between India and Pakistan is one dimension of this topic but the growth of religious separatism within India in recent years is also relevant as is the civil war in Sri-Lanka between the Tamils and Sinhalese.

In both cases there is both historical and contemporary material that may be considered. The very best answers will include both.

18. *How far in the 1990s did Africa witness the end of one-party rule?*

At the beginning of the 1990s, with the collapse of Soviet Communism, there was great belief that pro-Soviet one-party states in Africa would go the way of their mentor and take others with them. The number of free or nearly free states grew from 18 (of 51) to 31 between 1988 and 1991. But the old despotism was often replaced by a new despotism or – more frequently – disorder and even anarchy. Liberia, Zaire and Somalia are the best known examples of the latter. And the growing economic and social problems of Africa made the chance of multi-party government even more remote.

The analysis is a bleak one. However, there should be enough opportunities for candidates to develop a thoughtful answer based on countries' different experiences.

19. *'The seizure of political power by the military is always proclaimed as temporary but usually becomes permanent.' Discuss with regard to the experience of the newly independent states of Africa.*

The best examples of the seizure of power by the military are probably Nigeria and Ghana. In both power has been handed back to politicians but only briefly. Thus in these states rather than permanent military rule there is a kind of switch back. Other states which could be included are Uganda under Idi Amin and Congo/Zaire under Mobutu, though both raise the issue of what is meant by military rule.

Reward those who can explain the pressures which explain the quotation and who can use examples to evaluate its validity.

20. *Compare and contrast the relationships of Britain and France with their former colonies in Africa and Asia.*

Britain has the Commonwealth (not the British Commonwealth), France what is called Francophone community. The Commonwealth has a formal structure to it and most of its work involves various forms of technical and educational co-operation. Only occasionally does it act politically, e.g. by suspending Nigeria. The Francophone community perhaps has a less formal structure, though there is an occasional summit and a secretary-general has been appointed. However ties between France and its ex-colonies are closer or rather more traditional. There is a currency zone built round the franc. France has troops based in the ex-colonies. Her military interventions have averaged one every two years for the past 40 years.

Thus some useful comparisons can be made, the discriminator being breadth of coverage and depth of detail.

21. *How far have the newly independent states of either (a) Africa or (b) Asia played any independent role in international affairs?*

An independent role is taken to mean one which is decided by the states alone, which is free from external control, by the superpowers or ex-imperial powers.

- (a) Africa

It's hard to think of many, either collectively or individually Libya is one example to the north. If South Africa is defined as a newly independent state, then perhaps it can be seen as having tried to exercise a independent role, at least in influencing the politics of neighbouring states. And ECOWAS had tried to develop a regional peacekeeping role.

- (b) Asia

More examples here with the nuclear states of India and Pakistan being one example, Vietnam another and the developing role of ASEAN a third (though limited) example.

Examples need to be placed in context of international politics for highest mark bands.

(b) WEALTH AND POVERTY

22. *How far do you agree that, in most cases, economic aid is provided more for the gains it brings to the donor organisation than the advantages it provides for the recipient state?*

Likely to be popular, this question states the current view of economic aid. Candidates need to explain and illustrate the consequences of economic aid for both recipient and donor organisation. Note that 'organisation' enables international bodies such as the World Bank and NGOs such as Oxfam to be included. Some assessment of the benefit to both sides is essential.

Most are likely to agree with the question. Thus anyone providing an effective challenge to the question should be well rewarded. Also place in the highest mark bands those who distinguish between and analyse different types of aid.

23. *How far have developing countries benefited from the growth of regional trading blocs such as the EU and NAFTA?*

Some see these blocs, centred on prosperous developed states, as a form of protectionism. This is true of the EU and its agricultural sector – though even here some developing states are allowed special access via the Lome Conventions.

However neither bloc has raised tariffs against developing states. If anything, the Lome Conventions provide something of a model for further special arrangements between the blocs and groups of developing states. Finally, there is no evidence that these blocs have had harmful consequences for the patterns or levels of international trade, even though trade within the blocs might grow more rapidly. Critics of the blocs could argue that these blocs are too recent a development to assess their impact with any confidence.

A complex topic which requires some understanding of international economics. Thus reward any relevant reasoned attempt at answering the question.

24. *Why has the Third World debt crisis proved so long-lasting?*

The Third World debt crisis is often seen as a permanent feature of North-South relations. However it had specific historical roots, emerging in 1982, after a period of excessive lending of petro-dollars to developing countries, when Mexico defaulted on its debts. A series of initiatives led by the IMF and then the US eased the crisis by the mid 1990s without ever ending it completely. There remained a core of 41 highly indebted countries (HIPC), mainly in Africa. Their economies are too weak, their governments often historically corrupt and their terms of trade too disadvantageous. The First World has aimed to help but progress has been slow, hence Jubilee 2000.

Onslaughts on the IMF and the USA should receive credit only if put into the context of other arguments and countervailing evidence, all of which need evaluating.

25. *Assess the impact of enlargement of the European Union on the poorer states which have joined and are hoping to join.*

The poorer states which have joined are Ireland, Spain, Portugal and Greece. They have all benefited economically from EU membership and mainly because extra funding has been provided e.g. Cohesion and Structural Funds. It can also be argued that economic growth and the institutional requirements of the EU have ensured the political stability of states, three of which had been military dictatorships within living memory.

The states hoping to join number 12, most from Eastern Europe. The desire to join the EU has a great impact on these states. They have to meet certain requirements with regard to freedoms, both economic and political, before negotiations can be opened. For states which have experienced economic and political authoritarianism for many decades to meet these requirements is very difficult, despite EU support for their efforts. The reluctance of many EU states to widen membership beyond the present 16 is a further factors which makes for slow progress.

Very few candidates are likely to have a full awareness of enlargements past and present. Thus a reasonable attempt at just one should be awarded band 3 marks.

26. *'The record of multi-national corporations in developing countries is nowhere near as bad as is portrayed by their critics.'* Discuss this view.

Another topic which is usually popular; this question forces candidates to review the hostility towards multi-national corporations they invariably show. An answer which is entirely one-sided should receive Band 4 marks at best, however well done. A brief attempt to identify some of the benefits of MNC's will result in Band 3 marks. A balanced attempt will lead to Band 2 marks. Band 1 being reserved for answers which are balanced, detailed and analytical.

27. *Why did the success of the 'Tiger economies' end so abruptly in the later 1990s?*

Because the success, based on economic growth unprecedented in scale and duration, encouraged a sense of invulnerability and thus a series of rash investment decisions. When the financial bubble burst in Thailand in mid-1997, its impact was very quickly felt across the rest of the Southeast Asia. There are parallels with the 1929 Great Crash. This time, however. The IMF was brought in to rescue states whose economies were based on insubstantial foundations.

Some will write in general terms about the Tiger economies, for which they should be rewarded with Band 4 marks at best. For band 3 and higher answers must focus on the financial crises of 1997.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/16
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The Normans in England c1051-1100**1. Document Questions**

Fraternal conflict: Robert Curthose and William Rufus.

- (a) (i.) and (ii) A mark each for clear identification/ explanation. 'Liege lord' a feudal term, for overlordship or ultimate lordship. 'Senlac' the site of the battle between William and Harold some 6½ miles northwest of Hastings itself. (Precise details of the location are not required for the mark).
- (iii) One mark for identification/ explanation and a second for further development. 'Unlicensed Castles' – castles built without permission or authorisation of the duke or private castles. The answer could be developed along the lines of the control that William the Conqueror had developed over the building of unlicensed castles in the Duchy. The existence of unlicensed castles, therefore, casts some doubt on the effectiveness of Robert's ducal authority.
- (b) Up to three marks can be given for an accurate paraphrase, although to go as high as three some comment should be expected. The other two marks should be given for close comparisons, an evaluation of 'how far' the documents support each other and an awareness of differences. C makes it clear that William Rufus departed from England with 'all speed' after his father's death and that he was consecrated King by Lanfranc. D confirms the element of speed (indecent haste, perhaps) and whilst not actually saying that Rufus was crowned by Lanfranc makes it clear that he was made King as a result of the archbishop's support. It adds the details of Lanfranc being a 'consummate politician' and earlier relationships with Rufus. C records that Rufus followed his father's instructions, a point not present in D.
- (c) In dealing with the usefulness of these documents candidates should be aware not only of the content but, where appropriate, should be prepared to comment upon such matters as authorship and dating and to test the content of the documents against wider, contextual knowledge. Four marks, or possibly 5, can be given for an effective paraphrase of the documents although at the upper end of the mark scale some comment will also be required. The rest of the marks should be reserved for an evaluation of usefulness, although some of this may be implicit. A shows Robert to have been an undutiful son who rebelled against his father and B, in words attributed to William himself, there is a comprehensive indictment. Document C and D show Rufus to have been loyal and dutiful towards his father. Both these sources, however, refer to Rufus' haste to secure the English throne in 1087. D has more detail about Rufus' qualities, particularly in his relations with his father, but also refers to his ambition.

- (d) Up to 5 marks can be given for an effective account of the relevant content of the documents, although at the upper end of this mark scale some comment and analysis will be necessary. A further 2/3 marks can be given for good use of contextual knowledge placed alongside the evidence of the documents and a sense of engagement with the argument. It could be argued that it was unwise of William I to leave any part of his dominions to Robert and his misgivings about his eldest son as a potential ruler (Document B) borne out by Document E. On the other hand, perhaps William I had no choice by the law of primogeniture about leaving Normandy to Robert (Document B). The homage rendered to Robert by the barons of Normandy as recorded in B is corroborated by A. Document C makes a clear statement about the actual division of William I's dominions. William I's wisdom in bequeathing England to Rufus is perhaps borne out by document D which records some of Rufus's qualities and the support given to him by Lanfranc. Lanfranc's support is corroborated by D. Documents F and G provide evidence of the contest between the two brothers for Normandy and it might be argued that William I's division of his dominions only stirred up trouble for the future. From their own knowledge candidates should be able to add the following: further illustrations of Rufus's ability and Robert's weaknesses and failings; further examples of Rufus' attempts to gain Normandy; examples of Robert fomenting rebellion against Rufus in England.

- (2) What do the events of the years 1051 and 1052 reveal about the quality of Edward the Confessor's Kingship and the problems he faced?

There are two judgements involved in this question: what problems Edward faced in the first half of his reign and how effectively he coped with them in the difficult years of 1051-2. Although the main focus of answers should be 1051-2, events before and after can be made relevant. A narrative account of events, however accurate, should not normally go above the 13-15 band. However, if there is relevant comment, 16-18 may be possible. Analytical answers, with well developed argument on both of the main demands of the question, should reach 19-21, with the top band being reserved for answers that demonstrate wide ranging, sharp and well supported judgements. Clearly the issue of 'over mighty' subjects in 1051-2 is critical here, though the roots of this may be sought in a number of areas: events of the early 1040s, Edward's early life and upbringing, the power of the House of Godwine, rivalry between the northern and southern Earls. A detailed knowledge of 1051-2 is important. Candidates will probably cope well with the 'problems' Edward faced but may be less clear on the quality of his 'kingship'; better answers will probably establish criteria by which to judge the latter.

- (3) Discuss the legitimacy of the respective claims to the English throne of Harold Godwinson and William of Normandy.

There are two elements to this question. Candidates should be expected to deal reasonably substantially with both Harold and William, although absolutely equal treatment is not required even for the highest band. Answers which totally ignore, or very seriously neglect one of the 'claimants' will normally have a ceiling of 13-15 at the very best. A similar limitation will apply to narrative answers, although if there is some comment, and a reasonable balance, the 16-18 band is possible. To reach the 19-21 band answers will not only have a satisfactory balance but will show a clear understanding of the respective claims and make a conscious attempt to evaluate their relative 'legitimacy'. Answers in the highest band will be especially well argued and evaluative with a wide range of material to support arguments and judgements. Candidates need to show an awareness of the various ways in which an Anglo-Saxon King could be selected: Bloodline, selection by the Witan, King's nominee etc. On that basis each claimant's case should be judged. Clearly, events in 1051, 1064 and on Edward's deathbed will require particular attention.

(4) How far was the English Church in 1066 in need of reform?

This question is all about interpretation. Clearly there was much in the Church that – in the eyes of Continental reformers- was anachronistic. However, the English Church had something of a separate identity and in its own terms was not as dissolute as Norman chroniclers later painted it. A narrative account, however accurate, should not normally go above the 13-15 band. However, if there is relevant comment, 16-18 may be possible. Analytical answers, with well developed argument on the main demands of the question, should reach 19-21, with the top band being reserved for answers that demonstrate wide ranging, sharp and well supported judgements. Some knowledge of Papal reforms will be helpful here as are relations with Rome, but the main focus should be upon the state of the Anglo-Saxon Church in the build up to the Conquest. Discussion of pluralism, simony, clerical marriage etc. will all be important, along with the secular aspects of the relationship between Church and state. The career of Stigand is likely to be prominent in many answers. However, there is another side; the construction of Westminster Abbey, the work of learned bishops like Ealdred of York and Leofric of Exeter along with the beauty of Anglo-Saxon manuscripts, vestments and plate all suggest that the Anglo-Saxon Church was vibrant though different to that on the Continent. Material on the reforms of Lanfranc and William I will only be relevant in so much as they cast implicit light on the state of the Anglo-Saxon Church.

(5) Why did the rebellions of 1068-71 fail?

A narrative account of rebellion in this period, however accurate, should not normally go above the 13-15 band. However, if there is relevant comment, 16-18 may be possible. Analytical answers, with well developed argument on the main demands of the question, should reach 19-21, with the top band being reserved for answers that demonstrate wide ranging, sharp and well supported judgements. Candidates can be expected to discuss a range of rebellions from a range of areas around England. Clearly, the great Anglo-Saxon Revolt and the 'Harrying of the North' are central. However, the focus of the answers should not be upon events but how the events help to explain the failure of the uprisings. In this context candidates might mention the geographical (and perhaps political) divisions between the rebels, the lack of leadership amongst the Anglo-Saxons and the chronic turbulence of Northumbria of which 1068-71 was only an extreme part. Discussion can also be made of the nature of Norman responses (the construction of castles, William's campaigning the 'Harrying of the North') and the fickleness of Anglo-Saxons' Scandinavian allies.

- (6) To what extent did the changes in landholding in England after 1066 amount to 'a tenurial revolution'?

No set conclusions are necessarily expected here and answers should be judged on the quality of the argument they present and the extent of knowledge of 'landholding' practises shown. There are good opportunities here for an historiographical approach (though this should not be required even at the higher levels), although for the higher marks bands (19-21 and above) answers will need to take a critical and argued approach rather than simply repeating the views of historians. Argument will need to point out the contrasts between Anglo-Saxon and Norman systems of tenure. Descriptive accounts will normally be limited to the 13-15 band at best but, since many of the issues are technical and difficult, full and accurate descriptions with comments and links could well go as high as 16-18. Answers in the top two bands will be sharply analytical, argued and evaluative; coverage of the content need not be exhaustive, but candidates might be expected to discuss: the variety of pre-conquest land tenure; bokland, the honour and the fief; oaths of fealty; the nature of feudal rights and duties.

- (7) 'Law and administration in post-Conquest England owed more to continuity with Anglo-Saxon structures than to innovation.' How accurate is this judgement?

No set conclusions are necessarily expected here and answers should be judged on the quality of the argument they present. Candidates should be expected to deal reasonably substantially with both law and administration, although absolutely equal treatment is not required even for the highest band. There are opportunities for an historiographical approach (though this should not be required even at higher levels), although for the higher marks bands (19-21 and above) answers will need to take a critical and argued approach rather than simply repeating the views of historians. Argument will need to point out the contrasts between Anglo-Saxon and Norman law and administration. Descriptive accounts will normally be limited to the 13-15 band at best but, since many of the issues are technical and difficult, full and accurate descriptions with comments and links could well go as high as 16-18. Answers in the top two bands will be sharply analytical, argued and evaluative and well focused on the quotation; coverage of the content need not be exhaustive, but candidates might be expected to discuss some of the following: West Saxon, Mercian and Dane Law (and perhaps the areas beyond their reach in the north); shires, hundreds and wapentakes (along with their courts); sake and soke; infangentheof; attitudes to crime; localism; the 'Laws of William the conqueror'; murdrum; castleries; sheriffs; the Witan/ great Council; the Royal Household; the aristocracy the chancery; writs; taxation.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/17
June 2000

Mid-Tudor Crises, 1529 – 69

1) (a) *Explain briefly the following references*

(i) *'...the right of Mary's title' (Document A Line 2)*

Mary's right to the throne, denied by Edward's 'Devise' could be argued on two counts:

1. Catholics believed her to be legitimate all along.
2. Henry VIII, even though he had declared her illegitimate, had named her in his Will to succeed Edward if he died childless. [2]

(ii) *'...the hushing of his death' (Document B Line 10)*

Northumberland and the Council did not announce the death of Edward VI for several days in order to put the plan for Lady Jane Grey's proclamation into effect before Mary could move to rally support. Also hoped to capture Mary. [1]

(iii) *'...much hated for subduing the rebels under King Edward' (Document D Line 46)*

Reference to Ket's Rebellion in 1549 (1)

Northumberland (then the Earl of Warwick) had led the royal army which had defeated the rebels at Dussindale and rounded up others to bring them to trial (1) [2]

(b) *How consistent is the picture of the personality and role of Lady Jane Grey presented in Documents C and F?*

Relevant points could include:

Both documents include her words, one in a letter to Mary, who had the power of life and death over her, and one reported from a fairly informal occasion.

Both expressed strongly.

Both portray her to have been a pawn in the game of the more powerful, particularly Northumberland. In C this would include her mother. In F she indicates that her family were manipulated by Northumberland too. In C she may appear to be more weak and hysterical; in F strong in her condemnation of Northumberland, her father-in-law. No pity for him.

Indication in F of her strong Protestant beliefs and interest in religious affairs etc. [5]

- (c) *How useful are Documents E and F in explaining the changes in the religious position of the Duke of Northumberland?*

Acknowledge explanation of the background: Duke of Northumberland had overseen the movement of the Church of England in a more Protestant direction when in power.

In E Northumberland on the scaffold declares himself a Catholic and seems to believe that England's breaking from the Catholic church had caused God's wrath, even contributing to the death of Edward VI etc. Not just speaking of his own soul, though now considers that he was not even a Christian when he was promoting Protestantism, but encourages all his hearers to 'turn'.

Dalby seems either to have been there or had spoken to someone who was. He recorded it at the time in considerable detail.

F is also a detailed eye witness recall of what was said in the conversation. F highlights the different possible interpretations of this: Was he trying to gain a pardon even at this late stage? Many think so.

Lady Jane, who knew him, says that he would not have been so unintelligent as to think that he could have been pardoned when he had been a political traitor. She thinks he was wicked and lying, but does not indicate why he should have done so.

This leaves the possibility that he really did repent his Protestantism and seek to be reconciled with Catholicism to save his soul. Or, maybe that he was not really religious in the fanatical sense that Mary and Lady Jane were and had always seen religion in a worldly and political context.

Various views possible. Credit knowledge that Northumberland, while of the Evangelical group, had not shown any particular partiality for dogmatic Protestantism before he came to power.

- (d) *Using these Documents, and other evidence known to you, examine the view that it was primarily religion which led people to support either Mary or Jane in the succession crisis.*

Document A: Some supported Mary because they thought she had the right to the throne, some because they had other reasons to hate Northumberland and realised that he would remain in power with Jane. This anonymous writer estimates this was a majority of the commons. (1)

Document B: Throckmorton, A Protestant and follower of Edward VI, supported Mary because she was the legitimate heir, despite hating her religion. This shows the power of Tudors, statute and Henry's Will. (1)

Document C: Northumberland claims to be carrying out Edward's Will
Other nobles on the Council follow him – for political ambition? under the power of Northumberland at this stage? (some soon changed sides)

Lady Jane's mother – an enigma. She had better claim herself. Pushed by ambitious husband?

Lady Jane claims that she herself was shocked and unwilling, but young and a woman, could be pushed around. (2)

Document D: People of East Anglia assumed to be pro-Mary because anti-Northumberland.

Foxe says Protestants prepared to support her because she promised there would be no change in established religion.

(2 marks for estimating the strength of religion as an element in this if the reverse effect of religious belief of the men of Suffolk is noted.)

Points of other knowledge could include the fact that Northumberland seems to have been more hesitant in this than might at first appear, (e.g. in contrast with arranging the marriage between Jane and Lord Guildford Dudley).

Cranmer gave account of the peer-group pressure within the Council. (2) [8]

- 2) *Why were so few English people prepared to make a stand on the issues, such as the authority of the Papacy, for which Sir Thomas More gave his life?*

Good answers need to include an analysis of what seems to be the reasons for More being prepared to give up his life – authority of the Papacy, limits to legislative power of Parliament, hatred of heresy etc. together with knowledge that it did rest on his making a stand. Government would have been relieved to avoid his 'martyrdom'.

More seems to have been a popular figure but no movement seems to have grown up to follow him. Why?

Important to be aware that this was 1535 – issues not at all clear to most people.

Should examine research done on religious feelings of English people at this point.

Is attachment to pious acts in local churches the same as attachment to the power of a foreign Pope?

Was there much doctrinal opposition to the Catholic Church at this point?

Governmental weapons in place to deal with resistance. More's death showed resisters had to be prepared to die, not just express an opinion. [25]
etc.

0 – 7 Very significant weaknesses. Fragmentary, incoherent argument.

8 – 10 Not properly focused on requirements of question; confusion, unsupported assertions.

11 – 13 Some appropriate elements, but little attempt to link factual material to requirements of the question.

14 – 15 Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.

16 – 17 Genuine argument but some lack of balance and depth of factual knowledge.

18 – 20 Analytical, mostly accurate, some unevenness.

21 – 25 Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 3) *To what extent can the Pilgrimage of Grace be explained in terms of the resistance of the North to centralisation by government situated in the South?*

Knowledge of the particular angle posed by the question must be shown for a satisfactory mark e.g. attack on franchises and Palatinate rights, cutting of the power of the Percies, drain of money from north to south etc. Desire for a Parliament in the North.

All demands and grievances should be considered in this context as well as separately e.g. Desire to re-establish dissolved monasteries: this could be called a religious aim, but Aske pointed out they had particular significance in the social welfare of the North which may not have been appreciated by the government in the South. Court of Augmentations in London administering receipt of monastic property from all over the county. Similarly, consider Reformation legislation in this way. Were attacks on upstart ministers such as Cromwell and Cranmer regional as well as social?

What is looked for is a cogent line of argument backed by knowledge of a number of elements.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 4) *How far did the Tudor governments and their advisors in the 1530s and 1540s show that they understood the nature of social and economic problems in that period?*

What is looked for is analysis of these problems from a historical point of view with consideration of context in which Tudor governments might seek to understand them – e.g. fear of disorder, fear of malnutrition in the classes who needed to be relied on to defend the realm, disease in one limb of the ‘body politic’ affecting the whole body etc.

What analysis was made at the time? Which policies sought to ameliorate the sufferings of the poor or impediments to trade?
Did some policies exacerbate the problems? etc.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 5) *Which was the greater danger to authority in 1549, Ket's Rebellion or the Western Rebellion?*

A well-argued comparison is looked for, not two separate narratives.

The expressed attitude of the rebels to authority, their actions, numbers, aims, extent of success against government forces and so on should be examined.

Consideration of local authority and accepted class structure which gave that authority is looked for as well as danger to national government.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 6) *What was the significance of the part played by Thomas Howard, third Duke of Norfolk, in the Pilgrimage of Grace, the fall of Cromwell and Wyatt's Rebellion?*

A satisfactory answer is needs to show knowledge of Norfolk's role in all three events.

The argument in the answers should lead to judgement e.g. of the extent to which Norfolk affected the outcome in each case with some comparisons between his role and that of others or between his contribution in the three cases.

Very good answers should produce a consistent profile of the man and his outlook.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 7) *Mary I said of Wyatt and his followers that they 'arrogantly and traitorously demanded to have the governance of our person, the keeping of the Tower and the placing of our councillors'. How much light does this throw on the aims of the rebellion?*

Analysis of what this statement means is important, set in a context of the Tudor view of the power and position of the monarch.

Answers should look at evidence known for aims of the rebels and compare Mary's perception with other possibilities. Whether the rebels were agreed in their aims should be considered.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 8) *'The reign of Mary saw vigorous and quite imaginative programme of restoration and, despite difficulties, the prospects for an established Catholic Church seemed good.'* In light of this statement, explain the passing of the Acts of Settlement and Uniformity in 1559.

Answers should show knowledge of the work done to restore Catholicism under Cardinal Pole.

The effects of the deaths of Mary and Pole should be analysed with Elizabeth's position in 1558 in relation to Catholicism.

This should be set in the context of the events on 1558-9 in the Catholic hierarchy, the Marian exiles and Parliament.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 9) *How far did the government of Elizabeth I, in the first ten years of her reign, depart from the foreign policy of Mary I?*

The course of foreign affairs in the two reigns, particularly in relation to Spain, France and Scotland should be compared and willingness to wage war.

Who influenced this policy should be made clear.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

10) *To what extent was the Northern Rebellion of 1569 a religious rising?*

What is known of Catholic activity leading to rebellion, the religious affiliations, statements and actions of the rebels should be compared with other elements such as personal grievances of the Percies and Nevilles, the influence of Mary Queen of Scots and so on.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/18
June 2000

British Society, 1815 – 1850

- 1) (a) (i) One mark for system of supplementing wages according to family size and the price of bread. A further mark for **either** first used by the magistrates in Speenhamland, Berkshire **OR** the fact that it was still outdoor relief. [2]
- (ii) Mark each for Chartist rising in Newport led by John Frost/ mass demonstration November 1839 with the aim to release Henry Vincent / suppressed by only thirty soldiers / losses of 14 killed and 10 more died of their wounds. [2]
- (b) Comparisons are that Document A is before the New Poor Law, agricultural and has seasonal unemployment problems. Document E is after the New Poor Law, industrial, cyclical unemployment. Document A stresses especially that there is a labour excess and that the system of relief encourages people to leave their jobs and go on the parish, or is generous to those who have two cows and pigs! Document E stresses that when the parish provided work, as it had to, it only meant that more were unemployed. [6]
- (c) The reliability of Documents varies considerably. The Report of the Guardians had a moral point to make but ought to be reliable. Document C appears to be a straightforward petition from a small village but on the other hand Document D is a speech from a rabble rouser and former Wesleyan / Methodist minister who advocated resistance by violence and was bitterly opposed to the New Poor Law. The usefulness of the Documents varies too. Document B suggests that labourers are more reliable and now save against a rainy day. Document C stresses the reality of the division of families etc. for ordinary people who are 'poor by no fault of their own'. Document D is useful on a factual level, despite the emotive approach, in the account of prison dress and 'skillee', and confirms the splitting up of families. [6]
- (d) Only Document B suggests that the changes of the New Poor Law were leading to better behaviour and good government, while, in contrast, Document E makes it quite clear that the new measures are self defeating. Document C, despite its moderation as a petition, shows the depth of resentment of government created by the separation of families. The other documents clearly show how the distress created by the New Poor Law was exploited and became a threat to law and order. Some candidates might appreciate just how threatening Oastler's vision of union of urban capitalism and working men might have been.

There is a great deal of other evidence available for the threat – O'Connor's 'peaceably if we may, forcibly if we must', Napier's artillery demonstrations etc. However the point could also be made that the Chartist Conventions and petitions were essentially peaceful and weakened by the internal

divisions. Lastly a candidate could return to the point that, like the distress of the New Poor Law, Chartist support was too cyclical.

Up to five marks for either documents or for other evidence which obviously cannot just be drawn from Document G. [9]

- 2) This question is a variant on the familiar theme – the impact of the radicals 1815 to 1820. The focus of this is intended to be the value of the use of Habeas Corpus, the Gagging Acts etc. and a candidate in the 11-13 bracket will probably give a generalised shallow time based account of the main legislation, unrelated to the direct question. A more analytical answer in the next band might be expected to look at the effectiveness of the legislation and its dependence on the limited use of force – e.g. Spa Fields! A very good narrative account with commentary might still be regarded in the 16-17 band but essentially here an analysis of the nature of the radical outbreaks is being looked for, including how diverse they were, from the middle class Hampden Clubs to the families at Peterloo. Well developed answers on the latter theme ought to be in the band 18 – 20. Answers in the top band at 21+ should be consistently thorough and relevant in their argument, well aware of the overall context including perhaps a reference to Luddism. There might even be an appreciation that post Peterloo the four pence copy tax on periodicals led instead to the growth of the ‘unstamped press’. The very best answers would be well aware of the way in which the radical threat was ameliorated by the relative prosperity of the 1820s.
- 3) The focus here is on E.P Thompson’s view of the autumn of 1831 and the ‘Days of May’ and the Band Five candidate might well narrate either the main events of 1831-32 or of 1830-32 in outline without directly addressing the question. Answers in the 14-15 band should have a sound level of detail and attempt to argue the question, even if much of the argument is implicit. Band 16-17 answers should have a clear understanding of the question and attempt to argue the issue more widely, at least in the context of Captain Swing riots and the expectations raised by the July Revolution. For marks of 18 and above a clear grasp of the overall context would be needed, stressing the changes brought about through the issue of Catholic Emancipation, the hopes of radicals of 1815 – 1820 and the tenuous hold which the authorities had on the mob. Candidates at their best might appreciate that even if the country to the upper classes was within an ace of revolution, that the Reform Bill, in Evans’ view, was the most aristocratic measure ever passed, and such an understanding could be an obvious mark of a candidate in the top band, providing that this comment is commensurate with a consistently analytical essay.
- 4) Some candidates may take this as another essay on the Ten Hours Movement but the context is far wider than this and ranges from the discipline of the factory system to the impact of the trade cycle etc. Answers in the 11-13 band might attempt to narrate a bare outline of main features of the Ten Hours Movement. In the band 14-15 this might be more detailed and answer the question set largely or implicitly. A clear grasp of the question and a fair attempt to argue it would set the answer in the 16-17 band. Answers in the

18-20 band should however, see a wider context, perhaps balancing the 'disaster' against the amelioration of conditions brought by the Ten Hours Movement or even be aware of the drive to utilise the propaganda of the harsh conditions of children to achieve a restriction in adult hours. However, such an approach has to be consolidated by comment on the considerable limitations of the legislation by 1850. Essays of 21 marks and over should present a fully coherent argument and could well be aware that the working classes and factory workers were not synonymous, that the factory system grew relatively slowly, also that there was now the discipline of the new working conditions and the end of rural 'bliss'! Cross referencing to the New Poor Law, to urban growth and even to Chartism would be acceptable while the best candidates could well challenge the assumption that it was a disaster and point to rising living standards in the second generation.

- 5) The focus here is a wide one, embracing all from the Friendly Societies to the general trade unions to perhaps an anticipation of the beginning of the skilled unions of the 1850s. Band 11-13 candidates might well only achieve a narrative of the period after the repeal of the Combination Laws, but this done well, with implicit comment, could lift the candidates into the 14-15 band. Answers in the 16-17 band should have a clear if uneven grasp of the question and be well aware of some of the obstacles to the growth of unions from 1815 onwards, such as the local nature of unions of individual trades, the problems of Doherty's General Union of Operative Spinners, the hopelessness of Owen's idealistic venture. Essays in the 18-20 band would be well aware of the wider context such as Evans' view of the critical importance of the impact of the trade cycles, the weak legal position as in the Tolpuddle prosecution, the lack of education and even the seduction of Chartism. Those answers of the highest quality and coherence in Band One might even comment that more was achieved for working classes by middle class philanthropists than by the unions, even when the trade cycle was favourable.
- 6) The reference to the 'Bread – Tax' does not mean candidates must write an answer merely on Cobden whose phrase it was. Indeed band 11-13 answers may well only outline the growth of the Anti-Corn Law League as a straight narrative. Band 14-15 essays might either superficially describe the main factors in the League's success or extend a narrative with some comment en route. Candidates in the 16-17 band should have a clear grasp of the question and might well illustrate it with detail of the League's propaganda machine, hopefully including the work of Cobden and Bright, and set this in the context of the 1839-1846 struggle. Answers in Band Two clearly should be able to balance the aspect of propaganda against other factors, such as the overall Free Trade arguments led by the Manchester School or the single aim compared to the six points of the Charter, or the 'conversion' of Peel, and in particular the key occasion of the Irish famine. The ability to answer fully in this manner with consistent control of the argument could place a candidate in Band One.
- 7) This question presents the reasonably agreed view of the living standard debate and should attract the usual array of pessimists and optimists. Hopefully, some of the better essays will be enhanced by reference to local studies. Answers in

Band Five are likely to give a narrow, descriptive and very generalised view of changes in living conditions. Essays in the band 14-15 will at least in addition begin to tackle the central argument that it was only in the last decade that conditions began to improve, even if the supporting material is very shallow. A candidate who attempts to tackle the debate between the ideas of Hobsbawm, Flinn or Thomis could be found in the 16-17 Band, whilst a candidate who is in good control of the argument should well be in Band Two. Band One answers will be fully relevant and any such analytical answer should show an awareness that to talk of living standards is too simplistic. That said, it was in the 'Hungry Forties' that the economy began to provide a real betterment of living standards for all except the very poor.

- 8) The focus here should be clear enough except that it is quite possible that answers in the 11-13 band might either deal with 1815 to 1820 or just with the struggle for the Reform Bill and the working class response in Chartism. Answers with both aspects, even in a general narrative, would be well within the 14-15 Band, while those essays with good detail to support their growing argument, such as the importance of the Political Register or the Northern Star, would be in the 16-17 Band. In the 18-20 Band a candidate ought to be well aware of Thompson's view of the importance of the pre-1830 events in stimulating class consciousness, whilst balancing that against the wide differences between say the 'aristocracy of labour' and the factory workers. It would also be valid to argue that the 'failure' of the Reform Bill from the working class viewpoint was also a considerable stimulus, as were the pressures imposed by the New Poor Law and this approach might well have the extensive detail and coherent argument to lift a candidate into Band One.
- 9) This question is open to a very wide interpretation but gives candidates with a good grounding in the period plenty of scope to exploit their knowledge. A Band Five candidate is likely only to deal with the 'plight' of women at a descriptive level and not much more. A somewhat better presented case which began to centre on perhaps the Factory and Mines legislation and its impact on women would certainly place the answer in Band 14-15. Candidates in the next Band 16-17 should offer both good detail and a clear grasp of the question. Those presenting a clearly focused answer in Band Two might well be aware that the issue was much wider than factory conditions, and extend it to perhaps the Franchise etc. in terms of a feminist argument. Answers of 21 and above might balance their overall argument with the view that the philanthropists did much in a narrow area to relieve the plight of women whilst appreciating the underlying reality that 'female oppression' was a fact of birth, and of the economy, for all except the highest reaches of society.
- 10) This question of course reflects the Yate's book. Band 11-13 candidates might attempt a description of either of the weaknesses in the Church as partly shown in the Extraordinary Black Book of 1831 or the attractions of the Nonconformist Churches. Any answer that combines both at a general descriptive level should fall in the 14-15 Band. Such answers with substantiating detail, which for example are aware that the Church of England still had the parish system bedded in the pre-industrial age, could be in the 16-17 Band. Candidates in the

18-20 Band ought to be able to write clearly and relevantly, balancing for instance the attractions of the Methodist Churches or the Catholic revival headed by Cardinal Newman, against the Anglican Church's internal divisions between the Evangelicals and the Oxford movement. Best of all would be candidates who were also aware of the response to the 'danger', such as the help in Parliament of Sir Robert Peel via the Ecclesiastical Commission of 1835. An able candidate in Band One ought also to be aware that the 'danger' was not past as shown in the 1851 census.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/21
June 2000

ORIGINS OF THE SECOND WORLD WAR 1929-39**SECTION A****1. THE PEACE BALLOT, PUBLIC OPINION AND THE DEFENCE OF BRITAIN 1935**

(a) Explain briefly the following references:

(i) 'the Collective Peace System'

This is the system by which states worked together to maintain international peace by containing aggressor states, either by sanctions or, finally, by force. It was identified with the League of Nations and actions taken in the Manchurian and Abyssinian crises. It came to be seen as an impractical failure.

Give one mark for a brief, general definition, two for a full explanation.

(ii) 'The Simon attitude to the Manchurian business'

Sir John Simon was the Foreign Secretary from 1931 to 1935. The Manchurian business was the Japanese invasion of the Chinese province in 1931 and subsequent international attempts to deal with it. The Simon attitude was to accept Japanese occupation without condoning the use of force.

Award one mark for explaining the British failure to support the League of Nations' action, one for the need to 'appease' Japan for reasons of trade and empire.

(b) What does Document D indicate about the nature of the defence policy of the Labour Party?

According to its 1935 election manifesto, Labour's defence policy was to:

- Maintain defence forces as was compatible with membership of the League of Nations;
- Abolish national air forces and to achieve major reductions in armies and navies by means of international negotiations.

The commitment to increase international economic co-operation might be mentioned by some but it is not really a defence policy.

The Document shows that the nature of the defence policy was:

- Idealistic in its commitment to disarmament;
- Inconsistent in wanting to maintain forces yet still disarm;
- Unrealistic in (still) believing in collective security and the League of Nations.

Award up to two marks for accurately describing the policy and one for emphasising the nature of that policy.

(c) How useful is Document C as evidence of Britain's international position in 1935?

It is useful because it explains:

- the isolated and vulnerable position of the UK as a result of
- a shipwreck which leaves only the remains of collective security when
- the arms race makes the international situation much more hostile.

It also shows:

- the government looking for help, still committed to collective security;
- while Colonel Blimp wants to abandon collective security and join the cut throat arms race.

Its use is limited in either of two ways:

- it gives an incomplete picture of the government's position. In 1935 Britain was not so isolated, its situation not that desperate. It does, however, illustrate the fragility of the policy of collective security.
- it is a cartoon, one person's view, drawn primarily to amuse and entertain the readers of the *Evening Standard*.

Give 2-3 marks for explaining the use of the cartoon, 2-1 marks for its limitations. Both must be considered for full marks.

(d) How far is the view of the significance of the Peace Ballot found in Document B supported by Documents E and F?

The view of the Peace Ballot in B is that:

- It will strengthen any Government which is committed to maintaining the League and Collective security;
- It shows the ability of the British public to make up its own mind and to ignore the efforts of the 'mass manufacturers of public opinion'.

Document E provides some evidence in support of the first when it talks of the National Government receiving a nasty jolt. However the source shows that the Cabinet 'wobbled', which shows it was still not fully won over by the Peace Ballot.

Document F includes direct quotes from the Prime Minister as well as a (one-sided) contextual explanation. The latter includes the assertion that the PM did respond to the 'Peace Vote' but in the context of an imminent general election. Thus Baldwin's response is done for cynical, vote-winning reasons rather than to change government policy. Overall, the document provides no support for the more confident assertions of the *Manchester Guardian*.

Award a maximum of two marks per document.

SECTION B**2. Why did the Nazi dictatorship emerge so quickly in 1933-4?**

The focus is on the period from January 1933 to August 1934, from Hitler's being appointed Chancellor to his becoming Führer, following the death of Hindenburg. Key events that need to be mentioned include:

- Emergency powers to Hitler after the Reichstag fire;
- Passage of Enabling Act;
- Dissolution of free trade unions;
- NSDAP as only political party;
- Night of the Long Knives.

Other developments could be mentioned, e.g. the policy of 'co-ordination' (translation of *gleichschaltung*), by which Nazis established control over state and federal governments. Reward pre-1933 material only if made relevant.

Note that the question asks 'why' rather than 'how' and so key developments need relating to the reasons why dictatorship emerged so quickly in 1933-4. These factors include propaganda, force, disunity of opposition groups and the continuing popularity of the Nazis.

3. 'French foreign policy failed in the 1930s not because French governments lacked the power, but because they lacked the will to use it.' Discuss this assertion.

Power is essentially military force. The quotation asserts that France failed to stop the expansion of Nazi Germany not because France lacked the military power to do so, but because French governments refused to use that power. That refusal could be the result of several factors: the defeatism of French politicians and generals; divisions among those politicians and generals about how best to combat the Nazi threat; a similar disunity among the French people, especially between Left and Right. The premise of the question can also be challenged: many would argue that France lacked the military strength to impose its will on Germany.

Thus there is plenty to explain and analyse. The rapidly changing context of the 1930s, both in France and in Europe, should be considered by the best candidates, as should the historiography of the subject.

- (e) Using these Documents and any other evidence known to you, consider Churchill's view that, in 1935, Britain was 'lost in a pacifist dream'.

The main focus of the debate should be 'pacifist', which candidates often use inaccurately. Two meanings might be identified: opposed to war in all circumstances (the narrow meaning); not necessarily opposed to war, for example as a very last resort, but reluctant to take an aggressive stance against threats to peace (the broader meaning). Support for collective security might (unfairly?) be equated with this broader form of pacifism.

In terms of the sources:

- A provides evidence that the majority of those who voted are not pacifist in the narrow sense of the term;
- B seems to maintain that the ballot was not pacifist in nature;
- C being shipwrecked, while a possible consequence of pacifism, has made the government aware of its precarious reality;
- D does provide evidence of pacifism of the broader kind in the official Opposition party and thus some support for Churchill;
- E suggests a government divided and weak but not necessarily pacifist;
- F suggests a confused and thus a weak government but provides no clear evidence either way on pacifism.

Thus plenty to analyse within the various sources. Key developments in British foreign policy in 1935 are:

- The Stresa Front;
- The Anglo-German naval Agreement
- The Hoare-Laval Pact

All should be reasonably familiar. The Hoare-Laval Pact in particular provides some useful details about attitudes of government, press and public.

A 4/4 split seems the obvious way to allocate the marks. Restrict rewards for those who write generally about the 1930s rather than specifically about 1935.

4. Why was the League of Nations so unsuccessful in dealing with the Manchurian crisis (1931-3)?

Many will describe how the League dealt with the crisis by describing the various developments between September 1931 and March 1933, e.g. the dispatch of the Lytton Commission, the publication of the Lytton report, the decision of the League to impose very limited sanctions. In doing so, candidates will be implicitly explaining some of the reasons why the League was unsuccessful.

However, for a full answer other factors need explaining as well, such as the attitudes of Britain and France towards Japan and China, the stance of the USA and the impact of worsening economic and political situation in Europe.

And the best answers will be explicitly relevant, explaining and analysing each of the main reasons why the League was so unsuccessful. The causes and consequences of the crisis should receive little credit.

5. How fascist was Mussolini's foreign policy?

Candidates must define 'fascist', however briefly, if they are to answer the question adequately. Aggressive, populist nationalism will suffice as a minimum. The glorification of violence is a useful addition to basic definition. Anyone who considers the complex historical debate about the meaning of Fascism should receive credit as long as the analysis is linked to Mussolini's foreign policy.

Then the candidate needs to consider whether the key developments in Italian foreign policy in the 1930s can be seen as fascist. Those developments include:

- Action to prevent *Anschluss* in 1934 (+ the Stresa Front 1935);
- The war against Ethiopia in 1935-6;
- The Rome-Berlin Axis 1936 (+ the Anti-Comintern pact 1937);
- Intervention in the Spanish Civil War 1936-9;
- The invasion of Albania 1939;
- The Pact of Steel (+ refusal to join war in 1939).

There is plenty of material which candidates can use to develop a thorough analysis. References to Italian foreign policy in the 1920s, though outside the syllabus, should be credited if they are used to develop the argument.

6. How far do you agree that, in signing a non-aggression pact with Germany in August 1939, Stalin had at last achieved the main goal of his foreign policy since 1933?

This question does allow a narrative approach, one which describes the development of Soviet foreign policy from 1933 before considering whether the Nazi-Soviet Pact was the culmination of that policy. Insofar as the proclaimed policy was support for collective security against the menace of fascism then the pact at least contradicted the policy of the previous six years. However, during that time the USSR had kept open the line to Berlin with occasional, unofficial contacts. For Stalin's main goal was state-centred rather than ideological: national security came before any Marxist objectives. Britain and France being unwilling to provide that security in 1939, he turned to the one power which could do so.

The more able candidates should realise that 'the main goal' needs clarifying: was it a pact with Germany in particular or was it an agreement that kept it out of the widely predicted European war which was more important to Russia? Those who consider this distinction, perhaps placing Soviet policy in the 1930s in the wider context of Soviet-German relations since 1918, should be duly rewarded.

7. How valid is the view that the main reason why Germany provoked war in 1939 was economic?

This topic has been the subject of much historical debate, which focuses on whether Germany went to war in 1939 (rather than 1942-3 mentioned in the Hossbach memorandum) because of problems caused by an overheating economy. Rather than cut back on defence expenditure, Hitler decided to go for war in the form of *Blitzkrieg*, a limited and less expensive form of conflict than a full-blown total war. In other words, domestic factors pushed Hitler into war in 1939, at least in part. Tim Mason supports this hypothesis, Richard Overy does not.

Explaining 'why 1939' should be a key part of any solid answer. As well as considering economic factors, such answers need to analyse the role of Hitler and what informed his decision to attack Poland in September 1939. The role of other states, such as Poland, the USSR and Britain, is relevant to the question only insofar as they help explain German decisions.

8. Assess the impact of the Spanish Civil War on relations between the great powers of Europe during the years 1936-9.

The focus of this question is on great power relations rather than the Spanish Civil War. Candidates should consider the state of those relations in early 1936 and then analyse how far those relations were changed by developments in Spain and the great powers' policies towards the civil war. A narrative approach is possible, though not really desirable.

The policies of the great powers had the greatest effect of relations between them, but the impact of events in Spain, such as Guernica, should not be overlooked.

There is plenty to analyse. The best candidates will also provide an overall assessment of the impact of the civil war on great power relations. The main effect was to widen and to clarify the gulf between the two democracies and the two fascist states.

9. How far, in the period from May 1937 to September 1939, was British foreign policy towards Germany determined solely by the Prime Minister?

This is a question about how far the policy of appeasement in these years was decided by Chamberlain alone and how far by the Cabinet, for example. It is not a question about how far the policy of appeasement was decided by Chamberlain and how far by other factors, e.g. inadequate defences.

Key crises to analyse include:

- November 1937 : Halifax mission to Germany (NB not Eden)
- March 1938 : Anschluss
- September 1938 : Czechoslovakian crisis, Chamberlain to Germany
- October 1938 : Munich Conference
- March 1939 : Anglo-French guarantee to Poland
- September 1939 : Declaration of war against Germany

Chamberlain's role in each of these crises needed explaining and evaluating. It is possible to argue that his role diminished with each succeeding crisis and certainly after Munich.

10. 'The media enabled dictatorships to be more aggressive in their foreign policies, while ensuring that democracies were less aggressive.' Discuss this view of the role of the newspapers, radio and cinema in the 1930s.

A difficult but fascinating topic. Those who know enough to contrast the impact of the British press on public opinion and government policies (e.g. Beaverbrook's isolationist stance, the *Times's* support for appeasement) with the role of radio and the press under Goebbels in Nazi Germany should reach band four (14-15 marks). Consideration of more countries should result in band three. Some qualification of the quotation based on convincing evidence will merit band two. Reserve band one for those who combine breadth and depth of analysis.

- (8) 'The king had much thought and deep discussion with his council about this country – how it was peopled and with what sort of men.' (Anglo - Saxon Chronicle, D, 1085). How satisfactorily does this explain the purposes behind the compilation of Doomsday Book?

There are opportunities for an historiographical approach (this should not be required at the higher levels), although for the higher mark bands (19-21 and above) answers will need to take a critical and argued approach rather than simply repeating the views of historians. Descriptive accounts of the Book and its compilation will normally be limited to the 13-15 band, though full and accurate descriptions with comments and links could go as high as 16-18. Answers in the top two bands will be sharply analytical, argued and evaluative and well focused on the quotation. Candidates might be expected to discuss some of the following: the nature of the information gathered; the speed of the investigation; Doomsday as a geld list; as a tenurial document; as a national audit; as evidence of royal power; as a reflection of the political situation in England and Normandy; as a response to the threat from Scandinavia.

- (9) How successfully did William I and William manage their relations with Scotland?

There are two elements to this question. Candidates should be expected to deal reasonably substantially with both William I and William II, although absolutely equal treatment is not required even for the highest band. Answers which totally ignore, or very seriously neglect one of the monarchs will normally have a ceiling of 13-15 at the very best. A similar limitation will apply to narrative answers. Although if there is some comment, and a reasonable balance, the 16-18 band is possible. To reach the 19-21 band answers will not only have a satisfactory balance but will show a clear understanding of the relationships with Scotland and make a conscious attempt to evaluate their relative 'success'. Answers in the highest band will be especially well argued and evaluative with a wide range of material to support arguments and judgements. Candidates might mention: the chronic difficulties that English monarchs faced in dealing with Scotland; the fickle nature of Malcolm III; Norman military expeditions; the Pact of Abernathy; Scottish border incursions; Scottish claims to Cumberland; Scottish support for English rebels and Scandinavian invaders; Margaret's marriage to David; castle building in the north; Anglo- Norman alliances in Scotland.

(10) How is the conflict between William II and Anselm best explained?

A narrative account of relations between William II and Anselm, however accurate, should not normally go above the 13-15 band. However, if there is relevant comment, 16-18 may be possible. Analytical answers, with well developed argument on the main demands of the question, should reach 19-21, with the top band being reserved for answers that demonstrate wide ranging, sharp and well supported judgements perhaps focusing on the phrase 'best explained'. Candidates might be expected to discuss; the personalities of the two men; Rufus' attitude to the Church; the vacancy at Canterbury; Rufus' 'illness'; Anselm's earnest scholarship; the restoration of church lands; the relationship between royal and ecclesiastical power. Relations with the Pope and the question of Papal influence in England the crisis of 1097.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/17
June 2000

Mid-Tudor Crises, 1529 – 69

1) (a) *Explain briefly the following references*

(i) *'...the right of Mary's title' (Document A Line 2)*

Mary's right to the throne, denied by Edward's 'Devise' could be argued on two counts:

1. Catholics believed her to be legitimate all along.
2. Henry VIII, even though he had declared her illegitimate, had named her in his Will to succeed Edward if he died childless. [2]

(ii) *'...the hushing of his death' (Document B Line 10)*

Northumberland and the Council did not announce the death of Edward VI for several days in order to put the plan for Lady Jane Grey's proclamation into effect before Mary could move to rally support. Also hoped to capture Mary. [1]

(iii) *'...much hated for subduing the rebels under King Edward' (Document D Line 46)*

Reference to Ket's Rebellion in 1549 (1)

Northumberland (then the Earl of Warwick) had led the royal army which had defeated the rebels at Dussindale and rounded up others to bring them to trial (1) [2]

(b) *How consistent is the picture of the personality and role of Lady Jane Grey presented in Documents C and F?*

Relevant points could include:

Both documents include her words, one in a letter to Mary, who had the power of life and death over her, and one reported from a fairly informal occasion.

Both expressed strongly.

Both portray her to have been a pawn in the game of the more powerful, particularly Northumberland. In C this would include her mother. In F she indicates that her family were manipulated by Northumberland too. In C she may appear to be more weak and hysterical; in F strong in her condemnation of Northumberland, her father-in-law. No pity for him.

Indication in F of her strong Protestant beliefs and interest in religious affairs etc. [5]

- (c) *How useful are Documents E and F in explaining the changes in the religious position of the Duke of Northumberland?*

Acknowledge explanation of the background: Duke of Northumberland had overseen the movement of the Church of England in a more Protestant direction when in power.

In E Northumberland on the scaffold declares himself a Catholic and seems to believe that England's breaking from the Catholic church had caused God's wrath, even contributing to the death of Edward VI etc. Not just speaking of his own soul, though now considers that he was not even a Christian when he was promoting Protestantism, but encourages all his hearers to 'turn'.

Dalby seems either to have been there or had spoken to someone who was. He recorded it at the time in considerable detail.

F is also a detailed eye witness recall of what was said in the conversation. F highlights the different possible interpretations of this: Was he trying to gain a pardon even at this late stage? Many think so.

Lady Jane, who knew him, says that he would not have been so unintelligent as to think that he could have been pardoned when he had been a political traitor. She thinks he was wicked and lying, but does not indicate why he should have done so.

This leaves the possibility that he really did repent his Protestantism and seek to be reconciled with Catholicism to save his soul. Or, maybe that he was not really religious in the fanatical sense that Mary and Lady Jane were and had always seen religion in a worldly and political context.

Various views possible. Credit knowledge that Northumberland, while of the Evangelical group, had not shown any particular partiality for dogmatic Protestantism before he came to power.

- (d) *Using these Documents, and other evidence known to you, examine the view that it was primarily religion which led people to support either Mary or Jane in the succession crisis.*

Document A: Some supported Mary because they thought she had the right to the throne, some because they had other reasons to hate Northumberland and realised that he would remain in power with Jane. This anonymous writer estimates this was a majority of the commons. (1)

Document B: Throckmorton, A Protestant and follower of Edward VI, supported Mary because she was the legitimate heir, despite hating her religion. This shows the power of Tudors, statute and Henry's Will. (1)

Document C: Northumberland claims to be carrying out Edward's Will
Other nobles on the Council follow him – for political ambition? under the power of Northumberland at this stage? (some soon changed sides)

Lady Jane's mother – an enigma. She had better claim herself. Pushed by ambitious husband?

Lady Jane claims that she herself was shocked and unwilling, but young and a woman, could be pushed around. (2)

Document D: People of East Anglia assumed to be pro-Mary because anti-Northumberland.

Foxe says Protestants prepared to support her because she promised there would be no change in established religion.

(2 marks for estimating the strength of religion as an element in this if the reverse effect of religious belief of the men of Suffolk is noted.)

Points of other knowledge could include the fact that Northumberland seems to have been more hesitant in this than might at first appear, (e.g. in contrast with arranging the marriage between Jane and Lord Guildford Dudley).

Cranmer gave account of the peer-group pressure within the Council. (2) [8]

- 2) *Why were so few English people prepared to make a stand on the issues, such as the authority of the Papacy, for which Sir Thomas More gave his life?*

Good answers need to include an analysis of what seems to be the reasons for More being prepared to give up his life – authority of the Papacy, limits to legislative power of Parliament, hatred of heresy etc. together with knowledge that it did rest on his making a stand. Government would have been relieved to avoid his 'martyrdom'.

More seems to have been a popular figure but no movement seems to have grown up to follow him. Why?

Important to be aware that this was 1535 – issues not at all clear to most people.

Should examine research done on religious feelings of English people at this point.

Is attachment to pious acts in local churches the same as attachment to the power of a foreign Pope?

Was there much doctrinal opposition to the Catholic Church at this point?

Governmental weapons in place to deal with resistance. More's death showed resisters had to be prepared to die, not just express an opinion. [25]
etc.

0 – 7 Very significant weaknesses. Fragmentary, incoherent argument.

8 – 10 Not properly focused on requirements of question; confusion, unsupported assertions.

11 – 13 Some appropriate elements, but little attempt to link factual material to requirements of the question.

14 – 15 Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.

16 – 17 Genuine argument but some lack of balance and depth of factual knowledge.

18 – 20 Analytical, mostly accurate, some unevenness.

21 – 25 Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 3) *To what extent can the Pilgrimage of Grace be explained in terms of the resistance of the North to centralisation by government situated in the South?*

Knowledge of the particular angle posed by the question must be shown for a satisfactory mark e.g. attack on franchises and Palatinate rights, cutting of the power of the Percies, drain of money from north to south etc. Desire for a Parliament in the North.

All demands and grievances should be considered in this context as well as separately e.g. Desire to re-establish dissolved monasteries: this could be called a religious aim, but Aske pointed out they had particular significance in the social welfare of the North which may not have been appreciated by the government in the South. Court of Augmentations in London administering receipt of monastic property from all over the county. Similarly, consider Reformation legislation in this way. Were attacks on upstart ministers such as Cromwell and Cranmer regional as well as social?

What is looked for is a cogent line of argument backed by knowledge of a number of elements.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 4) *How far did the Tudor governments and their advisors in the 1530s and 1540s show that they understood the nature of social and economic problems in that period?*

What is looked for is analysis of these problems from a historical point of view with consideration of context in which Tudor governments might seek to understand them – e.g. fear of disorder, fear of malnutrition in the classes who needed to be relied on to defend the realm, disease in one limb of the ‘body politic’ affecting the whole body etc.

What analysis was made at the time? Which policies sought to ameliorate the sufferings of the poor or impediments to trade?
Did some policies exacerbate the problems? etc.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 5) *Which was the greater danger to authority in 1549, Ket's Rebellion or the Western Rebellion?*

A well-argued comparison is looked for, not two separate narratives.

The expressed attitude of the rebels to authority, their actions, numbers, aims, extent of success against government forces and so on should be examined.

Consideration of local authority and accepted class structure which gave that authority is looked for as well as danger to national government.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 6) *What was the significance of the part played by Thomas Howard, third Duke of Norfolk, in the Pilgrimage of Grace, the fall of Cromwell and Wyatt's Rebellion?*

A satisfactory answer is needs to show knowledge of Norfolk's role in all three events.

The argument in the answers should lead to judgement e.g. of the extent to which Norfolk affected the outcome in each case with some comparisons between his role and that of others or between his contribution in the three cases.

Very good answers should produce a consistent profile of the man and his outlook.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 7) *Mary I said of Wyatt and his followers that they 'arrogantly and traitorously demanded to have the governance of our person, the keeping of the Tower and the placing of our councillors'. How much light does this throw on the aims of the rebellion?*

Analysis of what this statement means is important, set in a context of the Tudor view of the power and position of the monarch.

Answers should look at evidence known for aims of the rebels and compare Mary's perception with other possibilities. Whether the rebels were agreed in their aims should be considered.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
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- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 8) *'The reign of Mary saw vigorous and quite imaginative programme of restoration and, despite difficulties, the prospects for an established Catholic Church seemed good.'* In light of this statement, explain the passing of the Acts of Settlement and Uniformity in 1559.

Answers should show knowledge of the work done to restore Catholicism under Cardinal Pole.

The effects of the deaths of Mary and Pole should be analysed with Elizabeth's position in 1558 in relation to Catholicism.

This should be set in the context of the events on 1558-9 in the Catholic hierarchy, the Marian exiles and Parliament.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

- 9) *How far did the government of Elizabeth I, in the first ten years of her reign, depart from the foreign policy of Mary I?*

The course of foreign affairs in the two reigns, particularly in relation to Spain, France and Scotland should be compared and willingness to wage war.

Who influenced this policy should be made clear.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
- 16 – 17** Genuine argument but some lack of balance and depth of factual knowledge.
- 18 – 20** Analytical, mostly accurate, some unevenness.
- 21 – 25** Consistently analytical. Fully relevant. Well supported with accurate factual material.

10) *To what extent was the Northern Rebellion of 1569 a religious rising?*

What is known of Catholic activity leading to rebellion, the religious affiliations, statements and actions of the rebels should be compared with other elements such as personal grievances of the Percies and Nevilles, the influence of Mary Queen of Scots and so on.

- 0 – 7** Very significant weaknesses. Fragmentary, incoherent argument.
- 8 – 10** Not properly focused on requirements of question; confusion, unsupported assertions.
- 11 – 13** Some appropriate elements, but little attempt to link factual material to requirements of the question.
- 14 – 15** Largely factual with argument mainly implicit. Structure present but lack of full coherence. Generally accurate.
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RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/18
June 2000

British Society, 1815 – 1850

- 1) (a) (i) One mark for system of supplementing wages according to family size and the price of bread. A further mark for **either** first used by the magistrates in Speenhamland, Berkshire **OR** the fact that it was still outdoor relief. [2]
- (ii) Mark each for Chartist rising in Newport led by John Frost/ mass demonstration November 1839 with the aim to release Henry Vincent / suppressed by only thirty soldiers / losses of 14 killed and 10 more died of their wounds. [2]
- (b) Comparisons are that Document A is before the New Poor Law, agricultural and has seasonal unemployment problems. Document E is after the New Poor Law, industrial, cyclical unemployment. Document A stresses especially that there is a labour excess and that the system of relief encourages people to leave their jobs and go on the parish, or is generous to those who have two cows and pigs! Document E stresses that when the parish provided work, as it had to, it only meant that more were unemployed. [6]
- (c) The reliability of Documents varies considerably. The Report of the Guardians had a moral point to make but ought to be reliable. Document C appears to be a straightforward petition from a small village but on the other hand Document D is a speech from a rabble rouser and former Wesleyan / Methodist minister who advocated resistance by violence and was bitterly opposed to the New Poor Law. The usefulness of the Documents varies too. Document B suggests that labourers are more reliable and now save against a rainy day. Document C stresses the reality of the division of families etc. for ordinary people who are 'poor by no fault of their own'. Document D is useful on a factual level, despite the emotive approach, in the account of prison dress and 'skillee', and confirms the splitting up of families. [6]
- (d) Only Document B suggests that the changes of the New Poor Law were leading to better behaviour and good government, while, in contrast, Document E makes it quite clear that the new measures are self defeating. Document C, despite its moderation as a petition, shows the depth of resentment of government created by the separation of families. The other documents clearly show how the distress created by the New Poor Law was exploited and became a threat to law and order. Some candidates might appreciate just how threatening Oastler's vision of union of urban capitalism and working men might have been.

There is a great deal of other evidence available for the threat – O'Connor's 'peaceably if we may, forcibly if we must', Napier's artillery demonstrations etc. However the point could also be made that the Chartist Conventions and petitions were essentially peaceful and weakened by the internal

divisions. Lastly a candidate could return to the point that, like the distress of the New Poor Law, Chartist support was too cyclical.

Up to five marks for either documents or for other evidence which obviously cannot just be drawn from Document G. [9]

- 2) This question is a variant on the familiar theme – the impact of the radicals 1815 to 1820. The focus of this is intended to be the value of the use of Habeas Corpus, the Gagging Acts etc. and a candidate in the 11-13 bracket will probably give a generalised shallow time based account of the main legislation, unrelated to the direct question. A more analytical answer in the next band might be expected to look at the effectiveness of the legislation and its dependence on the limited use of force – e.g. Spa Fields! A very good narrative account with commentary might still be regarded in the 16-17 band but essentially here an analysis of the nature of the radical outbreaks is being looked for, including how diverse they were, from the middle class Hampden Clubs to the families at Peterloo. Well developed answers on the latter theme ought to be in the band 18 – 20. Answers in the top band at 21+ should be consistently thorough and relevant in their argument, well aware of the overall context including perhaps a reference to Luddism. There might even be an appreciation that post Peterloo the four pence copy tax on periodicals led instead to the growth of the 'unstamped press'. The very best answers would be well aware of the way in which the radical threat was ameliorated by the relative prosperity of the 1820s.
- 3) The focus here is on E.P Thompson's view of the autumn of 1831 and the 'Days of May' and the Band Five candidate might well narrate either the main events of 1831-32 or of 1830-32 in outline without directly addressing the question. Answers in the 14-15 band should have a sound level of detail and attempt to argue the question, even if much of the argument is implicit. Band 16-17 answers should have a clear understanding of the question and attempt to argue the issue more widely, at least in the context of Captain Swing riots and the expectations raised by the July Revolution. For marks of 18 and above a clear grasp of the overall context would be needed, stressing the changes brought about through the issue of Catholic Emancipation, the hopes of radicals of 1815 – 1820 and the tenuous hold which the authorities had on the mob. Candidates at their best might appreciate that even if the country to the upper classes was within an ace of revolution, that the Reform Bill, in Evans' view, was the most aristocratic measure ever passed, and such an understanding could be an obvious mark of a candidate in the top band, providing that this comment is commensurate with a consistently analytical essay.
- 4) Some candidates may take this as another essay on the Ten Hours Movement but the context is far wider than this and ranges from the discipline of the factory system to the impact of the trade cycle etc. Answers in the 11-13 band might attempt to narrate a bare outline of main features of the Ten Hours Movement. In the band 14-15 this might be more detailed and answer the question set largely or implicitly. A clear grasp of the question and a fair attempt to argue it would set the answer in the 16-17 band. Answers in the

18-20 band should however, see a wider context, perhaps balancing the 'disaster' against the amelioration of conditions brought by the Ten Hours Movement or even be aware of the drive to utilise the propaganda of the harsh conditions of children to achieve a restriction in adult hours. However, such an approach has to be consolidated by comment on the considerable limitations of the legislation by 1850. Essays of 21 marks and over should present a fully coherent argument and could well be aware that the working classes and factory workers were not synonymous, that the factory system grew relatively slowly, also that there was now the discipline of the new working conditions and the end of rural 'bliss'! Cross referencing to the New Poor Law, to urban growth and even to Chartism would be acceptable while the best candidates could well challenge the assumption that it was a disaster and point to rising living standards in the second generation.

- 5) The focus here is a wide one, embracing all from the Friendly Societies to the general trade unions to perhaps an anticipation of the beginning of the skilled unions of the 1850s. Band 11-13 candidates might well only achieve a narrative of the period after the repeal of the Combination Laws, but this done well, with implicit comment, could lift the candidates into the 14-15 band. Answers in the 16-17 band should have a clear if uneven grasp of the question and be well aware of some of the obstacles to the growth of unions from 1815 onwards, such as the local nature of unions of individual trades, the problems of Doherty's General Union of Operative Spinners, the hopelessness of Owen's idealistic venture. Essays in the 18-20 band would be well aware of the wider context such as Evans' view of the critical importance of the impact of the trade cycles, the weak legal position as in the Tolpuddle prosecution, the lack of education and even the seduction of Chartism. Those answers of the highest quality and coherence in Band One might even comment that more was achieved for working classes by middle class philanthropists than by the unions, even when the trade cycle was favourable.
- 6) The reference to the 'Bread - Tax' does not mean candidates must write an answer merely on Cobden whose phrase it was. Indeed band 11-13 answers may well only outline the growth of the Anti-Corn Law League as a straight narrative. Band 14-15 essays might either superficially describe the main factors in the League's success or extend a narrative with some comment en route. Candidates in the 16-17 band should have a clear grasp of the question and might well illustrate it with detail of the League's propaganda machine, hopefully including the work of Cobden and Bright, and set this in the context of the 1839-1846 struggle. Answers in Band Two clearly should be able to balance the aspect of propaganda against other factors, such as the overall Free Trade arguments led by the Manchester School or the single aim compared to the six points of the Charter, or the 'conversion' of Peel, and in particular the key occasion of the Irish famine. The ability to answer fully in this manner with consistent control of the argument could place a candidate in Band One.
- 7) This question presents the reasonably agreed view of the living standard debate and should attract the usual array of pessimists and optimists. Hopefully, some of the better essays will be enhanced by reference to local studies. Answers in

Band Five are likely to give a narrow, descriptive and very generalised view of changes in living conditions. Essays in the band 14-15 will at least in addition begin to tackle the central argument that it was only in the last decade that conditions began to improve, even if the supporting material is very shallow. A candidate who attempts to tackle the debate between the ideas of Hobsbawm, Flinn or Thomis could be found in the 16-17 Band, whilst a candidate who is in good control of the argument should well be in Band Two. Band One answers will be fully relevant and any such analytical answer should show an awareness that to talk of living standards is too simplistic. That said, it was in the 'Hungry Forties' that the economy began to provide a real betterment of living standards for all except the very poor.

- 8) The focus here should be clear enough except that it is quite possible that answers in the 11-13 band might **either** deal with 1815 to 1820 **or** just with the struggle for the Reform Bill and the working class response in Chartism. Answers with both aspects, even in a general narrative, would be well within the 14-15 Band, while those essays with good detail to support their growing argument, such as the importance of the Political Register or the Northern Star, would be in the 16-17 Band. In the 18-20 Band a candidate ought to be well aware of Thompson's view of the importance of the pre-1830 events in stimulating class consciousness, whilst balancing that against the wide differences between say the 'aristocracy of labour' and the factory workers. It would also be valid to argue that the 'failure' of the Reform Bill from the working class viewpoint was also a considerable stimulus, as were the pressures imposed by the New Poor Law and this approach might well have the extensive detail and coherent argument to lift a candidate into Band One.
- 9) This question is open to a very wide interpretation but gives candidates with a good grounding in the period plenty of scope to exploit their knowledge. A Band Five candidate is likely only to deal with the 'plight' of women at a descriptive level and not much more. A somewhat better presented case which began to centre on perhaps the Factory and Mines legislation and its impact on women would certainly place the answer in Band 14-15. Candidates in the next Band 16-17 should offer both good detail and a clear grasp of the question. Those presenting a clearly focused answer in Band Two might well be aware that the issue was much wider than factory conditions, and extend it to perhaps the Franchise etc. in terms of a feminist argument. Answers of 21 and above might balance their overall argument with the view that the philanthropists did much in a narrow area to relieve the plight of women whilst appreciating the underlying reality that 'female oppression' was a fact of birth, and of the economy, for all except the highest reaches of society.
- 10) This question of course reflects the Yate's book. Band 11-13 candidates might attempt a description of either of the weaknesses in the Church as partly shown in the Extraordinary Black Book of 1831 or the attractions of the Nonconformist Churches. Any answer that combines both at a general descriptive level should fall in the 14-15 Band. Such answers with substantiating detail, which for example are aware that the Church of England still had the parish system bedded in the pre-industrial age, could be in the 16-17 Band. Candidates in the

18-20 Band ought to be able to write clearly and relevantly, balancing for instance the attractions of the Methodist Churches or the Catholic revival headed by Cardinal Newman, against the Anglican Church's internal divisions between the Evangelicals and the Oxford movement. Best of all would be candidates who were also aware of the response to the 'danger', such as the help in Parliament of Sir Robert Peel via the Ecclesiastical Commission of 1835. An able candidate in Band One ought also to be aware that the 'danger' was not past as shown in the 1851 census.



RECOGNISING ACHIEVEMENT

UCLES

Markscheme 9020/21
June 2000

ORIGINS OF THE SECOND WORLD WAR 1929-39**SECTION A****1. THE PEACE BALLOT, PUBLIC OPINION AND THE DEFENCE OF BRITAIN 1935**

(a) Explain briefly the following references:

(i) 'the Collective Peace System'

This is the system by which states worked together to maintain international peace by containing aggressor states, either by sanctions or, finally, by force. It was identified with the League of Nations and actions taken in the Manchurian and Abyssinian crises. It came to be seen as an impractical failure.

Give one mark for a brief, general definition, two for a full explanation.

(ii) 'The Simon attitude to the Manchurian business'

Sir John Simon was the Foreign Secretary from 1931 to 1935. The Manchurian business was the Japanese invasion of the Chinese province in 1931 and subsequent international attempts to deal with it. The Simon attitude was to accept Japanese occupation without condoning the use of force.

Award one mark for explaining the British failure to support the League of Nations' action, one for the need to 'appease' Japan for reasons of trade and empire.

(b) What does Document D indicate about the nature of the defence policy of the Labour Party?

According to its 1935 election manifesto, Labour's defence policy was to:

- Maintain defence forces as was compatible with membership of the League of Nations;
- Abolish national air forces and to achieve major reductions in armies and navies by means of international negotiations.

The commitment to increase international economic co-operation might be mentioned by some but it is not really a defence policy.

The Document shows that the nature of the defence policy was:

- Idealistic in its commitment to disarmament;
- Inconsistent in wanting to maintain forces yet still disarm;
- Unrealistic in (still) believing in collective security and the League of Nations.

Award up to two marks for accurately describing the policy and one for emphasising the nature of that policy.

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(c) **How useful is Document C as evidence of Britain's international position in 1935?**

It is useful because it explains:

- the isolated and vulnerable position of the UK as a result of
- a shipwreck which leaves only the remains of collective security when
- the arms race makes the international situation much more hostile.

It also shows:

- the government looking for help, still committed to collective security;
- while Colonel Blimp wants to abandon collective security and join the cut throat arms race.

Its use is limited in either of two ways:

- it gives an incomplete picture of the government's position. In 1935 Britain was not so isolated, its situation not that desperate. It does, however, illustrate the fragility of the policy of collective security.
- it is a cartoon, one person's view, drawn primarily to amuse and entertain the readers of the *Evening Standard*.

Give 2-3 marks for explaining the use of the cartoon, 2-1 marks for its limitations. Both must be considered for full marks.

(d) **How far is the view of the significance of the Peace Ballot found in Document B supported by Documents E and F?**

The view of the Peace Ballot in B is that:

- It will strengthen any Government which is committed to maintaining the League and Collective security;
- It shows the ability of the British public to make up its own mind and to ignore the efforts of the 'mass manufacturers of public opinion'.

Document E provides some evidence in support of the first when it talks of the National Government receiving a nasty jolt. However the source shows that the Cabinet 'wobbled', which shows it was still not fully won over by the Peace Ballot.

Document F includes direct quotes from the Prime Minister as well as a (one-sided) contextual explanation. The latter includes the assertion that the PM did respond to the 'Peace Vote' but in the context of an imminent general election. Thus Baldwin's response is done for cynical, vote-winning reasons rather than to change government policy. Overall, the document provides no support for the more confident assertions of the *Manchester Guardian*.

Award a maximum of two marks per document.

- (e) Using these Documents and any other evidence known to you, consider Churchill's view that, in 1935, Britain was 'lost in a pacifist dream'.

The main focus of the debate should be 'pacifist', which candidates often use inaccurately. Two meanings might be identified: opposed to war in all circumstances (the narrow meaning); not necessarily opposed to war, for example as a very last resort, but reluctant to take an aggressive stance against threats to peace (the broader meaning). Support for collective security might (unfairly?) be equated with this broader form of pacifism.

In terms of the sources:

- A provides evidence that the majority of those who voted are not pacifist in the narrow sense of the term;
- B seems to maintain that the ballot was not pacifist in nature;
- C being shipwrecked, while a possible consequence of pacifism, has made the government aware of its precarious reality;
- D does provide evidence of pacifism of the broader kind in the official Opposition party and thus some support for Churchill;
- E suggests a government divided and weak but not necessarily pacifist;
- F suggests a confused and thus a weak government but provides no clear evidence either way on pacifism.

Thus plenty to analyse within the various sources. Key developments in British foreign policy in 1935 are:

- The Stresa Front;
- The Anglo-German naval Agreement
- The Hoare-Laval Pact

All should be reasonably familiar. The Hoare-Laval Pact in particular provides some useful details about attitudes of government, press and public.

A 4/4 split seems the obvious way to allocate the marks. Restrict rewards for those who write generally about the 1930s rather than specifically about 1935.

SECTION B**2. Why did the Nazi dictatorship emerge so quickly in 1933-4?**

The focus is on the period from January 1933 to August 1934, from Hitler's being appointed Chancellor to his becoming Führer, following the death of Hindenburg. Key events that need to be mentioned include:

- Emergency powers to Hitler after the Reichstag fire;
- Passage of Enabling Act;
- Dissolution of free trade unions;
- NSDAP as only political party;
- Night of the Long Knives.

Other developments could be mentioned, e.g. the policy of 'co-ordination' (translation of *gleichschaltung*), by which Nazis established control over state and federal governments. Reward pre-1933 material only if made relevant.

Note that the question asks 'why' rather than 'how' and so key developments need relating to the reasons why dictatorship emerged so quickly in 1933-4. These factors include propaganda, force, disunity of opposition groups and the continuing popularity of the Nazis.

3. 'French foreign policy failed in the 1930s not because French governments lacked the power, but because they lacked the will to use it.' Discuss this assertion.

Power is essentially military force. The quotation asserts that France failed to stop the expansion of Nazi Germany not because France lacked the military power to do so, but because French governments refused to use that power. That refusal could be the result of several factors: the defeatism of French politicians and generals; divisions among those politicians and generals about how best to combat the Nazi threat; a similar disunity among the French people, especially between Left and Right. The premise of the question can also be challenged: many would argue that France lacked the military strength to impose its will on Germany.

Thus there is plenty to explain and analyse. The rapidly changing context of the 1930s, both in France and in Europe, should be considered by the best candidates, as should the historiography of the subject.

4. Why was the League of Nations so unsuccessful in dealing with the Manchurian crisis (1931-3)?

Many will describe how the League dealt with the crisis by describing the various developments between September 1931 and March 1933, e.g. the dispatch of the Lytton Commission, the publication of the Lytton report, the decision of the League to impose very limited sanctions. In doing so, candidates will be implicitly explaining some of the reasons why the League was unsuccessful.

However, for a full answer other factors need explaining as well, such as the attitudes of Britain and France towards Japan and China, the stance of the USA and the impact of worsening economic and political situation in Europe.

And the best answers will be explicitly relevant, explaining and analysing each of the main reasons why the League was so unsuccessful. The causes and consequences of the crisis should receive little credit.

5. How fascist was Mussolini's foreign policy?

Candidates must define 'fascist', however briefly, if they are to answer the question adequately. Aggressive, populist nationalism will suffice as a minimum. The glorification of violence is a useful addition to basic definition. Anyone who considers the complex historical debate about the meaning of Fascism should receive credit as long as the analysis is linked to Mussolini's foreign policy.

Then the candidate needs to consider whether the key developments in Italian foreign policy in the 1930s can be seen as fascist. Those developments include:

- Action to prevent *Anschluss* in 1934 (+ the Stresa Front 1935);
- The war against Ethiopia in 1935-6;
- The Rome-Berlin Axis 1936 (+ the Anti-Comintern pact 1937);
- Intervention in the Spanish Civil War 1936-9;
- The invasion of Albania 1939;
- The Pact of Steel (+ refusal to join war in 1939).

There is plenty of material which candidates can use to develop a thorough analysis. References to Italian foreign policy in the 1920s, though outside the syllabus, should be credited if they are used to develop the argument.

6. How far do you agree that, in signing a non-aggression pact with Germany in August 1939, Stalin had at last achieved the main goal of his foreign policy since 1933?

This question does allow a narrative approach, one which describes the development of Soviet foreign policy from 1933 before considering whether the Nazi-Soviet Pact was the culmination of that policy. Insofar as the proclaimed policy was support for collective security against the menace of fascism then the pact at least contradicted the policy of the previous six years. However, during that time the USSR had kept open the line to Berlin with occasional, unofficial contacts. For Stalin's main goal was state-centred rather than ideological: national security came before any Marxist objectives. Britain and France being unwilling to provide that security in 1939, he turned to the one power which could do so.

The more able candidates should realise that 'the main goal' needs clarifying: was it a pact with Germany in particular or was it an agreement that kept it out of the widely predicted European war which was more important to Russia? Those who consider this distinction, perhaps placing Soviet policy in the 1930s in the wider context of Soviet-German relations since 1918, should be duly rewarded.

7. How valid is the view that the main reason why Germany provoked war in 1939 was economic?

This topic has been the subject of much historical debate, which focuses on whether Germany went to war in 1939 (rather than 1942-3 mentioned in the Hossbach memorandum) because of problems caused by an overheating economy. Rather than cut back on defence expenditure, Hitler decided to go for war in the form of *Blitzkrieg*, a limited and less expensive form of conflict than a full-blown total war. In other words, domestic factors pushed Hitler into war in 1939, at least in part. Tim Mason supports this hypothesis, Richard Overy does not.

Explaining 'why 1939' should be a key part of any solid answer. As well as considering economic factors, such answers need to analyse the role of Hitler and what informed his decision to attack Poland in September 1939. The role of other states, such as Poland, the USSR and Britain, is relevant to the question only insofar as they help explain German decisions.

8. Assess the impact of the Spanish Civil War on relations between the great powers of Europe during the years 1936-9.

The focus of this question is on great power relations rather than the Spanish Civil War. Candidates should consider the state of those relations in early 1936 and then analyse how far those relations were changed by developments in Spain and the great powers' policies towards the civil war. A narrative approach is possible, though not really desirable.

The policies of the great powers had the greatest effect of relations between them, but the impact of events in Spain, such as Guernica, should not be overlooked.

There is plenty to analyse. The best candidates will also provide an overall assessment of the impact of the civil war on great power relations. The main effect was to widen and to clarify the gulf between the two democracies and the two fascist states.

9. How far, in the period from May 1937 to September 1939, was British foreign policy towards Germany determined solely by the Prime Minister?

This is a question about how far the policy of appeasement in these years was decided by Chamberlain alone and how far by the Cabinet, for example. It is not a question about how far the policy of appeasement was decided by Chamberlain and how far by other factors, e.g. inadequate defences.

Key crises to analyse include:

- November 1937 : Halifax mission to Germany (NB not Eden)
- March 1938 : Anschluss
- September 1938 : Czechoslovakian crisis, Chamberlain to Germany
- October 1938 : Munich Conference
- March 1939 : Anglo-French guarantee to Poland
- September 1939 : Declaration of war against Germany

Chamberlain's role in each of these crises needed explaining and evaluating. It is possible to argue that his role diminished with each succeeding crisis and certainly after Munich.

10. 'The media enabled dictatorships to be more aggressive in their foreign policies, while ensuring that democracies were less aggressive.' Discuss this view of the role of the newspapers, radio and cinema in the 1930s.

A difficult but fascinating topic. Those who know enough to contrast the impact of the British press on public opinion and government policies (e.g. Beaverbrook's isolationist stance, the *Times's* support for appeasement) with the role of radio and the press under Goebbels in Nazi Germany should reach band four (14-15 marks). Consideration of more countries should result in band three. Some qualification of the quotation based on convincing evidence will merit band two. Reserve band one for those who combine breadth and depth of analysis.