



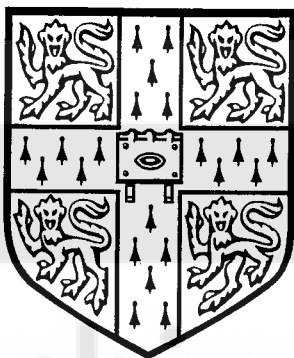
A Level

History

Session: 1994 June
Type: Mark scheme
Code: 9020

MS3H (UK)

University of Cambridge
Local Examinations Syndicate



GCE Examinations June 1994

MARKING SCHEME
for
HISTORY

This marking scheme is a working document prepared for use by Examiners. All Examiners are required to attend a Coordination meeting to ensure that the Marking Scheme is consistently interpreted and applied in the marking of candidates' scripts.

UCLES will not enter into any discussion or correspondence about any Marking Scheme. It is acknowledged that there may be different views about some matters of emphasis or detail of a Marking Scheme. It is also recognised that, without the benefit of attendance at a Coordination meeting, there may be different interpretations of the application of a Marking Scheme.

A LEVEL /HSC HISTORY 9020/9021

GENERAL MARKING INSTRUCTIONS

1. In components with more than one examiner a small number of scripts will be photocopied and distributed to examiners at or before the Co-ordination Meeting. Examiners may be requested to assess these scripts prior to the meeting. They will be discussed by Chief Examiners or Team Leaders with their teams. The selected scripts will represent the more popular questions. Some potential problems and queries will be encountered and answered in advance of the main marking period. The exercise helps examiners to establish standards by giving them the opportunity to assess the same set of answers.

Examiners must note, in writing, any amendments to this Marking Scheme which are made at the Co-ordination Meeting. Decisions made at the Co-ordination Meeting override anything in this document. If the amendments are significant, the Syndicate will issue a revised Marking Scheme within a few days.

Provisional marking in pencil can begin before the Co-ordination Meeting and this may be very helpful in developing a general 'feel' for the papers. Assistant Examiners may raise any points they wish in this meeting. It is a good idea to note on this Marking Scheme any general or specific questions which arise out of the preliminary marking. Such early marking must be reviewed in the light of discussions at the Co-ordination Meeting and necessary changes implemented.

2. THE ASSESSMENT OBJECTIVES (UK EXAMINATIONS)

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.

Objective (b) will be tested mainly in the Document Questions. It is possible that evidence of attainment in any one of the assessment objectives may be demonstrated in an answer to an essay question. However, for essay questions no attempt is made to allocate marks to individual objectives since such a process of disaggregation is impossible.

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

3. GENERAL GUIDE TO THE ASSESSMENT OF SCRIPTS AND THE ESTABLISHMENT OF STANDARDS

A rigid Marking Scheme is neither practicable nor desirable. 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. Clarity and the general quality of English will certainly 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 such 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. In fact, they are inter-related. Their proper application will mean, for example, that long answers crammed with detailed knowledge will not be rewarded generously if the knowledge is not effectively applied and the answers show a general lack of historical judgement. Conversely a convincingly argued, highly relevant and perceptive answer may be well rewarded though based on less overtly expressed knowledge.

4. MARKING ESSAYS AND DOCUMENT-BASED QUESTIONS

- a) All essays should be marked in such a way that the final mark awarded is a true reflection of attainment in the assessment objectives for this examination. It is appreciated that different answers awarded identical or similar marks will display very different combinations of qualities, and marking should, therefore, be flexible and responsive enough to reward answers which demonstrate, say, a high level of argument even if the amount of knowledge may be relatively limited. However, in the majority of cases, the mark bands and the descriptors given below should provide useful guidance to examiners on the appropriate marks to award.

b) **MARK BANDS FOR ESSAYS**

0 marks For completely irrelevant answers. This mark will be given very rarely because even the most wayward and fragmentary answer usually makes at least a few valid points - even accidentally.

1-4 marks Answers which are often only in brief note form and which do not begin to make significant points. The answers may also be characterised by a significant preponderance of irrelevance.

5-7 marks Answers which are seriously incomplete, which may contain a very high proportion of irrelevance, but which also make some creditable points. There may be a high level of inaccuracy, outweighing the accurate material. The answer may be largely in note form, pointing towards basically acceptable arguments if they had been developed into essays.

8-9 marks Answers at this level are not worthy of an 'A' (HSC) level pass. Factual knowledge will be limited and the candidates will not be able to propose arguments which provide satisfactory answers to the questions.

10-12 marks Answers at this level will represent the minimum quality expected for an 'A' (HSC) level pass. The candidates' factual knowledge will be sufficient, mostly accurate and generally relevant to the questions asked. Arguments will probably be undeveloped.

13-15 marks Answers will present a satisfactory level of argument. They will be very largely accurate and relevant. The approach may be descriptive and/or narrative rather than analytical and the argument may be implicit rather than explicit. Arguments may be uneven, with some issues being discussed adequately and others explained less adequately.

16-18 marks Answers at this level will represent a good 'A' (HSC) level standard. It is very likely that answers will be analytical rather than narrative but a very good narrative account may be rewarded in this band. The candidates' writing will be relevant, logical and clear, and awareness may be shown of differing explanations of events. Nonetheless, the work will fall short of the highest standard in some way - possible lines of argument may be missed or neglected, or gaps in factual knowledge may be revealed.

19-21 marks Answers will be thorough and relevant, and will almost invariably adopt an analytical rather than a narrative approach. A range of alternative explanations will be considered, and balanced conclusions reached. Arguments will reflect conceptual understanding of a high standard.

22-25 marks Answers which demonstrate the highest quality which may reasonably be expected including indication of flexibility of thinking in the approach to the question and in the conclusions reached. Examiners must remember that they are usually marking the work of 18 year-old pupils who have studied the syllabus for two years as one of two papers and usually in conjunction with other subjects and who have only 45 minutes (approximately) to prepare and write their answers.

- NB** Examiners marking the Special Subject Papers 9020/16-24 should apply the rubric and give credit for appropriate references to primary sources and to different interpretation of secondary sources. Such references if appropriately employed may move the mark for the answer into a higher band but is more likely to enhance the mark within a band.

Examiners can note from the guidelines above that they must not mark according to grades. This is because candidates' grades depend on their overall performance in two papers (and sometimes on the Project in 9020). Also, the totals agreed for final grades may differ marginally from year to year, depending on the perceived difficulty of the examination papers and the comparative marking between papers. However it may be helpful having marked the whole script, to check that the total conforms to the overall impression of the script. Marks up to about 40 represent fail, up to about 50 low grades, up to about 58 good grades and above 58 high grades. If the mark on the script seems significantly at variance with the overall impression the marking should be reviewed. It is emphasised however that this is a checking process only. Marks must not be adjusted to conform to this impression except where a definite error in the initial marking is detected.

c) **MARK SCHEMES FOR INDIVIDUAL QUESTIONS**

The notes on individual questions are not intended to give a 'correct' or complete answer. They are, rather, suggestions about what to look for and how to deal with different interpretations. They are, of course, based on the Chief Examiner's anticipation of likely responses and may, therefore, be amended at the Co-ordination Meeting in the light of actual 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, or sections of, an answer. In many cases Examiners must use their judgement in accordance with the principles set out in the General Marking Instructions and, if in doubt about a particular interpretation, they should contact their Chief Examiner or Team Leader as appropriate.

d) **DOCUMENT-BASED QUESTIONS (9020)**

- i. Marks for a sub-section should be written at the end of that sub-section.
- ii. The marks for the sub-sections should be repeated at the end of the answer and the total indicated (e.g. $1 + 2 + 2 + 3 = 8$). The total mark should be ringed in the right-hand margin of the script.
- iii. The overall total only should be recorded on the grid on the first page of the script and on the Mark Sheet.
- vi. UK CENTRE CANDIDATES ARE REQUIRED TO ANSWER A DOCUMENT-BASED QUESTION. If a UK candidate fails to do so, the three highest marks gained by the answers which are written should be used to obtain a total for the script. 'No Document Answer' should be written on the top of the first page. A mark of 0 should be written on the grid. In the very rare event of a candidate answering two Document-based questions, both should be marked and the

higher total should count.

The Chief Examiner must be informed of the candidate and centre number of any script containing a rubric infringement when the marking has been completed.

- v. Half marks may be used if further credit is earned by simplification 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.
 - vi. The detailed mark scheme for each sub-section indicates limits to the credit which may be given to particular aspects of the answer to that sub-section. With this proviso, the mark for each sub-section is the total of marks and half marks.
 - vii. The final mark for the question is the total of the marks for the sub-sections. A half mark in the final total must be rounded up.
 - viii. Answers need not be long to score 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.
- e) **BE POSITIVE IN MARKING** - awarding marks for what is written without being too much influenced by omissions. The marks should represent what the candidates have accomplished. Examiners must not penalise, i.e. subtract marks from what candidates are otherwise worth. Candidates "penalise" themselves by failing to gain marks, e.g. for accuracy, relevance etc.

The wording of certain questions, of course, demands the inclusion of certain elements for a complete answer and in such cases the absence of a part of the answer must be taken into account. Questions to which this applies are noted in the main Marking Scheme. Use as wide a range of marks as seems appropriate.

f) **BORDERLINE AND LOW MARKS**

Totals in the range 37 - 41 are obviously important as borderline marks for an 'A' level pass and because many candidates are clustered in this band.

It is also very important to be as accurate in your assessment of weak scripts as elsewhere as grades are awarded on aggregate marks and all marks are important.

UNFINISHED FOURTH QUESTIONS OR QUESTIONS ANSWERED IN NOTE FORM.

Candidates should answer either four essays (overseas scripts) or three questions in the recognised essay form and one Document-based question in continuous prose for each sub-section. If they fail to do so, they can hardly be expected to gain as much credit as those who succeed. However, where three questions have been answered fully and well (perhaps at too great a length) an incomplete or note form fourth answer may be marked a little generously at the discretion of the examiner, where it is considered justified in giving the candidate the overall 'Grade' which the script seems to merit. When this discretion is exercised, the examiner must make a note at the end of the answer and on the first page, for the benefit of anyone who may scrutinise the script later in the marking and reviewing procedure.

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1.
(a) A single mark for identification plus one for relevant explanation.
(i) William Marshall headed the regency council during Henry III's minority.
(ii) Lincoln was the final defeat of the land forces of the baronial party and their

French
supporters during the civil war.

- (b) Answers which summarise the documents : 2
Use of documents for comparison : 4
Focus on extent with the above : 6

A places emphasis on the siege to London which resulted in Louis agreeing to leave. **B** places more emphasis on the defeat of Eustace the Monk and greater emphasis on what Louis did.

- (c) n.b. this is a question about the usefulness of the documents, and not about the importance of Guala.

Statement about the legate with support from the documents to be considered for marks up to 3, with 4 marks in reserve for estimation of the usefulness of the documents. This should concentrate on scope, background slant and knowledge of each.

A has the legate being consulted with the Marshall and the two seem to have equal status.

B accords the legate more status, perhaps because it recognises that England is a fief of the papacy and thus explains the importance of the legate.

The tone of **C** places stress on the terms of the peace and the legate's role in it may be important in the light of the oaths sworn.

- (d) Good marks in answer to this question will be earned by analysis of the quotation in the light of the documents and other evidence.

There may be some confusion about the barons/Louis split. The documents do not say much about the baronial support for an anti-Royalist policy.

Summary of documents : 2
Use of documents to evaluate the statement : 5
Use of other evidence: 8

2. Narration of last century of Roman occupation: 11. Marks above that to be earned for increasing focus on decay with the better essays examining the regional variation and the difficulties of evidence.
It would be a mistake to expect more than partial analysis except in the work meriting marks above 16.

3. This question requires an understanding of the rate and the character of the Anglo-Saxon invasions.

Candidates might argue **stubborn resistance**, **conquests** and **slow** with better candidates examining the nature of the evidence.

Narration of the Saxon invasions: 11
Increasing attempt to analyse the premise: 12-15
A satisfactory answer to the question with appropriate focus on **extent** 16 +

4. This question offers a plethora of ways the mediocre can be sunk; they might narrate the Conversion [11 max. if there is full reference to the differences]; they might analyse the

importance of the differences [which could attract a mark of 12-15 with appropriate focus]. Marks of 16+ for analysis of social, political and religious explanations of the differences.

5. There are likely to be **two** points to argue: that the political pre-eminence came from the eclipse of Mercia and that the cultural pre-eminence derived from the fusion of Celtic and Roman styles. Concentration on **either** political **or** cultural to the exclusion of the other should limit the mark to 13.

Description of the pre-eminence should limit the mark to 11.

For marks above 15 the explanation should be clear and to the forefront of the essay.

6. Narration of the career of Alfred to be limited to 11, provided there is some reference to the measures he employed against the Danes. Where there is some attempt to examine the events and to link them to plan/reaction, marks of -> 15 should be considered. It is unrealistic to expect that there will be a balanced attempt to weigh plan/reaction except in the 16+ efforts.

7. This question is based on a famous quotation from the Laws of Ethelred and should be well known by those who try to answer it. But it may also be a port of call for the desperate. Attempts to unload vast quantities of Anglo-Saxon social history should not qualify for more than 11 unless there is some reference to upward social mobility.

8. Best work will begin with criteria which will be applied to the measures against the Danes. Narration: maximum of 11. Concentration on the means, with increasing attempt to evaluate: 12 - 15. The characteristic of work of 16 and above will be analysis. Narrators who accidentally include analysis should score in the 12-15 category.

9. This may be interpreted as an invitation to write out the 'effects of the conquest essay'. Essays scoring 16 + should concentrate on (a) whether the battle of Hastings began the process of Conquest and (b) whether this was unfinished in 1087. The words **Battle of Hastings** indicate that this question is not about the general, or the social effects of the Conquest and essays which take this line are likely to score marks fewer than 11.

10. Narration of both kings should be pegged at 11, with narration of a single under 8. Better answers will define aims and criteria for success and then apply these to the themes of the two reigns. Themes might include: relations with barons; Normandy; law and order; government. Two of these should be acceptable for 16, with either more themes or increasing sophistication of analysis for higher marks.

11. This question will either be the preserve of the desperate or the expert. The former will disclose themselves in generalisations with the latter showing a good grasp of the material and producing interesting and informative essays. Evidence is likely to be varied. Description of buildings : 11. Effects of the Conquest on architectural style in general: up to 15. Effects on particular buildings: 16+.

12. Narration of relations between Becket and Henry : -> 11 if there is some mention of effects. 12 - 15 for increasingly specific writing on **damage** to the church. 16+ for **How much**.

Focus on the effects of Becket's time as chancellor, archbishop, victim and martyr will be apparent in the 16+ answers with some of these found in the 12-15 category.

13. There are potentially four elements here which should receive attention in all work that will qualify for 16+. Attention to some of them should be apparent in the 12-15s with the story of the reign prominent in the essays earning ->11.

14. A comparative question. Direct comparison should be sought in the 16+ efforts, with some attempt at comparison found in the 13-15s. Topics which may be touched on could include: Edward's age at the time he campaigned in Wales; the geographical factors; social and political differences between Wales and Scotland; the political situation at home.

15. Candidates may well know more about the twelfth century than about the thirteenth and fourteenth centuries. With some exceptions the later period was not the age of the curial bishop.

16. **Extent** will be a prominent feature of essays assessed at more than 15 with those which understand the circumstances of the parliament and the events which led up to it forming the basis of tentative analyses rated at 12 - 15. Candidates will point out the leading rôle of the Commons from 1341 and the initiatives taken by Peter de la Mare, with emphasis on the novelty of impeachment.

17. This will be familiar to candidates who have studied the effects of the Black Death but the thrust of the answer sought for 16+ will be as demanded by the question. There should be approximately equal treatment for **prefer to stop farming and lease them out for rent**. Commutation for rent ante-dated the 1349 and the plague exacerbated a trend which was already established perhaps because sheep were more profitable and much less labour intensive than arable farming. Best candidates will have local knowledge and will see regional variations.

18. For 16+ candidates will have to identify Wycliffism's components and then place them in some kind of rank order. Narration should attract the usual mark and the marks between 12 and 15 will be for attempts to set anti-clericalism into the context of Wycliffism.

19. Narration of both Richard II and Henry IV will be the hallmark of work ->11, with comparison increasingly present in 12-15, with focus on **extent** the hallmark of essays scoring 16+. Answers are likely to concentrate on Richard II after 1397: his treatment of the Appellants, the banishment of Warwick and the exile of Archbishop Arundel to St Andrews; the hostility of Derby and Nottingham; bodyguard; support for the Appellants. Henry IV's difficulties might include: his usurpation; baronial opposition; dangers from Scotland and Wales; rebellions.

20. Another comparison. Achievements limited to 11; any kind of attempt to assess the Lancastrian achievement 12 - 15; 16+ for setting 'attempt to increase the popularity of the

Lancastrian monarchy in context. Generalship and navy might be set against the failures abroad.

21. A straightforward question. The usual rules of marking apply. Definition of 'Yorkist Absolutism' will need to be defined: probably Edward IV's ability to do without parliament, his interference in the administration of justice and the oppression of the people by the great nobles will be a start.

22. A useful beginning might be the writings of Chaucer and the authors of Sir Gawain and Piers the Ploughman.

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DOCUMENT QUESTIONS

1. The Reign of Henry VIII: The Pilgrimage of Grace

- (a) Question type: Explanation of content.
- (i) 'Princess's affairs' refers to Princess Mary who had been excluded from the succession following the birth of Elizabeth. Her supporters such as Darcy hoped she would be re-instated. (2 marks)
- (ii) 'our Visitations' refers to the investigations of Cromwell's commissioners such as Layton and Legh into the moral and financial state of the religious houses. (2 marks)
- (b) Question type: Comparison of content.
- Aske (Doc.C) asserts that the abbeys gave out generous alms and hospitality but Henry (Doc. B) answers that most of them spent their income on immoral living and as they had so few inmates, little hospitality could be practised. Aske mentions the services and masses said in abbeys and the spiritual refreshment they provide but Henry replies that no houses which served God well have been suppressed. Aske also says the abbeys were a thing of beauty and a useful outlet for unwanted daughters, while Henry emphasises the wickedness and prodigality of the life-style in them. Maximum of 4 if there is no real comparison. Only 2 marks for an answer confined to one of the documents. (6 marks)
- (c) Question type: Evaluation of reliability.
- Documents D and E are both confessions made in 1537 where the rebels are likely to be trying to excuse their conduct. Doc. D suggests that the rumours about the closure of the parish churches, confiscation of their goods and other religious fears, motivated the commons and this is backed up to some extent by the opening of Doc. E. These rumours which affected the daily lives of the commons would have contributed to their joining the rebellion. Doc. D indicates that the lawless commons forced gentlemen to join, while Doc. E suggests the gentlemen paid the commons to take part and provided the leadership. Given the hierarchical nature of Tudor society the latter could be seen as more reliable, but the strength of feeling in the commons would be equally forceful. Motives may have varied from place to place. A good answer will depend more on the quality of the argument than on the conclusion reached. (7 marks)
- (d) Question type: Testing an assertion
- Doc.A suggests a religious motive - crucifixes - and political motives to curb royal power to tax. But it implies also that Cromwell is under attack as reform of the Privy Council is mentioned. Docs. B and C do not directly mention Cromwell, but as he was the architect of the dissolution, can be seen to involve his policies, which are vigorously attacked in Doc. C and defended in Doc. B which suggests they were a cause. Henry VIII defends his appointment of councillors who include Cromwell which in part supports the assertion. Doc. D does not mention Cromwell in any way and suggests other, more personal, motives while Doc. E sees Cromwell as the main target of the gentlemen. Other



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evidence comes from the Pontefract articles drawn up by the rebels which specifically named Cromwell, the low-born councillor, and attacked the dissolution and the centralising of government in London. But a wide range of other motives is also covered - e.g. dislike of enclosures, excessive entry fines and the Statute of Uses, and these could not be blamed on the royal minister. Answers confined entirely to either evidence from the documents or to other evidence cannot gain more than 5 marks. (8 marks)

2. The English Civil War: Radicalism in the Army

(a) Question type: Explanation of content.

- (i) 'excise' - purchase tax on a wide range of commodities introduced in 1643. Hated because it raised prices. (2 marks)
- (ii) 'tithes' - payments to the church, nominally one-tenth of produce or income. Long a source of dispute between clergy and laity. (2 marks)

(b) Question type: Comparison of content.

Baxter's description is much fuller and we may therefore expect more points to be extracted from it than from Peter's. The essential difference is that Peter regards the army as growing more 'religious' under the leadership of 'godly' commanders, whereas Baxter sees the soldiers as being misled by a minority of sectaries into religious and political radicalism. Candidates who fail to see this should not get more than 2 marks. Give credit for picking out key ideas or phrases - see lines 2-3, 6-8, 11, 16-17, and in Doc. C, 'blessed', 'godly and faithful', 'religious and spiritual'. (5 marks)

(c) Question type: Evaluation of reliability.

The focus should be on assessing the reliability of Doc. B and to this end it is necessary to identify the main points in it. Some credit can be given therefore for paraphrase of Doc. B - perhaps up to 3 marks. Although the question is targeted on evaluation, we must beware of dismissing entirely answers which are 'mere paraphrase', though equally credit for such answers must be limited. Edwards' first main point is that the army is full of 'Anabaptists and Enthusiasts', who want liberty of conscience. The only partial confirmation of this is in Doc. A, which agrees about the prevalence of Anabaptism, but disagrees about Independency. Edwards' other main point concerns attacks on the Lords and demands for equality; he argues that these will lead to anarchy. Doc. A (lines 11-14) also refers to hostility to the Lords and Doc. D confirms the existence of egalitarian views in the army. The demands in Doc. E are also examples of the sort of subversive demands Edwards has in mind, though none of them is specifically mentioned by him. Point-by-point comparison of this sort, confirming the accuracy of Edwards' description, can be given up to 5 marks, but a full evaluation will require attention to the hostile tone of Doc. B, which is shared by A but not by D or E. Note too that A attributes



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radicalism to a minority, whereas B claims it infects the whole army . (7 marks)

- (d) Question type: Testing an assertion
Document A supports the assertion, alluding to an 'intention to subvert both church and state'.. It also mentions that the radicals wished to 'master' or 'ruin' the king. Doc. B also supports it, identifying radical views in the army which will 'bring this kingdom to anarchy'. Doc. C, with its allusion to 'godly' commanders and a 'religious' army describes the sort of attitudes in the army which caused alarm - though the author himself approves of them. Docs. D and E - both radical sources - express opinions which were widely regarded as tending to social and political revolution. Overall therefore the documents support the assertion. Other evidence might include the rise of the agitators in the army, their adoption of Leveller views, other contributions to the Putney debates such as that of Colonel Rainborough, and, later, the Leveller mutinies. Answers devoted exclusively to either the documents or other evidence should be limited to 5 marks, but where both are discussed but with greater attention to one the ratio of marks can be 6:3.

(9 marks)



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3. Britain and the American Colonies: The Intolerable Acts

(a) Question type: explanation of content

- (i) 'blocking up the harbour of Boston' refers to the Boston Port Act (1774) which closed the port of Boston in retaliation for the Tea Party. (2 marks)
- (ii) 'an Act for extending the province of Quebec', generally known as the Quebec Act, which not only established self-government and toleration for Roman Catholics in Quebec, but also extended its boundaries to the Mississippi, thus preventing westward expansion by the American colonies. (2 marks)

(b) Question type: comparison of content.

The basic point is, of course, that Chatham opposed the Intolerable Acts, while Dartmouth saw them as essential for the preservation of the British government's authority in North America. This fundamental idea is worth 2 marks: the remainder go for explanation of the arguments presented. Chatham argues that the Intolerable Acts punish the innocent as well as the guilty and that no real effort has been made to punish the 'real offenders'. Dartmouth believes that radicals are spreading subversive ideas among the colonists and that if these ideas 'take root', the bond between the mother country and the colonies will be destroyed. He believes that the Intolerable Acts are now the only way to restore British authority in the face of 'actual disobedience'. (5 marks)

(c) Question type: evaluation of usefulness.

Document A presents three arguments: that the Americans are not able to offer military resistance, that self-interest will deter them from effective trade sanctions, and that the separate interests of the colonies will prevent them from uniting in resistance. None of the other three sources addresses directly these precise arguments. Document B, however, takes the view that it is important to retain the goodwill of the colonies, whereas A expects the colonists to be resentful but thinks their self-interest will outweigh this. Both Documents D and F support coercive measures and F explicitly contemplates the use of force. Thus both support the same policy as A but appear to expect greater resistance. F indeed refers to 'open rebellion', thus indicating that A had under-estimated the chances of colonial resistance. Thus all three documents suggest that St. John is somewhat



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optimistic in his assessment of the colonists' attitude, but D and F agree with him in supporting coercion. Document A is thus a useful indicator of the outlook underlying the adoption of the Intolerable Acts. Since four documents are involved, a rough and ready guide to marking would be to allocate 2 marks to each, but it is important to look for evaluation - paraphrase should not gain more than half the marks. (8 marks)

(d) Question type: testing an assertion.

There is plenty of evidence in the documents that the Acts were intended to subdue Massachusetts: for, example, the references in B and C to the closing of Boston Harbour (especially C, which describes it as a punishment); in D to rooting out ideas of independence and to restoring British authority and 'public peace and tranquillity'; and in E to 'cruel and oppressive Acts'. Document E is the main evidence that the Acts provoked resistance throughout the colonies - a decision by a Congress representing (nearly) all the colonies to cut off trade with Britain. Document F goes further and states that New England is in a 'state of rebellion'. Documents B and C can be used to show that this is exactly what the government's critics predicted. The most obvious way to bring in other evidence is to complete the story by referring to Lexington and Concord, the Second Continental Congress and the Declaration of Independence. Not more than 5 marks for answers confined exclusively to either the documents or to other evidence. (8 marks)



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4. THE EARLY INDUSTRIAL REVOLUTION - ENCLOSURE

(a) (i) 'The current of national improvement' relates to the forces behind the agrarian revolution. A comment to this effect could earn one mark. A relevant example on the application of science to soil improvement or a comment on one of the pioneers of change would earn the second. (2)

(a) (ii) 'come to their parish' relates to the 1662 Act which allowed relief to the poor only in the parish of birth. This meant that those who had migrated in good times could be returned to their original parish, if reduced to poverty. (2)

(b) Arthur Young's comments in Documents A and B are expressed forcefully against the inefficiency of the open fields. In respect of employment he makes his case by listing the activities required as hedging and ditching, tilling and sowing, transporting crops and hurdling for sheep. The backwardness of allowing land to remain fallow is also criticized, both because of the extent of fallow land as a proportion of the open fields and also because of the waste involved in allowing thistles to grow since the previous harvest. Cobbett, however, defends the waste land for slightly different reasons. This land feeds many of the villagers' animals, but he draws special attention to the vigour of children brought up in such open spaces, the alternative being unhealthy towns. The explanation of these attitudes lies partly in the background of their authors. Young was an avid supporter of new methods in farming, while Cobbett was so dismayed at the social effects of industrialisation on the young and the passing of the independent village labourer that he wanted to reverse the process of change. Good coverage on these lines could gain a high mark, but answers lacking explanation should receive no more than 4. (6)

(c) Most candidates will probably examine the documents in turn, but those who produce a thematic answer should be given credit for this more effective approach. On the issue of employment Arthur Young in Document A provides evidence of a considerable increase. However, Davies in Document C points out that this increase is of 'hirelings' at the expense of farmers who have been reduced to day-labourers. Davies also makes the point that landowners have made great profits for themselves from the efficiency gained by the engrossing of farms. Young in Document B also implies that the ending of fallows would bring better efficiency in farming methods. On the use of the waste Cobbett in Document E indicates the considerable economic productivity of the so-called waste, and on this matter Young in Document D agrees that the keeping of a cow on the waste enabled the poor to retain their economic status or to enhance it. This material is rather more difficult to handle than that of part (b), and generous credit should be made for any comparisons. (7)

(d) The thematic approach should again be rewarded in this answer. The main concern of Documents C, D and E is the poverty consequent on the loss of land by the lower classes, whether they be farmers, peasantry or the poor. Davies is concerned about the effect of this reduction of independence on their support for the state. This is an idea especially relevant in 1795 at a time of lower class repression during a war that was to prove expensive and lengthy. Cobbett was concerned with the 'health and vigour' of children brought up in the insanitary conditions of the new towns, which by 1813 were becoming as unhealthy as he insisted. in lines 44-46. This controversial but standard topic of children's health deserves a comment from candidates with reference to examples of industrial towns. The idea of 'vigour' is rather different when he refers to rural children as 'saucy and daring', but this



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idea of encouraging healthy independence in children was widely held at the time. Again, this is a complex question, which should be marked generously in terms of the ideas. No more than 5 marks should be given to an answer which uses only the set documents.

(8)

5. THE AGE OF REFORM 1832-46 - INCOME TAX 1842

(a) (i) 'The Corn Law' preserved the incomes of the landed classes artificially and was unpopular with the other classes. The original law of 1815 imposed a tariff on imported corn until the domestic price reached 80 shillings a quarter. The later sliding scale reduced the price which triggered the duty. The unpopularity of the Law is a significant point here and is worth a mark. Any other information about the Law or its effects should gain the second.

(2)

(a) (ii) 'The wild dreams of the Chartists' amounted to democracy in Britain, coupled with taxation of the upper classes in order to relieve the poor. Detail of the Chartists is not required for its own sake, but the second mark could be awarded for a comment on the Charter presented in 1842 or on the upper class fear and hostility to the movement.

(2)

(b) These arguments complement each other rather than indicate a contrast. Peel in Document A argues that the Income Tax is for the long term benefit not only of the country's commerce but also of those who will pay the tax. His aim was a revival of commerce and a reduction in the cost of living. Peel's view of national duty is also apparent, and he expects those who possess property to accept his appeal for 'sacrifice' by rejecting taxes on consumption which would have been the alternative to income tax. He hints at 'deficiency in the revenue', but it is Goulburn in Document B, who highlights the serious consequences of the 'gigantic' difficulties caused by debt. Document B therefore emphasizes the international repercussions on empire, trade and reputation abroad. In contrast to Peel, he also argued that the ministry had tried to avoid income tax, knowing how unpopular it would be. The material is fairly straightforward and proper coverage of the arguments should ensure a high mark.

(6)

(c) Greville's views in Documents D and F demonstrate quite different approaches to the reception of Peel's proposals. In Document D his predictions are definitely 'rash', in spite of his own qualifications, but there is a feeling of loyalist euphoria about his diary entry. Ten days later his reaction is more realistic and politically calculated. Melbourne's comments, though from a Whig, are quite telling. The effect of Whig opposition in uniting the Conservative party and the Chartists' ability to block any public meetings against the income tax are shrewd judgments. Cobden's comments in Document E indicate a different view of the effect of the income tax issue on Peel, but in political terms he makes a useful distinction between the hostile attitude of shopkeepers in southern towns and the subdued reaction in manufacturing districts. The dislike of Cobden, the manufacturer, for southern, 'genteel' shopkeepers is useful in evaluating his comments. There is a great deal of relevant material in the three documents, but they are not extensive. Discussion of all three documents is important for a good mark, as is some attempt at evaluation.

(7)

(d) Although only Documents C and G directly oppose income tax, the other documents give some help in reaching judgments on the quotation. It might be anticipated that a Whig leader, in part responsible for the budget deficit of 1841, would suggest alternatives to the income tax, but it was unrealistic of Lord John



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Russell in Document C to suggest that a deficit of £2,500,000 could be 'easily' found. Additional taxation could only come from taxing the lower classes, and this suggestion contrasts sharply with the public duty conviction of Peel. Candidates might use their knowledge of the context of 1842 to point out that this year, with its high level of unemployment, was the most serious phase of the 'Hungry Forties' and that Chartist agitation was about to enter a period of damage to industrial property. Russell's other argument relates to the 'inquisitorial' nature of the income tax, but his explanation seems to be little more than petty justification of tax-dodging. The Edinburgh Review takes the line that income tax can only be justified during war time. This had, of course, been the only other occasion when income tax had been levied. The description of the tax as 'confiscation' needs to be set alongside the Corn Laws, which protected landed incomes at the expense of the lower classes. The concern for 'commercial profits' seems a weak and unrealistic argument when compared with Peel's plans for a genuine expansion of commerce and for reducing the cost of living. The further evidence which candidates might like to introduce at this point relates especially to the reforms which were part of Peel's overall plan for reviving commerce. The reduction of import and export duties in 1842, and the later abolition of many, were in line with the arguments of Free Traders of the period and with Liberal Tory policies of the 1820s. Relevant argument should be the main criterion for marking, and answers which rely only on the evidence of the set documents should not receive more than 5 marks. (8)

6. UNEMPLOYMENT IN BRITAIN 1919-39 - THE UNEMPLOYED AND POLITICS

(Transitional
relief)

(a) 'Public Assistance Committees' were established when relief of the poor was taken over by local authorities in 1929. They were responsible for distribution of benefit. Differences in the treatment of the unemployed, essentially because of the different attitudes of Labour and Conservative councils, led to clashes with central government. One mark should be given for the identification and a second can be awarded for any other relevant detail or comment. (2)

(a) (ii) The 'economy measures of 1931' were the reductions in public service wages and benefits enforced by the National Government. The most contentious was the reduction of the unemployment benefit by ten per cent. It was this issue that split the Labour cabinet in August 1931 and brought down the ministry. Again, one mark can be given for the identification and a second for any other relevant detail or comment. (2)

(b) Both documents agree that the Labour party's attitude towards hunger marches was reluctant. The reasons for this reluctance, however, differ. Document B by Wal Hannington represents the views of a Communist who can be expected to be critical of the Labour party. Document D shows that the Jarrow council was Labour controlled and that the Mayor organised the march. Ellen Wilkinson, who led it, was herself a Labour M.P., but on the radical left. It should be clear to candidates that there was a wide difference between the official Labour party view and that of local activists. Hannington indicates that the official Labour view was to 'abstain from association' with hunger marches, although they were keen to make political capital out of any success won by marchers, in particular, the restoration of the 1931 cuts. Document D explains that both the TUC and the Labour Executive were reluctant to support hunger marches because it was felt that they were 'Communist-inspired'. Wilkinson clearly regards this official attitude as mistaken, as the Jarrow march was a march representing the whole community - 'from Bishop



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to businessman'. She also felt that the march might have had greater effect if the full support of the Labour party had been given. Selecting the relevant ideas and information from these long extracts is not straightforward, and good credit can be given for the points outlined above. (6)

(c) Superficially there is a contrast between the views of Documents A and C. Bakke emphasizes the passive attitude of the working man and the fear of weakening even the limited degree of security that has been achieved by 1933. He dismisses the disturbances that occasionally happen at demonstrations and marches and regards the publicity given to the violence as out of proportion. Even the numbers of demonstrators are small, as he shows by using examples from the whole of London and then from Greenwich. George Orwell writing four years later focusses on the NUWM, which had by then grown into the best known organisation providing assistance for the unemployed. He provides evidence of its activities in terms of stopping black-legging and legal advice. The reference to 'revolutionary' should allow candidates to conclude that it was Communist-inspired. However, Orwell does not give any clear idea of the extent of support for the organisation. Bakke's more neutral style is generally more convincing than Orwell's obvious sympathy for the members and efforts of the NUWM. This question is not straightforward and generous credit should be given to attempts at evaluation. (6)

(d) Answers will probably examine each document in turn and then introduce further evidence. However, more credit should be given to candidates who attempt a thematic approach. The lack of 'capacity for leadership' underlies Bakke's comments about demonstrations which turn into disturbances, the lack of response to the demonstration in Greenwich and the preference for debate over action. If the Labour party is interpreted as an example of working class leadership, it is clearly condemned as ineffective by Hannington for its failure to support hunger marches. Wilkinson also criticises the Labour leadership for not backing the Jarrow march. By the 'betrayal' of 1931 the leadership of the Labour party had been left demoralised and the small group of M.P.'s in the Commons was hampered by sheer lack of experience. It was also hampered by splits, notably the defection of the I.L.P. in 1932. Stronger signs of leadership were noticeable in local government where the example of Herbert Morrison in the L.C.C. could be added to that of Ellen Wilkinson in Jarrow. The T.U.C. under the influence of Citrine and Bevin remained cautious after the experience of the General Strike and preferred compromise with the employers. 'Talent for organization' is illustrated especially by the hunger marches. Hannington, as the originator of the idea, tends to exaggerate their importance, but Wilkinson certainly demonstrates the non-political nature of the well organised Jarrow march. Orwell supports his own idea by reference to the penny-a-week subscription and his comments on legal advice. The effectiveness of unemployed workers' occupational clubs in certain regions of the country lends some support to Orwell, but the general unwillingness to accept the transference of labour and the passivity suggested by Bakke reflect some disagreement, too. (9)



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ESSAY QUESTIONS

7. Why did England 'drift into civil war' during the 1450s?

The phrase comes from D.M. Loades, *Politics and the Nation*. It is probable that only the best candidates will make much of the notion of 'drift'. Most will see it as a question simply on the causes of the 'Wars of the Roses'. A number of themes seem fairly obvious: the incompetence (and, at times, madness) of Henry VI; the discontent and ambition of Richard of York; the role of the Nevilles and of Margaret of Anjou; the effects of the long minority of Henry VI, followed by defeat in the war against France; the growth of bastard feudalism. How these ideas are organised and analysed will vary, but the key requirements for a good mark (16 and above) are (a) that the emphasis should be on analysis rather than narrative; (b) that the analysis should be multi-causal; (c) that it should be supported by good factual evidence. Answers which match up to all three of these requirements will probably gain 19+ marks. The notion of 'drift' seems to be mainly associated with the weakness of Henry VI: a stronger king, it might be argued, would have had a better grip on affairs and arrested the drift.

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8. 'The consequences of Edward IV's marriage to Elizabeth Woodville showed that it was a grave mistake.' Discuss this view.

The most obvious consequences are to be found in the events of 1469-71, and they clearly support the view that the marriage was a mistake. However, candidates who get no further than this will only qualify for a 'pass' grade (10-12). For higher marks they should go on to outline and assess the importance of the factional jealousies focused on the Woodvilles during the remainder of Edward's reign and, most importantly, in the reign of Richard III. It is arguable that the greatest weakness of the monarchy on Edward's death - one which undermined much of what he had achieved - was the jealousy between Richard and the Woodvilles. It is this longer perspective which will allow candidates to make something of the word 'grave'. Answers which successfully provide this longer perspective should be awarded marks of 16 or above. Good answers should also explain why Edward married Elizabeth Woodville and consider the idea that it was an attempt to assert his independence from the Nevilles; so viewed, it was not mistaken in aim. Answers which combine the longer perspective and the defence of the motives for the marriage could well gain marks in the highest brackets.



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9. How successfully did Henry VII overcome in the course of his reign the problems brought about by the violence of his accession to the throne?

For a successful answer candidates must first consider what these problems were: a doubtful claim to throne, Yorkist opposition, a monarchy apparently at the mercy of noble factions and the underlying political instability of the time. From this it follows that many aspects of Henry's reign can be made relevant. Two aspects, however, are particularly important, and their absence would make it difficult to award more than 12 marks: Henry's measures to secure his position in 1485-6 (marriage to Elizabeth of York, etc.) and the pretenders. The other most obvious themes are the strengthening of the monarchy by improving its finances and tackling the problems of law and order.

Foreign affairs could also be brought in, but would have to be clearly tied to the question (e.g. securing recognition and thus strengthening the Tudor monarchy; depriving pretenders of foreign support). The relevance of the argument and the range of the material should enable examiners to determine which level to assign answers to.

10. How justified was the opinion of those people in the first half of the sixteenth century who condemned enclosure as an evil?

A variant on the theme of the pros and cons of enclosure. Candidates will first need to identify the arguments against enclosure: depopulation, increased vagrancy, weakening of the base for the militia, the moral argument against greed. Candidates who get no further, i.e. simply put the case against enclosure, will rarely get beyond 10-12. Two lines of argument can be pursued in further discussion: consideration of the validity of the arguments against enclosure (e.g. enclosure and depopulation were more limited than contemporaries believed; vagrancy was more the result of population growth); and arguments in favour of enclosure (e.g. it was often carried out for sound agricultural or estate-management reasons - hence the difficulty of curbing it). Another possible line of argument is that the critics of enclosure had chosen the wrong target: the real problem was the rise in population and prices. The best answers will be those which consider the question from a number of the angles suggested. Weaker ones will be more limited in scope and will often fail to convey the full complexity of the subject.



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11. 'His final failure in 1529 should not blind us to the skill with which Wolsey had conducted foreign policy for most of his career.' Discuss this assessment.

For many candidates the difficulty about questions on Wolsey's foreign policy is accurate recall of the complicated factual detail, so accurate knowledge of detail should be well regarded. Essentially this is a straightforward request for an evaluation of Wolsey's conduct of foreign affairs. We should expect reasonably comprehensive coverage: omission of any major aspect (the French war of 1512-14, the Treaty of Noyon, the Treaty of London, the Field of the Cloth of Gold, the French war of 1522-25, the League of Cognac and the war against Charles V in 1528) will limit the mark awarded, though it would still be possible to reach 15 marks for an essay which omitted one or two of them. A narrative approach would be valid provided the material is used as the basis for judgments of the appropriateness of Wolsey's aims and methods. Candidates need not necessarily agree that he was skilful. Some, for example, may argue that the war against France (1522-25) was misconceived because it was not in England's interests, while others may argue that Henry should be blamed and Wolsey praised for postponing war as long as he could. Good credit should be given for well-supported assessment; factual information for its own sake is worth only a pass grade.

12. Compare the success of Thomas Wolsey with that of Thomas Cromwell in tackling the financial problems which confronted them.

The essence of the question is comparison, so an essay exclusively about one or the other cannot gain more than 9 marks. The main factual information likely to be advanced is the introduction of the subsidy in 1513, the forced loan of 1522, the subsidy of 1523, the Amicable Grant, the acquisition of revenues from the Church, especially the monasteries, and the system of revenue courts established by Cromwell. An essay describing most of these with little explicit assessment could gain up to 12 marks. For higher marks the focus must be on evaluation of success and comparison. The best answers will put their assessment in a wider context, e.g. referring to the disappearance of most of the revenue courts in the reigns of Edward VI and Mary, or to the dissipation of the wealth gained from the monastic lands.

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13. 'The advance of the New Learning in England was both helped and hindered by the progress of the Reformation.' Consider this opinion.

Cultural questions are very much a minority choice and reasonably well-informed attempts at this should be well rewarded. It is in their nature that they are likely to attract a rather more generalised approach than the political questions. We should expect an answer to this question to refer to a number of the leading intellectual and religious figures of the age: Erasmus, Colet, More and Cranmer are perhaps the most obvious. Candidates are likely to have more success in arguing that the progress of the Reformation helped the New Learning: clearly some of its ideas were also the inspiration of the reformers. Some good answers may make the distinction between the desire for reform and renewal in the church and the Reformation as it developed politically in England. Some will see in the fate of More a check to the advance of humanism, but apart from that the first real check to the advance of either the New Learning or the Reformation came in Mary's reign. Although the question focuses on both 'helped' and 'hindered', it is not really a two part question, and it is not sensible to allocate marks between the two concepts, though for high marks both must be considered.

14. How serious and widespread was the opposition to the religious reforms of the 1530s?

A starred question and therefore likely to produce relatively few answers. Only limited credit (up to 10 marks) can be given for description of the religious reforms themselves, though there must be some reference to them to explain what there was opposition to. Most answers will probably focus primarily on the Pilgrimage of Grace, though many will point out that the motives of the rebels were only partially religious - an idea for which they should be given credit. Credit should also be given for reference to More the Nun of Kent and the Carthusians. Good answers could examine why there was less overt opposition than might have been expected - fear of Henry's power, perhaps, or approval of what he was doing?



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- 15 How valid is it to regard the reigns of Edward VI and Mary I as years of unbroken crisis?

The averaged candidate is likely to see this in terms of an account of the 'big' issues of the two reigns. Religion will obviously figure prominently, with description of rapid changes in one direction and then the other. Rebellions will probably also attract the attention of many candidates, as will social discontent (enclosures). Debasement of the coinage, the succession problem in 1553 and the Spanish marriage are other relevant matters. All these can be used to show that this brief period produced a lot of divisive and unpopular policies - and hence was arguably a period of crisis. This rather straightforward approach can gain a good mark (up to the 15-17 range if there is a good deal of accurate detail). The best marks, however, should go to those candidates who concentrate on the words 'unbroken crisis' - probably to dispute its appropriateness: this approach, with good analysis and factual knowledge, can gain 19+ marks.

16. Why did the gap between rich and poor widen in the period 1550 to 1650?

A minority choice and to be marked generously if there is evidence of genuine understanding. The best answers (19+ marks) will explain why both the rich got richer and the poor got poorer, but a good answer (up to 15 marks, possibly into the 16-18 bracket) could be written by concentrating on one of these aspects. Themes to be credited include population growth, leading to surplus labour and pressure on land and other resources; the price rise; and falling real wages (give particular credit for knowledge of indices of labourers' wages). In considering the rich, candidates may refer to improved estate management, the raising of rents and the spread of agricultural innovations. For marks above 16, one would hope to see some understanding of the inter-relation of the various factors involved - e.g. population growth linked to the price rise and the connection of both with the growing polarization of society in this period.



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17. How far do you agree that Elizabeth I's foreign policy between 1558 and 1585 served England's best interests?

Many candidates are likely to adopt a narrative approach, and a good answer on these lines could reach the 13-15 level, depending on the accuracy and breadth of the narrative. If the narrative is explicitly used to underpin relevant judgments, the answer could go into the 16-18 bracket. The period set is long and complicated and we should not expect coverage of every detail. One would, however, expect reference to most of the following: the Franco-Scottish threat at the beginning of the reign; the changing relationship with Philip from 1568; 1572 (outbreak of Dutch Revolt, Massacre of St. Bartholomew); the development of the Dutch situation in the 1570s; and the events leading to open intervention in the Netherlands in 1585. The more analytical approach needed for higher marks will give greater attention to identifying 'England's best interests' (e.g. protection of Elizabeth against rival claimants, avoidance of war, maintenance of religious stability and preservation of the protestant settlement). They may then analyse events into themes - relation with Scotland, Philip II, the Dutch Revolt, etc.

18. Examine the view that the role and nature of Parliament changed little in the reign of Elizabeth I.

Very much an analytical question, but some candidates may respond with an account of the main Elizabethan sessions. This could produce answers in the 10-12 band - even the 13-15 band if some attempt is made to relate the information to the terms of the question. Good answers (16 upwards if carried out reasonably well) will address such issues as: relations between crown and parliament; functions of parliament (e.g. finance, legislation); free speech; role of Lords and Commons; growth in membership of the Commons; role of the so-called Puritan choir. The question is intended to elicit discussion of post-Neale views of parliament, but a well-argued answer suggesting that parliament became more conscious of its power and more difficult to manage is equally able to gain good marks. Since the question is about change, credit can also be given for points about the Henrician and Jacobean parliament (to provide reference points for comparison).



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19. Assess the strengths and weaknesses of the Church of England at the end of the reign of Elizabeth I

The focus must be on the end of the reign, but material can be drawn from earlier parts of the reign to show how the church had developed, or indeed from James I's reign (the Millenary Petition and the Hampton Court Conference would be obvious examples). Perhaps the most obvious theme is Puritanism: how far had Whitgift succeeded in reducing the problem? Were the Puritans subdued or merely quiescent? Discussion of this could involve both strengths (emergence of a genuinely national church) and weaknesses (continuing tensions within it). Another important theme is the financial problems of the church, and linked with it is the problem of the quality of the clergy. It would be legitimate to discuss the Catholics, arguing that their survival was a weakness of the church. Good answers (16+ marks) should analyse both strengths and weaknesses. Concentration on weaknesses alone would limit the final mark to the 13-15 band. Similarly, an answer framed exclusively in terms of puritanism would be limited and would be unlikely to gain more than 15 unless it were very well handled.

20. Account for the cultural diversity and vitality of Elizabethan England.

Good answers (in the 19+ range) will need to meet two criteria. First, they must write knowledgeably ^{about} two or (preferably) more branches of the arts in the period, since the question is partly about cultural diversity. Secondly, they must offer some discussion of reasons for the extraordinary cultural flowering we associate with Elizabethan England. Such explanation might refer to the role of the court and its association with popular culture, or to the role of patronage by those who prospered. Answers along the lines, 'This was a period of cultural diversity and vitality because it produced Shakespeare, Marlowe, Byrd, etc., etc.,' can gain sound marks (normally 13-15, but, if very well done, 16-18), provided they show reasonable knowledge of more than one branch of the arts, but not more than 12 if they concentrate very largely on one branch only. Some candidates attempt questions such as this out of what appears to be desperation: their vagueness makes them easy to identify and they should not pass.



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21. How far were James I's financial problems of his own making?

The two most obvious explanations for James I's financial difficulties are his extravagance and the structural weaknesses of seventeenth-century royal finance. This question invites candidates to examine these and strike a balance between them. Candidates should also be rewarded for consideration of the attempts made by James and his ministers to overcome his difficulties, e.g. impositions, the Great Farm, the Great Contract, the Cockayne project, the work of Cranfield. Those who take their cue solely from the words used in the question and confine their answers to examining James's extravagance can at best reach pass level (10-12). Those who concentrate exclusively on structural problems (less likely) should be rewarded at the same level. It is likely, however, that the majority will recognise the two aspects of the question, and they should be rewarded according to the breadth and detail of the material they advance and their success in weaving it into a convincing argument. We need not require exhaustive coverage for the highest marks: there is a lot of material and candidates can be selective in its use. We should, however, expect a range of ideas on both sides of the question together with good supporting detail. Another possible line of approach is to consider how far parliament was responsible.

22. 'Charles I's decision in 1629 to govern without parliament was a justifiable reaction to its behaviour since his accession.' Discuss this view.

The material is clearly defined by the question: Charles's relations with parliament between 1625 and 1629. Good factual knowledge of the detail of this period, presented in narrative form, can be rewarded up to the pass level. Answers which use this narrative effectively to support the view expressed in the question can go up to the 13-15 range, but for higher marks one would expect candidates to focus on the word 'justifiable'. The nub of the question is whether the responsibility for the breakdown of relations between king and parliament lies with the king or with his opponents in parliament. To answer this effectively, the better answers will consider the case on either side and use the factual material selectively to support the argument rather than as a narrative. Good answers may also make two other points: that it is questionable how far there was an 'opposition' in parliament, and that it open to debate whether Charles 'decided' in 1629 to govern without parliament.



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23. Why did the Long Parliament's attempts, from 1640 to 1642, to resolve England's political and religious problems fail?

Since this is a starred question, there are likely to be relatively few answers. A reasonably accurate narrative of the period will earn a pass mark (10-12). The key word in the question is 'why': for a mark of 13 or above, candidates must propose some arguments directed towards this. An essentially narrative answer which uses the material intermittently, or perhaps in the conclusion, to address the question 'why' could gain 13-15, while higher marks will go to those who focus closely upon causation. Thus the real credit should go to discussion of explanations such as the mutual mistrust of Charles and Pym, the incompatibility of Root and Branch religious aims with the views of people like Hyde and Falkland, the effects of the Irish Rebellion and of Charles's attempt to arrest the five MPs. A good answer need not confine itself to the years 1640-42: the roots of the mistrust of Charles, for example, lie in the 1630s. Material from outside the set period needs, however, to be shown to be relevant.

24. 'Dictated by Protestant zeal.' 'Directed to the promotion of English commerce.' Which is the better explanation of Cromwell's foreign policy?

For good marks (16+) one expects an analysis of both of the suggested aims in relation to the foreign policies Cromwell actually pursued. The most obviously 'Protestant' policies are the attempt to build a protestant alliance of north European states, the war against Spain and the Vaudois episode. Of these, however, the first two brought trading gains as well - a commercial treaty with Sweden and the capture of Jamaica. Commercial gains from the peace with the Dutch and the Portuguese trade treaty should also be noted. The best answers will probably suggest that the alternatives suggested are not incompatible.

Answers which present the information in narrative form will normally be allotted to the 10-12 or 13-15 bands, depending on how much comment on religious and commercial aims is offered. An answer which concentrates exclusively on either commercial or religious aims will rarely get beyond 10-12. Likewise, a restricted factual basis (e.g. omission of the Spanish war) would be a weakness which would point towards a maximum of 10-12.



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26. 'His guiding principle was to maintain close relations with Louis XIV.' Discuss this view of Charles II's foreign policy.

The question is about the aims of foreign policy. For good marks an analytical approach is required, together with a good factual basis. For marks in the bands above 16 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 attract a mark of 16 or more. 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 them would limit the mark (usually) to 15. Failure to consider alternative explanations of Charles's aims other than the one offered in the question would also limit the mark to 15. A narrative with only occasional reference to aims should be marked at 10-12.

27. Assess the strengths and weaknesses of the Stuart monarchy at the end of the reign of Charles II

The focus must be, as the question requires, on 1685. It is hard to see how candidates could adopt a narrative approach, though there might be some narrative of the last few years of the reign. It is expected, however, that answers will attempt an analysis in the terms suggested by the question. Most candidates should group their ideas under the two headings of strengths and weaknesses. Strengths are perhaps more obvious: financial stability, a defeated and demoralised Whig party, a secure succession for James, control over borough elections and thus over parliament, the support of the church. Some answers may go further and discuss the reasons for the alliance of the landowning classes, the church and the monarchy (e.g. fear of civil war or social breakdown) and this sort of argument should be well rewarded. Weaker candidates may find more difficulty in identifying weaknesses; the most obvious is the heir - even though exclusion had been defeated. More perceptive answers will discuss the dependence of the strength of the monarchy on retaining the support of the Tories and the church. Although narrative is inappropriate, supporting material can be drawn from the period from the exclusion crisis to 1685 and use could also be made of James's reign, particularly to show the limits of the monarchy's strength.



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27. How fundamental were the political and constitutional changes made by the Revolution Settlement, 1689-94?

The first requirement is to identify the changes. The basic factual material comprises the Bill of Rights, the Mutiny Act, the financial changes following the Revolution (including the foundation of the Bank of England) and the Triennial Act. The Toleration Act may be accepted but candidates should not be penalised for excluding it on the grounds that it is about religion. This factual material may be presented chronologically and can, with appropriate comments, earn up to 15 marks. The approach outlined is, however, rather narrow, concentrating largely on what was laid down in statute. For higher marks one looks for discussion of issues such as the royal prerogative; the relationship between crown and parliament; the significance of the fact that parliament determined the succession; royal finance; the judiciary; the army. Good credit should be given to discussion of how far these changes amounted to a real diminution of the power of the crown. The highest marks (19+) should go to attempts to relate the material to wider questions of the nature of the monarchy (divine right based on hereditary succession or parliamentary monarchy based on the social contract).

28. Assess the influence of Queen Anne on the politics of her reign.

The basic material comprises the relations between Anne, Sarah Churchill, Marlborough and Godolphin; the rise of Abigail Masham; the overthrow of the Whigs in 1710; Anne's relations with Harley and Bolingbroke; and her attitude to the succession question at the end of the reign. A narrative of these with limited assessment could gain 10-15 marks, depending on its accuracy and completeness, while a good explanation of them with a clear focus on Anne herself could gain 16-18. Other aspects which should gain credit are Anne's character and her views, particularly about the Church. Combined with features identified previously, these aspects could bring the answer into the 16-18 bracket. The best answers (19+) will be those which most explicitly address the requirement to assess: this might involve setting Anne's actions in the context of a discussion of the political strength of the monarchy in the early 18th century and/or discussion of the influence of other factors in bringing about political change (e.g. the bitterness of party conflict in the period).



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29. 'England was a much more prosperous country in 1714 than at the Restoration.' How and why did this come about?

This is likely to find few takers, and it should be easy to identify those who know enough to write sensibly about the question. The main themes to be examined are agricultural innovation, developments in mining and manufacturing, and the expansion of trade (particularly overseas trade to the Americas and the Far East). Among the reasons which might be suggested are the development of the colonies, the Navigation Acts, the stimulus given to overseas trade by war, the stimulus to innovation provided by interest in science, falling food prices and the rising demand for manufactured goods. Although the question asks how and why, it will be difficult in practice to separate the two and for that reason no specific allocation of marks is suggested. However, answers which pay little or no attention to 'why' should be limited to 15 marks. Otherwise, the main criteria for marking are the range of material and the quality of the supporting material.

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30. To what extent did the power of the monarchy decline in the period from 1714 to 1760?

The long period covered by this question means that a narrative approach is unlikely. The main requirement is an explanation of the contrast between 1714 and 1760 and the most straightforward method is to identify some important trends in the period. The personalities of the Hanoverians are relevant and some discussion of the difficulties caused by their foreign origins, especially in the period to 1742, would be useful. The attempt by George III to revive royal power emphasizes the significance of the individual monarch. Equally important is the political outcome of the Hanoverian succession in 1714, which gave a near monopoly of power to the Whigs. The factional divisions within the Whigs and the development of the Leicester House group were no substitute for an alternative party. The development of Cabinet government under a 'prime minister' like Walpole continued to undermine the effective use of royal power. Discussion of these themes could earn a mark in the 16-18 band, while answers which are restricted to one would probably come into the 10-12 band. Answers which identify and discuss historiographical trends should be given plenty of credit.

31. 'A loyal minister, both to the Hanoverian dynasty and to his country.' Assess this view of Walpole.

What lies behind this question is the need for candidates to make some form of judgment about both the motives and the policies of Walpole. They should be used to evaluating these aspects of his rule, but they will be less familiar with the notion of Walpole as 'loyal'. The scope of the question is broad, as both his service before 1721 and his foreign policy can be made relevant. Two major issues are the way he brought about domestic political stability by pursuing the Jacobites and the Tories unremittingly, and then achieved rising prosperity through his peaceful foreign policy and the expansion of trade. Good candidates, however, should recognise that what was good for the Hanoverians was also good for the Whigs, and thus for Walpole. His early ambition and his later hanging on to office should not be neglected. Any sound judgments should be rewarded, but the answers which set his self-serving motives alongside the benefits of his policies for both dynasty and country could score well. This sort of argument should achieve the 16-18 band. It is possible for answers to deny his loyalty and to emphasize aspects of his career like his reliance on corrupt methods. This approach could also score highly. The candidate who tackles the question in a descriptive or narrative way, relying on occasional comment, is likely to gain no more than a mark in the 10-12 band.

32. Explain the causes of Anglo-French rivalry in America from 1714 to 1763.

The underlying cause of Anglo-French rivalry was the desire for trade, together with the assumption that developed by mid-century that only one state could be master of North America. The situation in 1714 was composed of the already established colonies on the eastern sea-board, together with the interest in Newfoundland granted in the Utrecht settlement. A good answer could be based on the subsequent widening of British aims, especially with the impetus of the War of the Austrian Succession and the Seven Years' War. Relevant aspects of the wars can be used, as long as they explain how the clash between Britain and France intensified. The expansionist aims of France were significant in the 1740s and 1750s, and it could be argued that British policies were a reaction to the actions of



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men like Dupleix. At the same time, the role of the City and of pressure groups in the Commons are also relevant. In the latter stages of answers one can expect that the decisive role of Pitt in personifying the struggle with France will figure quite highly. A chronological approach which explains the gradual expansion of British objectives could reach the 16-18 band, while the more narrative type of account would be more likely to reach only as far as the 10-12 band.

33. Compare the achievements of Robert Clive and Warren Hastings in expanding British influence over India.

This topic will probably attract few candidates in spite of its significance in the development of the Empire and the eighteenth century fascination for the oriental. For a good answer a candidate should be able to explain the trading importance of the East India Company and its part in the British economy. For both Clive and Hastings the immediate task was to defeat the claims of the French, first in the 1750s by acquiring Bengal during the Seven Years' War and then in the 1770s by expanding British control over central India. With the progressive weakening of Indian power, Indian resistance was both divided and spasmodic, and European domination of Indian affairs had become more or less inevitable by the time of Hastings. In terms of comparison, Clive's achievements relate especially to the rescue of the British position after its near collapse in 1756, while Hastings had to deal with the revival of French power during British setbacks in the War of American Independence. The personal problems of both men in acquiring wealth and influence are also relevant. Some attempt at comparison is necessary for a mark in the 16-18 band, but the work of the two men is essentially complementary.

34. To what extent were the political problems of George III between 1760 and 1770 of his own making?

The problems George III dealt with over these years include his desire to end the Seven Years' War, the controversy over the peace treaty of 1763, his support for the inexperienced Bute, the treatment of the American colonies and his reaction to the challenge of Wilkes. The real problem that faced him, however, was much deeper and represents a clash between his interpretation of the 1688 constitution and the Whigs' concern to retain power in their hands. An examination of the situation facing George III in 1760, together with an assessment of the basic problems which affected his ministries to 1770 could gain a mark in the 13-15 band. A deeper analysis of the political ideas of the King and of the reasons for the disintegration of the Whigs after 1761 could achieve a mark in the higher bands. It is to be hoped that answers will indicate the extent of George III's responsibility for these changes, and attempts to do so should be given good credit.

*** 35. Account for the increasing speed of industrialisation in Britain during the eighteenth century?**

An assessment of the changes in the main industries during the century is likely to be the basic approach to this question. Details of topics like inventions and inventors in the cotton industry, technical change in the iron smelting process or in the production of pottery, and the development of canals in particular localities like Birmingham can all be made relevant. On the subject of 'speed' it is enough for answers to show that the main changes came in the later part of the century. A fairly detailed survey of two or three industries would be acceptable, but the breadth of industrial change at that time means that coverage of iron, coal, textiles and



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transport is important. A broadly based answer on industrial change could gain marks up to the 16-18 band. Further discussion of key matters like investment, the profits of foreign trade and the role of the landed proprietor in promoting industry give the opportunity for the top bands.

- * 36 'An ocean apart.' How far do this phrase explain the diverging economic, social and political aims of Britain and her American colonists in the eighteenth century?

Answers should pay some attention to the demand for the economic, social and political aspects of this question, as they are deliberately identified. Material can be taken from any part of the period from 1714 to 1783, but the bulk of material will probably deal with the post-1763 period. The economic divergence relates especially to the contrast between the period of neglect of the colonies before 1756 and the attempt to exert stricter controls after the Treaty of Paris. The social divergence is rather more general, but relates to the increasing maturity and self-confidence of the colonies. The political divergence comes at a later stage, starting with the growth of American radicalism in the 1760's and culminating with the demand for independence in 1776. Detail from the War of Independence can also be made relevant. The significance of the quotation needs some explanation, as it could allow candidates to explain the misunderstandings and neglect that occurred. General accounts of the breakdown of relations between Britain and her colonies should not be over-rewarded and probably belong to the 10-12 band. Chronologically developed answers with relevant comment, however, could reach the 13-15 band.

37. How successfully did the Church of England fulfil its responsibilities during the eighteenth century?

The reference to 'responsibilities' should prompt candidates to direct their answers towards discussion of the Church's duties to the lower classes in the age of population growth and industrialisation. The Church's weakness was particularly noticeable with regard to the shortage of church accommodation and clergy in the expanding towns of the Midlands and the North. The areas of rural industry like Cornwall and South Wales were also neglected. This is not an essay on Methodism, but comments on the success of Wesley and his supporters would, of course, be relevant and would serve to emphasize the Church's failure. More difficult ideas, but ones which could earn higher marks, include the Church's identification with the values of the landed gentry and the predominance of the 'hunting' parson. Failure should not be over-emphasized, because the strength of the Church in small towns and villages remained. This question has not appeared before and good credit can be given for attempts to develop basic argument.

38. Discuss the impact of the French Revolution on British political life from 1789 to 1802.

This question, by contrast, is a well tested topic, and well prepared candidates should welcome it. The impact of the French Revolution can be identified in four main phases. The first started with the welcome given by Fox and his Whigs to the ideas of liberty and was followed by the mistaken assumption by Pitt that France was a spent force in European politics. The second relates to the doubts summed up by Burke and realised in the September massacres and in the outbreak of war in 1793. The years from 1794 to 1797 represented Pitt's attempts to destroy lower



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class reform movements in the name of a patriotic war against France, and the final phase resulted from the French encouragement of the Irish radical movement, which led to the 1800 Act of Union. Answers need not be quite so systematic, but reasonable coverage of these phases gain a mark in the 16-18 band. Discussion in some depth of the effect of revolutionary ideas on British radicals such as Hardy, Tooke and Paine would earn a mark in the top bands.

- * 39 How significant for Britain's social and economic advance in the period from c.1780 to c.1830 were changes in transport?

This is a fairly straightforward question, which depends firstly on a good basic knowledge of changes in transport. Improvement in the turnpike system accelerated during this period and the network was virtually complete by 1830. The canal represents the new form of bulk transport, and the 'mania' of the 1780s gave a huge boost to industry. The emergence of industrial towns like Birmingham and the Potteries was dependent on canals, and there could be plenty of scope for local references in this respect. Railways are also relevant, especially in the north east, and the start of the age of steam should be considered acceptable. Reference to the expansion of coastal shipping could also be made relevant to the expansion of trade. For a mark in the 13-15 band the details need to be made properly relevant to social and economic 'advance'. In economic terms industrial prosperity can be linked to the idea of the first industrial nation and to success in the wars against France. In social terms the rise of the middle classes and the 'condition of England' question could be discussed quite effectively. Such ideas could earn a mark in the top bands.

40. 'The pilot who weathered the storm.' How far would you agree with this judgment on Pitt's conduct of the wars against France from 1793 to 1806?

The more obvious themes on the 'pilot' are Pitt's reliance on coalitions, Britain's financial strength, the repulse of French invasion attempts, the naval successes from the Glorious First of June to Trafalgar, and the military failures in Flanders and the West Indies. An outline answer on these lines might gain a mark in the 13-15 band. For a fuller judgment and for the higher marks candidates should include assessment of broader ideas related to 'the storm' like the unexpected impact of the French armies, the remarkable skill of their generals, and the failure of Britain's allies. An element of comparison with Pitt's successors would also be helpful in demonstrating that Pitt's coalition policy continued from 1812 and was ultimately responsible for success.

41. What were the most important principles which guided the conduct of British foreign policy from 1812-1830?

The principles require some analysis in depth, but it is unlikely that many answers will adopt a completely analytical approach. Those who do should be given full credit for this more ambitious style of answer. The more likely approach to this usually popular topic will probably focus on Castlereagh and Canning and emphasize their personal approach to the conduct of foreign policy. Although a mark up to the 13-15 band can be achieved in this way, the question really demands emphasis on the principles predominating throughout these years. For the whole period concern for the balance of power was paramount. This is evident in the very expensive war against France to 1815 and in the subsequent peace settlement. It lies behind the fear of the Holy Alliance and of Russia, in particular. The importance of British trade is also an important principle. The peace settlement expanded the



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British Empire and secured vital trade routes. The concern for the Iberian peninsula and for the independence of Spanish America, and the interest in the Eastern Mediterranean also stem from the same principle. The concern to aid the development of liberalism in Europe is perhaps less important, but this principle underlies the 1820 State Paper and the eventual breaking of the Congress System.

42. 'The Arch-Mediocrity.' Does Lord Liverpool deserve greater credit for his domestic achievements as Prime Minister from 1812 to 1827?

For this question on Liverpool candidates can legitimately give emphasis to the personal aspects. This, like the previous question, is a popular topic and it is likely that it will be a popular question. A biographical approach with relevant comment on the success or otherwise of his policies could gain a mark in the 13-15 band, but for higher marks the achievements of Liverpool need to be set in the broader political, social, and economic context of the time. Major themes include victory over France, the repression of the post-war period, the more productive period of the Liberal Tories and the quality of the Prime Minister's leadership over a long period. Sound judgment on these themes could earn a mark in the 16-18 band or above. Criticism of Liverpool can be expected for the actions and policies of the post-war period, but equally candidates could argue that the government's duty was to keep order during an unavoidable post-war recession. The quality of the argument, rather than its nature, should determine the mark. Answers which rely on narratives of 'discontent' will be difficult to pass, but those which focus on Tory leadership generally as well as Liverpool can be given good credit.

- * 43. To what extent, and with what effects, was the Tory party transformed in the ten years after its defeat over the 1832 Reform Act?

This question is based on the work of Peel in the early period of his leadership of the Tory party. Aspects related to 'extent' which are worth discussing include his realistic acceptance of the Reform Act and of some of the Whig reforms, the Tamworth Manifesto and his first ministry, his rebuilding of the party under the name of Conservative and his reluctance to take power until 1841. The effect of the transformation relates to his victory in the 1841 election and to his first year in office. Some balance is expected between the 'extent' and the 'effects', but candidates are not expected to give the two parts of the question parity of treatment. Plenty of credit should be given for the basic material, since this period lacks the bulk of detail that candidates usually possess on the period from 1841 to 1846.

44. 'Dominated by personalities not principles' How far is this an accurate assessment of British domestic politics in the period 1846-65?

This period certainly has a fair share of interesting political personalities and candidates could lay the foundation of a good answer by outlining the importance of men like Peel, Palmerston, Russell, Gladstone, Bright and Disraeli. By contrast, after the crisis of 1846 political parties were rather fluid. The move of Gladstone from right to left typifies what happened to the Peelites, while Palmerston's views on domestic policy became steadily more conservative. The Conservatives suffered severely from the loss of the Peelites and after their acceptance of free trade could not be identified with either class or principle. The re-foundation of the Liberal party in 1859 as a broad coalition with the Radicals is another example of politics in a state of flux. Some coverage of both aspects of the quotation is important for a mark in the 16-18 band, but it is legitimate for candidates to write more about personalities than principles.



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45. Why did the mistrust between Britain and Russia after 1830 culminate in war in 1854?

The limits of the question are clearly set by the dates, and this should encourage candidates to think in terms of the principles of Palmerston's foreign policy. Concern for the balance of power and for the expansion of British trade are prominent underlying causes, alongside the general suspicion of Tsarist autocracy which coloured public opinion in this period. The first clash between Britain and Russia came over the ambitions of Russia with regard to domination of the Straits from 1833 to 1841. Support for the Ottoman Empire, in spite of its weaknesses, therefore became a long term policy. The second phase dates from Russian aggression towards the Ottoman Empire, culminating in Sinope. The nature of the Aberdeen coalition and the way it drifted into war could also be discussed. Good coverage of the period and relevant discussion of the underlying causes is needed for a mark in the higher bands, while the detailed but less analytical approach could reach into the 13-15 band.

46. Assess the social and political consequences to 1914 of the expansion of the public education system in England and Wales from 1833 to 1902.

The length of period involved in this question will mean that depth of detail is not essential. Emphasis in marking should be given to consequences, and general accounts, especially those that discuss causes, should be treated carefully. The landmarks of the topic are the first grants for education in 1833, the 1870 Act and the 1902 Act. Other important features include the Newcastle Report, the 1880 Act and the 1889 Technical Education Act. A good account of the landmarks with comment on their immediate achievements could earn a mark in the 13-15 band. Some emphasis on the political consequences is required for higher marks and comment on the controversies surrounding education reform in the 1840s, the 1870s and the post-1902 years deserves credit. Social consequences relate especially to the effectiveness of education and of the 'ladder of opportunity' that began to emerge with compulsory and free education. Perceptive candidates might comment on the limited opportunities for technical and secondary education and on the financial implications of expansion.

47. 'Free Trade benefited all classes in Britain.' How far do you agree with this view of the period from 1846 to 1873?

The benefits of Free Trade are sometimes quite well known in general terms but lack the backing of specific detail. In covering quite a wide period extensive depth of detail is not to be expected, but for a high mark the candidate should have made some effort to include some illustrative detail. In terms of 'classes' the middling answer will probably rely on the simple analysis of upper, middle and lower class. A comment on all three should be expected for an answer which aspires to the 16-18 band. However, it is to be hoped that candidates will think in rather more sophisticated terms in their description of classes. For the landed classes the predicted ruin following the repeal of the Corn Laws did not happen and their rents remained high enough for them to continue in prosperity. The Rosebery rent-roll, for example, was £100,000 p.a. The agricultural labourers did not suffer seriously, although emigration to urban areas continued rapidly. The manufacturers gained considerably from Peel's measures and this helped Britain to become the 'workshop of the world'. Trade leaped dramatically during the 1850s, benefitting shipping and insurance. The industrial workers enjoyed rising wages and more steady employment, while urban growth in places like the Lancashire cotton towns and



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Birmingham was rapid. For all classes the 'age of equipoise' was marked by a new social harmony, as working class movements like Chartism gave way to the New Model Unions.

48. To what extent did Disraeli succeed in restoring the political fortunes of the Conservative party from 1865 to 1880?

This question is likely to be popular, although it does not explicitly refer to domestic or foreign matters. **Simple descriptive accounts of Disraeli's achievements should be normally restricted to the 10-12 band, leaving higher bands for those answers which use the material more effectively in terms of reviving his party.** Coverage of the 1865-68 period is important for setting out Disraeli's ambitions for his party and himself, even if the party was unsuccessful in gaining power. Targeting the respectable working classes and those somewhat above them was eventually to be a successful objective. Disraeli's success to 1868 had ensured some credibility for the Conservative party, even if the 1868 election had been lost. The revival after 1872 on the basis of the Crystal Palace programme and with the new party organisation led to success in the 1874 election. Both domestic and foreign policy can be used to show how the Conservatives gained long term support from middle class supporters, but the miscalculation of the 1880 election, resulting in a serious defeat, deserves comment, too. Answers can legitimately include comment on the long term effects of Disraeli's achievements as long as they continue to give a perspective on the question.

49. Assess the effectiveness of the attempts of successive British governments from 1886 to 1914 to deal with the problems of Ireland.

Some credit can be given for identifying the problems of Ireland in 1886, especially as this was a significant year in terms of Home Rule, Ulster and the state of the Liberal party. The changing nature of the problems to 1914 deserves comment, since the land problem had been dealt with satisfactorily through land purchase, and the political problem had been heightened after 1911 by the more extreme views of Sinn Fein and the Ulster Unionists. Where candidates employ a rather narrative approach to Irish events the mark should not exceed the 13-15 band. For higher marks some proper assessment of British policy is essential. For the early part of the period it might be on the lines of Gladstone's well-meaning conversion to Home Rule which ended in frustration at the hands of the House of Lords in 1893. From 1911 it could be a discussion of Asquith's ineffectiveness, although his task was made nearly impossible by the intransigence of both sides. An answer which deals with only one part of the period should not go beyond the 8-9 band.

50. How far were Britain's fundamental interests challenged by the Boers in the ten years before the outbreak of the Boer War (1899-1902)?

The rather narrow focus of the period requires some depth of detail for a good answer. Material before 1889, however, can be made relevant as long as it is properly related to a 'fundamental interest' like the location of Cape Colony and revenge for Majuba. The strategic importance of South Africa was increasingly important with the growth of competing navies and with Britain's isolation in the 1890s. The 'All Red Route' from the Cape to Cairo also represented a plan for the strategic domination of Africa. In addition, the surge of support for imperialism at the same time reinforced the expansion of colonial activity, which had led to the Scramble for Africa. The economic importance of the gold of the Transvaal was a further interest, since the industry was dominated by the British. The necessary detail for a good answer is like to focus on relations with Kruger and the Transvaal,



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from the Jameson Raid of 1895 to Milner's 'Helots dispatch' and the decision by Transvaal to attack the Cape. For the high bands answers must concentrate on Britain's 'interests', but more general attempts at discussing Anglo-Boer relations in this period can reach the 13-15 band.

51. Why and how did Britain's relationship with Germany change from harmony in 1890 to hostility in 1914?

Details of Anglo-German relations should be well known by the serious candidate, and we ought to be able to expect proper attention to the reasons for the declining relations between the two countries. A chronological approach combining both 'why' and 'how' is quite acceptable, given the length of the period involved and the way that the relationship changed with events. The 'harmony' of the years around 1890 should be explained, and this was maintained until the Kruger Telegram. The importance of Germany's 'World Policy' which created serious naval and imperial rivalry with Britain is a major theme to 1914. A closer relationship with France is the second theme. The Entente Cordiale became the basis of British foreign policy under Grey because of German hostility, as can be illustrated by the Moroccan crises. Detailed analysis of the crisis of 1914 is not expected but any comments on the importance of the balance of power would be relevant here. Answers which develop the main themes should gain a mark in the 16-18 band, or higher. Narrative answers which concentrate on 'how' should not go above the 10-12 band.

52. Discuss the view that Lloyd George was 'the inspiration behind the successes of the Liberals from 1906 to 1914.'

This question is not so straightforward as the more usual form of question on the causes of the Liberal reforms. Surveys of the reforms and no more should gain a mark no higher than the 8-9 band, as reference to other policies, such as industrial conciliation and reaction to suffragette demands, is important for proper coverage of the question. A biographical approach, which deals with Lloyd George's successes from Old Age Pensions to National Insurance, could reach the 13-15 band, but what is really required is an assessment of Lloyd George's influence alongside other leaders of the New Liberalism and in contrast to Leaders like Asquith and the other driving forces of Liberalism in the early twentieth century.

53. To what extent were Britain's war aims in the First World War achieved in the peace settlement (1919-23)?

This is the first time that this question has appeared, and marking should be correspondingly more generous to attempts at argument. However, candidates ought to be able to discuss the terms of the peace settlement and the gains made by Britain with some reference to war aims. The question is complicated a little by the changing nature of the war. In 1914 the issue was Belgian independence, but by 1915 the aims had expanded to include economic control of parts of the Ottoman Empire and the restoration of Serbia. By 1917 the destruction of German naval power and her colonial empire had been added, and in 1918 Wilson's Fourteen Points appeared, although never officially endorsed by Britain. A competent survey of British gains with relevant comment should gain a mark in the 13-15 band, while discussion of ideas like the post-war balance of power should give a higher mark.



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54. 'The Liberals were responsible for their own decline after 1918'. How far do you agree with this view?

The quotation presumes that the quality of Liberal leadership and the nature of their policies brought about decline. Discussion of the rift between Lloyd George and Asquith and of the lower class loss of confidence in the Lloyd George coalition by 1921 should, therefore, receive good credit. The failure of the policies of reconstruction and the growth in unemployment are relevant in this respect. Discussion of the reasons for the rise of the Labour party's share of the vote at the elections from 1918 to 1929 is an alternative cause for Liberal decline. Coupled with this is the penalising effect of the electoral system on a party with a broad spread of votes but lacking a class base. Answers which omit the Labour element should not really go above the 10-12 band. The question includes the thirties, but detailed consideration of this decade is not so important as the earlier period, as the party political scene was clouded by the appearance of the National Government.

55. Assess the achievements between 1921 and 1935 of Ramsay MacDonald as party leader and as prime minister.

This question on MacDonald is not completely straightforward, as it requires comment on MacDonald as party leader as well as Prime Minister. Those answers which ignore 'party leader' should not gain marks above the 13-15 band. There is no need for candidates to treat the two aspects separately, and it is likely that answers will follow a fairly chronological approach. As party leader the career of MacDonald is one of descending unpopularity after his re-entry in the House of Commons in 1921. In 1923 his election campaign was criticized, and in 1924 even his Cabinet selection was attacked by Labour radicals. Discussion of his strategy for the party is important in this period. Dissatisfaction with his leadership surfaced again at the time of the General Strike and over unemployment in 1929-30. His rejection by the party in 1931 and his subsequent vilification should be well known to all candidates. As Prime Minister he enjoyed popularity among moderates, in both Labour ministries and during the National Government, and his legislative achievements, though few, can be credited in this respect.

- * 56. To what extent did Britain experience an economic revival from 1933 to 1939?

The most obvious area of revival to discuss is represented by the new industries. The motor car and the electrical industry expanded considerably during the period after 1932 as a result of cheaper prices and middle class prosperity. On the other hand, the old staple industries experienced only a modest recovery, and some areas of the country remained locked into depression. Recognition that the recovery was regional is important for a good mark, and this idea should be expanded with relevant examples from across the country. The housing boom after 1934 was evident on the ground in most areas of Britain, although particularly in the south east, but slum clearance had started in some industrial conurbations. Rearmament at the end of the decade helped to revive heavy industry in the depressed areas. The quality of argument will depend on the candidate's balancing of economic activity in the regions. Lack of balance would normally prevent an answer from reaching the 13-15 band.



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57. With what justification can the pre-war policies adopted by Baldwin and Chamberlain towards Nazi Germany be defended?

This is likely to be a popular question, and its wording should present no difficulties for well prepared candidates. Baldwin's passive appeasement from 1933 can be more easily justified, as the mood of the nation appeared to one of near pacifism and as the dangers from aggressive Nazism were not fully apparent by 1937. On the other hand, the counter argument is that this was the period when Hitler's aggression in the Rhineland could have been halted by a resolute defence of the Versailles Treaty and by effective rearmament. Chamberlain's more active form of appeasement appeared to many to be less justifiable because it culminated in the humiliation of Munich and the sacrifice of Czechoslovakia. Alternatively, Chamberlain accelerated rearmament sufficiently to gain an extra year and enabled the RAF to save Britain from invasion in 1940. The change of policy in March 1939 is also important to do justice to Chamberlain. Some appreciation of both sides of the argument are necessary to gain a mark in the 13-15 band, but there should be no hesitation in awarding a high mark to a well argued answer.

58. Examine the significance of the Royal Air Force in helping to achieve victory in the Second World War.

Candidates might assume that this is a comparative question and introduce discussion of the achievements of other arms in bringing about victory by 1945. Alternatively, answers can be devoted entirely to the RAF. The main constraint in the wording is the emphasis 'victory'. Coverage should, therefore, relate mainly to the second part of the war rather than to the period of defence during the early years. The main achievement of the RAF was the strategic bomber offensive against Germany, and it is to be hoped that candidates will discuss the controversy surrounding the effectiveness of this policy and will comment on disputed tactics such as area bombing. Its role in supporting ground forces was also very significant in helping to win successes in North Africa, Italy, and France. Detailed discussion of these ideas could score a mark in the 16-18 band. For the comparative approach the navy's importance was largely in keeping sea-lanes open and in defeating German submarines, while the argument for the army was that there was no substitute for land battles in defeating Germany and Japan. A sound conclusion in this respect would be that all three arms were complementary and essential. Balanced coverage with accurate detail could earn a mark in the 16-18 band.

59. 'Given the circumstances of post-war Britain the achievements of the Labour ministry of 1945-50 were remarkable.' How far do you agree with this view?

The main areas for discussion should be Labour's policies of nationalisation and the programme of social welfare reforms. The question requires some form of assessment, and reference should be made to the financial difficulties facing Britain at the end of the Second World War. Comment on these difficulties is important for a mark in the 16-18 level. Agreement with the quotation will represent the conventional opinion, but some assessment of particular reforms would be helpful in establishing the quality of the candidate's judgment. Argument based on Corelli Barnett's 'The Audit of War' would be interesting to read and could possibly be justified. Answers restricted to accounts of 'The Welfare State' should be limited to marks in the 10-12 level. The question does not prevent reference to overseas affairs, and some credit can be given for these.



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60. How and why did opportunities for leisure and holidays change from 1945 to 1964?

Questions on this syllabus topic are not often attempted, and candidates sometimes find the span of ideas and the length of period difficult to cope with. Examiners should, therefore, be generous in crediting ideas, treating the 'how' and the 'why' as roughly equal in weighting. The reasons for change should include comment on the increasing prosperity after 1955, which led to both greater time for leisure and a higher disposable family income. In addition, the lower cost of equipment and technology gave the great majority of the population access to television, radio, film and music. The outcome was the boom in motoring for all classes, the emergence of a 'youth culture' based on popular music, the novelties of the television age, and the continuing interest in an increasing number of sports. On the subject of holidays the most significant development was in air transport and the start of package holidays on the Mediterranean coast. Nevertheless, the fifties were one of the great periods of prosperity for British resorts. Coverage of both aspects of the question should be ensured before the award of a mark in the 13-15 band, but some development on the aspects outlined above could gain a mark in the 16-18 band or above.

61. 'In spite of the loss of Empire Britain was still a Great Power in 1964.' How justified is this view?

There will, again, be few takers for this question which spans the whole syllabus topic. There is little alternative to the analytical approach, simply because of the considerable adjustments in British power over the period. The effect of the loss of Empire in both Asia and Africa is important for discussion, but candidates might argue that the transformation of an Empire, which had become a liability by 1945, into the Commonwealth of Nations might possibly have increased Britain's world influence. The loss of the Middle East by 1957, after the humiliation of the Suez Affair was damaging, as was Britain's post-war economic decline and her rejection by the EEC. On the other hand, Britain's role in UNO, her special relationship with the USA and her possession of the H Bomb allowed her to retain some international eminence. Agreement with the quotation is not necessary and whether Britain was still a great power will depend on the quality of a candidate's argument. all relevant attempts should be rewarded generously and any reasonable coverage of ideas could gain marks in the 16-18 band.



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English Social and Economic History from c.1750 to 1973

The 'mark bands for essays' scheme will be applied generally, in conjunction with the notes on individual questions which follow.

For *Q1* see the mark scheme for 9020/2-5 *Q4*

For *Q2* see the mark scheme for 9020/2-5 *Q6*

Section A

- Q3* Candidates need to show knowledge of the post-war depression in agriculture with the subsequent effect on farm labourers coupled with the ending of the domestic system in the textile trades which meant the loss of a second income for agricultural labourers.

Better candidates will be aware of the capitalisation and reorganisation taking place on large farms at this time, reducing the amount of labour required. Relevant reference to the Brenner debate and the work of R C Allen, E L Jones or G E Mingay would be useful.

- Q4* A clear outline of the Act is required, particularly regarding the treatment of fit (i.e. able-bodied) people seeking relief, and the stress laid upon the responsibility of the individual for the support of himself and his family. Against this background must be added the frequently occurring problem of trade depressions which were particularly prevalent in the towns of the industrial north and led to short time working or temporary unemployment.

Knowledge of local variations in the application of the Poor Law in the North should be well regarded as should mention of Oastler's work at the time and the special circumstances created in Lancashire as a result of the American Civil War and the scarcity of cotton. Reference to the books of M A Crowther or A Digby should be well rewarded.

- Q5* Candidates must show an understanding that the freeing of trade by Britain, as well as the United States, France and other European countries in the mid-Victorian decades, allowed goods to move relatively freely without tariff barriers and gave countries the ability to increase their incomes by exporting to Britain and thereby to earn currency to finance increased imports from Britain. However, candidates need to demonstrate that there were other factors that stimulated economic growth such as gold discoveries in Australia and the USA which increased the world supply of money, the emergence of new markets and increasing British overseas investment.

Better candidates will question the 'rapid economic growth' due to Free Trade because it was also a period of rising prices. Perhaps reference will be made to NFR Crafts.



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- Q6** An appreciation of the effects of urbanisation on the ability of consumers to have easy access to the producers of many of their main articles of consumption (particularly food) is the starting point - and the 'knock-on' effect that this urbanisation had on retail distribution.
- A more developed answer will show the switch from small specialist shopkeepers in the first half of the century to the larger more general shopkeeper, stocking a wider range of goods in the second half of the century and the growth of the multiple stores and department stores towards the end of the century.
- The best answers will distinguish between changes in rural and urban areas and question the speed of the 'Retail Revolution' nationally.
- Q7** A low level answer will simply describe the movement from rural areas to urban areas, particularly where there were factories and mines or ports, outlining the pull factors (employment; high wages) and the push factors (rural poverty; seasonal work).
- More detailed answers will highlight the comparatively short distances moved by most people to the towns and will view the consequences as rather open ended, but all relevant answers will focus on aspects of urban expansion such as a higher death rate, infant mortality and more disease, but also will appreciate that eventually this internal migration brought about social and political reform.
- Q8** As far as the causation aspect of this question is concerned, an understanding of the prosperity of Britain in the 1850s is required pointing to the mass of savings seek safe and profitable investment. The comparative financial success of much of the railway development up to this time also ought to be mentioned. The special needs of banking which required stability at this time together with the existence of many provincial stock exchanges by the 1840s were additional causal factors.
- The consequences appear to be more self-evident such as the establishment of a channel for savings and a source of capital for industrial expansion.
- Better answers will stress that the extension of limited liability did not lead to a rush to form new companies and the chief beneficiaries appear to be political clubs and Temperance Halls until the end of the nineteenth century.
- Q9** A basic answer will show the link between trade depressions and the popularity of Chartism together with the belief held by many workers that if they had control of the parliamentary system new laws improving living and working conditions would be passed.



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More sophisticated answers will explore the regional variations in the popularity of Chartism quoting from one or more of the local studies that exist and perhaps even questioning the popularity of Chartism referring to Stedman Jones's work and subsequent critiques.

- Q10* Many approaches are possible and each must be judged on its own merit. Answers could focus on wage rates or the influence of religion. Others could quote the example given by Queen Victoria, the middle class emphasis on the family and the lack of divorce.

Better answers will incorporate a combination of these factors and many will question the underlying proposition about stability. Some may refer to R A Church's work.

- Q11* All answers should define the 'Great Depression' concept showing knowledge of falling prices, slower export growth and a depressed agricultural sector together with Saul's attack on the 'myth'.

Better answers will look more closely at prices, exports and agriculture - perhaps referring to F M L Thompson's work on agriculture at this time - and demonstrating that the economic changes of the 1873-96 period were less dramatic but more complex than the 'Great Depression' label would suggest.

- Q12* Inevitably most answers will concentrate on the period from the 1880s onwards, as before this time most papers were locally produced and sold. Candidates who go back to the small but influential radical press at the beginning of the nineteenth century led by Cobbett and strongly denouncing the ruling classes will be well rewarded.

It is important that answers focus on the social and economic importance of the growth of the press to obtain high marks. Good answers will point to the impact of advertising, mass circulation and the power it gave to the 'press lords', and cheaper newspapers and therefore a wider readership arising out of technological improvements.

- Q13* Candidates must show knowledge of the major aspects of public health improvements from the 1848 Public Health Act onwards and weaker answers will not get far beyond a description of these improvements.

Better answers will question the main thrust of the quotation pointing out that many of the Acts only allowed rather than compelled improvements. Some will be able to give local examples of good practice - (e.g. Joseph Chamberlain in Birmingham) - others may cite how many councils refused to use the powers given to them because they did not wish to



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increase local rates. They may well focus on the work of Chadwick and Dr John Simon, or perhaps quote from F B Smith's 'The People's Health'.

- Q14* An understanding of the refusal of the skilled unions to extend their benefits to the unskilled ought to preface any answer - together with a mention of the unsuccessful attempts made at organising the unskilled in the 1870s - notably by Joseph Arch with the agricultural labourers.

A clear explanation for the reasons for growth must be given in an analytical manner for a good answer - rather than a long narration on the Dock Strike and the Match Girls Strike. Such reasons will include the growth of socialism and industrial militancy, a tendency to look to parliamentary and municipal action to solve workers' problems, and the unexpected success of some of the early strikes of the unskilled in the late 1880s. Reference to Hobsbawm and Pelling should be rewarded.

Section B

- Q15* This is an open ended question and the phrase 'economic performance' needs a careful definition in any answer. If the focus is to be on internal matters, the government's control of the coal and railway industries needs to be examined together with the system of regulating the supply of materials, improved book-keeping systems, the use of new machinery purchased from the USA, improved methods of production and the 'dilution' agreements, all aimed at ensuring an adequate supply of munitions and other essential goods.

If the external economic performance is the main focus then attention must be drawn to the loss of markets and the Corn Production Act of 1917. Good answers may well refer to the work of A S Milward.

- Q16* Any reasonable answer to this question must define the 'recovery' referred to in the quotation. Inevitably this will focus on the electrical, cement and motor industries to a large extent with possible mention of the growing service industry sector.

Good answers will point to the geographical variations in unemployment levels and the close correlation existing between areas of high employment and developing industry and the depressed areas and declining industry. From this it is easy to see that the idea of 'recovery' varied from region to region. Better candidates will mention the 1934 Special Areas Act and similar measures which attempted to overcome high unemployment in the depressed areas and thereby offer a balanced answer.



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- Q17* Weaker answers will simply give an account of the main features of British agriculture in the period referring to various acts and the booms and slumps experienced by the industry.

Better answers will offer an analysis of the causes of the fluctuations highlighting world conditions and the particular problems resulting from the Second World War. Others will discuss the different forms of government assistance offered linked to the varying attitudes of the political parties towards agriculture.

For a complete answer the Agricultural Marketing Acts of 1931 and 1933 together with the Agricultural Acts of 1947, 1957 and 1967 need to be analysed to show why the fortunes of British agriculture fluctuated.

- Q18* If the abandonment of the Gold Standard is chosen a brief account of the working of the system prior to the First World War is required together with an explanation of the difficulties of maintaining the system from 1914 onwards. The new measures taken to offset the adverse effects of the abandonment, especially the setting up of the Exchange Equalisation Account constitute the turning point and therefore need careful consideration but a good candidate will probably see the abandonment as inevitable after considering the overall effects.

Candidates considering the end of free trade also need to trace the gradual movement away from free trade going back at least as far as the First World War and detailing the Ottawa Conference of 1932 and the Import Duties Act of the same year. Good answers will then give an analytical consideration of the effects of the ending of free trade in 1932, probably also seeing it as an inevitable progression, dictated by world events rather than a major turning point.

- Q19* Weaker answers will simply identify the main points of the two reports without any real attempt to link this to the subsequent development of primary and secondary education. Better answers will focus on those areas where the two reports coincide concerning primary and secondary education. These will include an insistence of a break at 11 years between primary and secondary education, a belief in the tri-partite system, and the perceived accuracy of assessing the future educational potential of children at 11 years. From here, answers should go on to demonstrate how these ideas affected future educational developments, particularly as embodied in the 1944 Education Act.

The best candidates might point to the Spens Report's total rejection of the 'comprehensive' idea for secondary education together with the emphasis given to the importance of external examinations.



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- Q20* The first requirement of this question is to outline the birth rate changes in Britain from 1945-73, highlighting the 'baby boom' of the immediate post-war period and the slower subsequent birth rate increase achieved after the trough of 1950. Candidates should also mention the boost to the overall population given by post-war immigration and the gradual increase in the expectation of life.

Having discussed the population changes, candidates need to consider the effects of the new family allowance system in particular as well as other welfare benefits aimed at boosting family finances and the increasingly favourable taxation regime for families. The steady decrease in infant mortality due to improving medical facilities could be mentioned and the best answers will undoubtedly question Beveridge's statement, pointing out that an increase in the rate of reproduction would have happened anyway after the Second World War ended.

- Q21* Inevitably changes in British society during the Second World War will be described and care must be taken to ensure that such changes can be ascribed to the war itself. These will include the many married women at work in the factories, the shake-up in family life with fathers in the forces and some children evacuated perhaps exacerbated by a loss of housing due to bombing, a general social levelling due to rationing and wage and salary controls and the general relaxation of trade union rules.

More discerning answers will question the permanence of these changes and point to the differences that existed between urban and rural areas perhaps quoting sources such as Marwick and Calder.

- Q22* A starting point would be the social and economic liberation of women brought about by the Second World War when they were required to fill the gaps left by the men serving in the forces. Mention must also be made of the effects of equal educational opportunities available for girls particularly after the 1944 Education Act, and the appearance of more women in the professions and politics after 1945.

Better answers will point to the increased availability of birth control which led to smaller families, the trend towards more compact houses and the proliferation of domestic labour saving devices all of which allowed women more time to follow a career. At the same time the labour market looked more favourably on employing women but only on lower rates of pay. Such attitudes together with the Equal Pay Act of 1970 and the promise of an Equal Opportunities Commission in 1973 gave an added stimulus to the feminist movement.

- Q23* Weaker answers will simply give a long account of the various financial crises experienced in Britain from 1945-1973 brought about by the unfavourable balance of payments situation



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in this period. These will include the sterling crisis of 1947 and the devaluation crises of 1949 and 1967.

Better answers will address the consequences of these crises by considering the 'stop/go' effect they had on the British economy and the limiting effect on various government's freedom of action in the economic sphere. Some candidates may even question the proposition that the problem always existed, pointing to the 1953-55 period, for instance.

- Q24** The starting point for any answer must be the 'Employment Policy' White Paper of 1944 committing government to a policy of full employment in the future and which led to the Distribution of Industry Act in 1945 which ensured active government involvement in the creation of employment opportunities.

The immediate post war labour shortages, particularly of skilled labour, made full employment a reality and better candidates will be able to point to the Local Employment Acts of 1960, 1963 and 1970 as well as the National Plan of 1965, the Industrial Development Act 1966 and the Industry Act 1972 as further factors influencing employment opportunities. The highest marks will be awarded to answers offering an analytical approach to the question.

- Q25** The answers received may well simply list the achievements of the 1964-1970 Labour Governments, hence care must be taken to ensure that genuine social achievements are discussed. These will include the lowering of the age of majority from 21 years to 18 years, Divorce Reform, action on Race Relations, the legalising of Abortion, the abolition of the death penalty, the spread of comprehensive education and equal pay.

Better answers will show how these various measures were genuine social achievements as they were reacting to a genuine social need and tried to improve things.

- Q26** This is a somewhat open ended question and can be attempted in a variety of ways. The key point to examine is the diminution of class differences in the period 1914-73 and an obvious focus is the effects of the two world wars together with growing affluence amongst the middle and working class and a concerted attempt over the period to bring about greater equality through the taxation system which has often been heavily weighted against the upper classes. Educational reforms would also be a fruitful areas to examine.

Whatever area is examined and discussed, the better answers will have a balanced account based on genuine historical evidence and perhaps referring to the work of Marwick.



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Q 1 Document Question

- (a) (i), (ii) 1 mark for a broadly correct answer.
2 marks for a fuller, accurate answer.
- (iii) 1 mark for a correct answer, even though in outline.
- (i) Only part of 1850 Compromise which favoured South was a more draconian version of 1793 Act. In practice it proved to be unenforceable as Northern authorities either would not or could not act on its provisions in the face of hostile local opinion.
- (ii) Any reference to the controversies surrounding status of territories acquired from Mexico will score. Clay and Douglas steered through Congress the 1850 Compromise measures.
- (iii) Refers specifically to the Supreme Court's majority decision in Dred Scott v Sandford in 1857 which decreed that there was a constitutional right to slavery in all US territories regardless of local opinion or Congressional enactments.
- (b) 1 mark - a mere summary of extracts
2 marks - some degree of understanding shown
3 marks - some sensible comparisons being made and question more fully answered
4 marks - relates extracts to the wider context and a deeper understanding shown
5 marks - a high level of knowledge and comprehension shown and an individual viewpoint argued convincingly
6 marks - shows convincing powers of expression and analysis.

Credit should be given for skilful handling

Starting point should be to state what charges against Lincoln and Republicans were. Douglas in B states that Lincoln wishes to prohibit slavery in territories, as a first step to extinguishing it. The Crescent in D asserts that the Republicans' aim was to establish "absolute tyranny" over the South and its "subjugation and complete ruin of her social, political and industrial institutions". The next step is to see what light A and C shed on these charges. In A Lincoln admits historical opposition to any extension of slavery to the Territories and implies acquiescence in the institution of slavery. In B the Republican Party states three propositions which rest uneasily together.



1. Man's natural state is liberty.
2. Every state should be free to control its own domestic institutions (i.e. slavery should exist, but the free states should not be compelled to hand over fugitive slaves)
3. Congress should ban slavery in the Territories.

Hence there is agreement on one point, slavery in the territories, not in the others raised in B and D.

- (c) (i)
- | | |
|-----------|-------------------------------|
| 1 mark - | only basic points made |
| 2 marks - | deeper knowledge displayed |
| 3 marks - | shows fuller details |
| 4 marks - | skill in analysis of question |

The Crescent's views were extreme but reflected a large opinion in the Lower South. They were written a week after Lincoln's election and immediately after South Carolina's secession. As such there is a knee-jerk reaction here. The less hysterical secessionist view that the South has now no alternatives but to go its own way was to carry the day in all states except Missouri and Maryland.

- (ii)
- | | |
|-----------|-------------------------|
| 1 mark - | broadly correct answer |
| 2 marks - | fuller, accurate answer |

There were those who like Stephens (later Vice-President of the Confederacy) saw secession as leading to war and disaster, and a large Unionist minority in Georgia, Virginia and North Carolina who urged that the South wait for overtly hostile acts by Lincoln before breaking up the Union.

- (d) Awareness of and statement of revisionist school which argued that war could have been avoided by compromise and conciliation scores 4 marks to 6 depending on skill shown in presenting argument. Mere repetitions of extracts without reference to other sources, 3 marks at most. 7 - 8 marks for a well argued assessment of revisionist position.

Q 2 What arguments were advanced by the Anti-Federalists and why was the 1787 Constitution ratified despite these arguments?

The two parts of the question merit equal marks. Candidates should state who were the anti-Federalists, where they were strong, what arguments they used and why they failed. Many famous men were against the Constitution e.g. Patrick Henry, and the Governors of New York and Virginia. Debtors and small farmers had strong opposition to it. A variety of arguments were used, all reflecting fear of centralised power - a new tyranny; the federal taxing power was oppressive; the Presidential office would have too much



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authority, the House with 65 members was too small to represent various interests. The main argument was the absence of a Bill of Rights. They failed because their opponents had Washington and Franklin's prestige, better organising ability, the advantage of a clear cut programme, and the absence of clear-cut alternatives, since few believed Confederation could continue. Virginia and New York were the decisive states. In the former, Madison's promise to have a Bill of Rights inserted turned the tide, in New York, Hamilton's persistence, organising ability and the Federalist Papers turned the day. A bare pass answer will be little more than a narrative with some valid points. Satisfactory answers will clearly confront the question, in a relevant manner. A high quality answer will have better quality material used in a skilful manner.

Q 3 To what extent were the policies of Hamilton and the Federalists to 1801 consistent with the spirit of the Constitution?

Answers which deal exclusively with Hamilton's policies merit only 10 - 12 marks at most. For marks up to 16 there must be discussion of what the "spirit of the Constitution" entailed. Such key points as a republican form of government, federalism, separation of powers, checks and balances, limited government should all be mentioned. Better candidates will be able to cite from the document and/or intellectual antecedents such as Locke, Montesquieu, Blackstone. If this framework is established, then discussion of Hamilton's policies is straightforward; the tariff, a National Bank, etc. Two points which require discussion are first, was Hamilton's élitism, and mistrust of the "swinish multitude" consistent with the democratic assumptions of a Constitution founded on a popular revolt and the idea of the sovereignty of the people? Secondly, was the National Bank consistent with the "necessary and proper" goals of the Constitution or not allowed by its provisions (as Jefferson argued)? This anticipates the never ending clash between narrow and broad interpretations of the text. A bare pass will be little more than some basic points of the above. A satisfactory answer will be relevant, discuss at least in outline the spirit of the Constitution and have better material. Good answers will have most (though not all) of the above points, be always relevant and present a well argued conclusion to the question posed.

Q 4 How far did the administrations of Jefferson and Madison succeed in upholding Republican principles in the field of foreign policy?

A simple narration of US foreign policy from 1801 to 1817 scores 12 marks at best. To secure satisfactory (13 - 15) marks or good (16+) marks there has to be a reasoned discussion relevant to and confronting the question.

"Republican principles" have to be defined clearly although different interpretations are possible. A narrow view is it means Jefferson stated sympathy for ideals of the French Revolution and the Rights of Man, a broader view is that it means simply the enduring



national interests of the new Republic, its survival as a nation and assertion of its trading, strategic and other interests. In practice Jefferson modified his stated views with neutrality in the Anglo-French wars his aim, and the Louisiana purchase from France a piece of brilliant opportunism. The longstanding US grievance over British and French but particularly the former's interference with US maritime rights led via the Embargo Act, non-Intercourse Act, and Macon's Bill No 2, to the war of 1812. Though this led to limited military success and arguably a defeat, it did result in US status as a truly independent nation being fully vindicated, hence its description as "The Second War for Independence". It is essential to define and measure what constituted success in foreign policy, but survival as a sovereign state, a large increase in territory, and population, with successfully maintained neutrality for all but two years, all lead to the conclusion that US policy did succeed. Pass answers at low level will simply give a narrative, satisfactory answers will differentiate between Jefferson and Madison's policies and discuss "Republican principles" and "success"; good answers will show control over a complex mass of material and mount a well argued case.

Q 5 Why did party political conflict intensify in the 1820s and 1830s?

This should not be treated as simply the standard Jackson question and this approach can only merit at best 12 marks. The starting point should be the rapid changes in US society, which led to the fall of the Virginia oligarchy which had dominated US presidency from 1789 to 1821. Mass immigration after 1815 coincided with a lowering on abolition of suffrage qualifications. The West led the way and by 1830 most states had universal manhood suffrage. Presidential electors came to be decided by popular vote instead of state legislatures, Presidential candidates were decided by national conventions rather than congressional caucuses. In 1824 only 26.5% of adult white males voted, in 1828 (Jackson's victorious year) it was 56.3% and by 1840 78%. Hence a more democratic and populist agenda appeared on the American scene. Here should follow the main themes of Jacksonian democracy, a crude majoritarian populism, a levelling up rather than down, the spoils system, the attack on privileges ranging from private monopolies to the Bank of the United States, and a greater equality of dress and manners commented on by foreign observers. Jackson's policies naturally resulted in fierce opposition and a realignment of the party system into the Jacksonian (Democrats) and Anti-Jacksonian (National Republicans - Whigs). The language of politics changed and intensified with Jackson's supporters being named donkeys, defiantly adopted as the symbol of the Democrats, or "King Mob". Jackson was the first man of the people to become President and his entry heralded a new type of politics in which the values of the new Western and frontier states became dominant. A standard Jackson answer merits only a bare pass. A satisfactory answer should cover the background to Jackson's political success and the underlying principles of his policies. Good marks will be awarded for answers which give an argued synthesis with good material handled in a relevant, convincing manner.



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Q 6 Examine and account for the changes that occurred in the American economy between 1820 and 1850.

From 1815 to 1860 the US changed faster than in any comparable period before or since. Population more than doubled, and by 1850 was approaching that of the UK. The boundaries stretched to the Pacific, settled area was doubled. A rapidly growing capitalist and commercial economy replaced simple agrarianism. Vast improvements in transport and communications occurred, foreign trade boomed, and there was vast immigration. Most importantly the three sections of the country developed along different lines. A new agrarian West came into being, Industrial Revolution transformed the North East, and the expansion of cotton production gave the South its distinctive slavery based economy. Main reasons were:

- (1) vast untapped natural resources;
- (2) cheap, abundant land;
- (3) a very open society, open to new ideas and talents;
- (4) immigration meant a constant supply of cheap labour and much talent;
- (5) a revolution in transportation, particularly railroads.

The lack of a developed financial and banking structure could be mentioned. Two parts of question merit equal marks. Bare pass answers will be descriptive only. Satisfactory and good answers will deal with reasons for economic expansion and will be differentiated according to quality of material used and skills in arranging and mobilising it.

Q 7 Assess the role of religion in American life between 1820 and 1860.

The paradox of American religion was that in spite of the strict separation of Church and State to quote de Tocqueville there "was no country in the world where the Christian religion retained a greater influence over the souls of men".

The Second Great Awakening led to a great increase in the number and variety of sects, including two native religions, the Seventh Day Adventists and the Mormons. Easily, the most important effect of this revivalism was to galvanise the reform spirit and the good answer should be able to list the main results of this; peace crusades, temperance, education, prison reform, women's rights, the insane, and most important of all, anti slavery.

Assessment is essential to secure more than a bare mark. Satisfactory answers should also show the link between religion and good answers should be able to link in a convincing way the programmes of the differing reforming groups and their connections with the churches.



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Q 8 Examine the difficulties in reaching the 1850 Compromise and account for its failure.

A question which requires careful handling. The basic problem was that the proposed admission of California and New Mexico to the Union would break the North - South parity earlier established by the Missouri Compromise. The South already felt threatened by the greater population gains and growing economic disparity between the sections. However, the root cause of difficulty was the growing mistrust between the sections and the presence of extremist elements, abolitionists in the North, secessionists in the South, which made Compromise more difficult. However, the Compromise merely bought time, in that sense was a failure. However, it could be held to be a success since the intervening ten years were crucial in Northern development, and Lincoln was a more formidable leader than Fillmore. It papered over the issues and neither side was really satisfied, the North found it difficult to stomach the new Fugitive Slave Act, while the South rightly felt that other provisions favoured the North. Westward development meant that new states would continue to apply to join the Union, and the only new idea of the 1850s, Stephen Douglas' popular sovereignty doctrine, proved untenable as shown by the outcry over the Kansas-Nebraska Bill. There should be a two thirds / one third division of marks between the required questions posed. What will distinguish the good pass answer from the satisfactory answer will be the quality of material used and the ability to use it to argue a relevant case which convincingly confronts the question.

Q 9 Why did the South secede from the Union in 1850-1?

A well worn topic in which it will be difficult to provide original insights; hence these should be rewarded when they appear. A discussion should be mounted as to the relative importance of slavery and states rights as issues. The secession ordinances all concentrate on slavery and ways in which "the peculiar institution" was threatened; failure to enforce the Fugitive Acts, growth of abolitionism, expansion of slavery in the territories are all important. Economic issues such as the tariff were long standing grievances. Election of Lincoln as President was the last straw, as the Republican Party was (rightly) seen as purely a sectional party with no support in the South, and Lincoln (wrongly) as a fanatical abolitionist. Hence the South saw that its long domination of the key Federal political institutions had ended, Lincoln's election meant that the Union was set on a course which would lead ultimately to the abolition or curtailment of slavery. Mention could be made of the dream of a Southern Confederacy. The "trigger events", such as Fort Sumter, the Dred Scott judgement, or John Brown's raid should not receive unduly lengthy treatment. A bare pass answer will sketch out a few basic points. A satisfactory answer will emphasise states' rights and issues other than slavery. A good answer will blend together the different themes and perhaps state that there was no inevitability about secession, nor did secession have to lead to war. It is unlikely that Douglas would have acted as Lincoln did. As always relevance is a key issue here in obtaining high marks.



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Q 10 Assess the part economic factors played in the defeat of the Confederacy in the Civil War.

The Confederacy's main hope of victory was that early defeats of the Union armies would lead to British and French recognition which would then lead to a negotiated peace. This strategy died at Gettysburg, and the longer war went on, the more victory depended on industrial strength. Here the contestants were unevenly matched and the war led to an economic boom in the North, whereas the reverse was the case in the South. Four-fifths of the nation's factories were in the North, most of the mineral wealth, supply of meat and grain, banking resources and shipping. It produced fifteen times as much iron as the South, thirty-eight times as much coal. It had a virtual monopoly of shipbuilding which meant the small Union navy could expand rapidly. The North was able to become virtually self-sufficient in war materials, the South, with far weaker financial resources had to import from Europe through a steadily tightening Union blockade. The real surprise was that the Confederacy was able to fight on for as long as it did. A bare pass answer will simply give standard reasons for Union victory. A satisfactory answer will be relevant but perhaps lacking in depth and quality of material. A good answer will have most of the above points and come to a well argued conclusion.

Q 11 Consider the impact of Reconstruction on White Southerners.

It has to be stressed that Reconstruction was never a coherent programme; a broad distinction can be drawn between Presidential programmes and those of dominant Radical Republicans in Congress. It is probably best to distinguish carefully between different periods, ending in 1876-7 when following the disputed Hayes-Tilden election the South regained full state rights, and the North lost interest in the South. The sociology of the White South needs careful analysis, while there was always a number of whites prepared to work with the Radicals, those called "scallawags", the bulk of the population, in particular the former governing political class adopted a policy of minimal co-operation. The churlish response to Johnson's exceedingly generous terms showed the South did not regret secession. However, it can be argued that Reconstruction was not radical enough, no serious attempt was needed by Congress and the military commanders in the South to drive a wedge between the great majority of non-slave holding whites and the former plantation owners and élite. It can, however, be argued that while the Civil War divided the White South, "a rich man's war and a poor man's fight", Reconstruction actually united the White South as all had been equally moved by the War and united against outsiders and the minority of local collaborators. A bare pass answer will be little more than a sketch of Reconstruction policies with limited relevance. Satisfactory answers will be more relevant and the focus of attention will be on the White reaction to Reconstruction. Good answers will have better material and be able to draw the distinctions between different groups outlined above.



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Q 12 'The dominant tendency of post-Civil War economic organisation was the consolidation of competing enterprises into larger units.' Was this trend beneficial or harmful to American society?

Students should make clear the time limits of their answer. The narrative part of the question is straightforward, though it should be stressed that the trend towards larger size and monopoly was by no means universal, e.g. textiles and clothing continued to be dominated by small firms. The value judgement in the question is a matter for the student provided he/she argues the case in a persuasive and balanced manner. The verdict of history has been unkind to the Trusts and their successors, the public was worried in case monopoly led to higher prices, yet most prices fell continuously. Farmers, trade unionists, and small businesses saw the monopolies, particularly the railroad companies, as their enemy. At a deeper level Americans feared the big corporations threatened democratic institutions and that decline of competition meant an end to the "American dream" of economic opportunity for all prepared to work hard. Students should, however, consider the advantages gained from economies of scale.

Q 13 Discuss the means by which, and the extent to which, the 'Wild West' was tamed between 1865 and 1890.

At the conclusion of the Civil War, nearly half the continent still awaited settlements, and was the home of numerous Indian tribes and immense herds of buffalo plus the Mormons in Utah. Within a mere generation the buffalo were wiped out and the Indian tribes ruthlessly driven out of their ancestral lands by the forces of American "civilisation". Because of low rainfall, it was mining and cattle which formed the spearhead of white advance. The Indian wars form a tale depressing to tell, but it was the spanning of the continent by railroads in 1869 which was probably the decisive factor, bringing the cattlemen closer to their markets, and opening up the region for the farmer. By 1890 there was for the first time a continuous band of states stretching from the Atlantic to the Pacific. The question admits of narrative treatment to a large extent and marks awarded will reflect the quality of material used, and the way in which it is organised.

Q 14 'From about 1870 the city became the controlling influence in national life.' Discuss the problems created by the rapid growth of urbanisation.

By 1900 one third of the US population were city dwellers and no fewer than forty cities had populations of more than 100,000 inhabitants. Cities contained the factories, mills, banking, corporations of the most dynamic elements in society, also the home of science, technology and the arts. However, it created new problems, slums, public health hazards, the need for planning, corruption and machine politics and boss rule, cities tended to be under-represented in state legislatures, and had no constitutional



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status. These problems were to get worse and form the basis for the Progressive movement in the first decade of the twentieth century. Bare pass answers will make some valid disconnected points. Satisfactory answers will itemise the main problems, good answers will go on to link them into a coherent, thematic argument.

Q 15 How far did Populism achieve the aims of the movement?

To form a good answer Populism has to be firmly linked to agrarian discontent and the subsequent battle of the standards. A key to a good answer is the quotation "The People's Party was the seed bed of American politics for the next half century." Though on the surface a failure (because it disappeared and its concerns were taken over by the mainstream parties), a surprising number of the programmes and ideas were carried out in one form or another e.g. government regulation of the economy, particularly of railroads, tariff reduction, prohibition, women's suffrage, urban housing, public health, conservation, regulation of working conditions. Candidates need to discuss the above points, also reasons for the rise of Populism, its development and reasons for its sudden collapse. A bare pass answer will probably give just a few facts but dismiss Populism as a failure. A satisfactory answer may well be more rounded and detailed. A good answer will contain most (though not all) of the above points in a well structured argument.

Q 16 Discuss the view that the Spanish-American war marked the emergence of the United States as a world power.

The 1890s was a period of American nationalism, and picking quarrels with other states, the war with Spain started off as idealism - support for the Cuban rebels, rather than the assertion of any clearly defined US interests, but during the fighting American war aims underwent a significant change, and what had begun as a war to liberate Cuba became one to acquire colonies. An unusual feature of America's colonial empire was that, except for Hawaii, her possessions had all previously belonged to other nations. However the assertion in the question requires considerable qualification. After 1898 the US participated much more actively in world affairs and became deeply involved in Latin America and the Far East. However, towards Europe, the fulcrum of international politics, the US attitude remained essentially isolationist. Though TR cut a great figure on the world stage, even winning the Nobel Peace Prize for mediating in the Russo-Japanese war, all statesmen knew that US public opinion remained isolationist towards Europe. Significantly the US played no part in the European crises leading ultimately to World War I. Bare pass answers will be little more than a narration of the Spanish-American war. Satisfactory answers will endeavour to discuss the question with some relevant material. Good answers will come to a well argued conclusion based on points for and against the assertion.



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Q 17 What was progressive about Progressivism?

Progressivism was a native American reforming movement, applying the always present strain of idealism to a variety of problems thrown up by the rapid economic development of the late nineteenth and early twentieth century: growth of the Trusts, urban problems of public health, poor housing, corruption and the city bosses. Laissez-faire individualism was inadequate in dealing with these effectively. In essence Progressivism was a state of mind - honest men of good will could fill the vacuum left by the low quality of politicians. It was highly élitist and paternalist. It influenced both parties, and in the 1912 elections TR, Taft and Woodrow Wilson were all Progressives; it also had profound social effects (e.g. Jane Addams) and intellectual ones (e.g. Turner and Beard). In what ways was it progressive? (1) In state and local politics it cleared up corruption, brought in honest government and achieved a great deal in public health and housing. (2) There were a variety of institutional reforms increasing democratic accountability, e.g. primaries, direct elections for US Senate, the right of recall, referendum, election of judges. (3) Public utilities and commissions and greater regulation. However in other ways it was conservative. (1) In the key area of "trust busting" there was much talk but little was done. (2) An over reliance on a naive belief that all that was needed was for good men to drive out the bad by exposing them to the light of public opinion. (3) The race question evaded and an ambivalent attitude to labor problems. Low pass answers will be just straight description, satisfactory ones will be more relevant and have better material. Good answers will have a sophisticated analysis fully confronting proposition with high quality material.

Q 18 How justified is the assessment of Woodrow Wilson's policies after 1916 as 'an heroic failure'?

Wilson's unexpected, narrow election victory was a mandate for continued neutrality and further reforms domestically. The Wilsonian peace efforts failed, and following Germany's unrestricted submarine warfare, US declared war on 2 April 1917 (significantly after the March revolution in Russia). However US war aims were always unclear, being clouded in a fog of lofty rhetoric, far removed from practical concerns. The case against Wilson is that he raised popular hopes of a "war to end all wars" and when these hopes were not fulfilled there was a profound sense of let down. The end result was that the US did not ratify the Treaty of Versailles, nor enter the League of Nations. Domestic concerns naturally were subordinate to the war but a great deal happened, women's suffrage, prohibition, a wide range of government controls over all aspects of domestic life, and not least a narrow, intolerant nationalism which stamped on all dissent e.g. Espionage Act 1917, and Sedition Act 1918. This latter contrasted strangely with Wilson's grand vision of a new world order based on international cooperation, but the former domestic measures could be regarded as extension of Progressive principles except that in the case of Prohibition is backfired spectacularly. A low pass answer will simply reiterate policies without analysing them.



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A satisfactory answer will be relevant but with limited material. A good answer will distinguish clearly between domestic and foreign affairs and be more balanced with good quality material.

Q 19 'The revolt of rural and small town America against the cities.' Discuss this assessment of the 1920s.

The elections of 1920 showed America finally turning its back on Wilsonian moral fervour and crusading zeal. Significantly Warren Harding's nomination speech referred to "normalcy, serenity, - not internationality but triumphant nationality." It is too easy to depict Harding and his successor Coolidge as small town politicians ill-suited for the national stage, yet their values were those that appealed to America in the 1920s. "The business of America is business". Prohibition, restrictions on immigration, the dramatic rise of the Klan, a rise in fundamentalism in religion, a wider movement to enforce rural and intellectual conformity by law by bizarre legislation on moral issues, strict censorship, can all be seen as part of a conscious moving away from high minded Progressivism and a reaction to it. However one must not overstate the case. This was the Jazz Age, some moves towards women's emancipation, and a time of alienation and rebellion in literature. Appropriately, the decade ended with the election of an Iowa farm boy, Herbert Hoover as President. Low pass answers will find it difficult to get beyond disparate facts. Satisfactory answers will endeavour to mount a theme but with limited material. Good answers will have most of the above points with well organised answers.

Q 20 Which groups in US society benefited most from the New Deal, and why?

It is a simplification to regard the New Deal as a coherent sustained programme. FDR was prepared to allow experimentation in a number of fields, and to listen to almost anyone. The question asks candidates to draw up a balance sheet for the New Deal. One problem is, of course, that during the Depression all groups in America suffered, though naturally these are relative to the starting point. Hence small farmers and blacks suffered more than doctors or lawyers whose practices fell. It is difficult to point to any groups who gained during the 1930s when at the end of the decade 17% of the workforce was unemployed, investment still lagged, and living standards were at best stagnant. However certain groups clearly did benefit from the New Deal, trade unions under National Labor Relations Act, larger farmers under Agricultural Adjustment Act, the inhabitants of the seven states covered by the Tennessee Valley Authority, the liquor industry with the repeal of Prohibition, the unemployed by a variety of welfare and workforce measures such as Public Works Administration. A particularly imaginative scheme was the project to help writers, artists and actors, the introduction of social security programmes at the federal level helped the old. It should be noted that the impetus of the New Deal was almost entirely within FDR's first term. Certain



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groups did not benefit, the small farmers, blacks, the old, though ironically it was in FDR's first term that blacks shifted support from the Republicans to Democrats. The "why" of the question is important and the pattern appears to be that those groups who were best organised gained most. Hence the least organised, who tended anyway to be at risk, gained the least. Narrative answers only receive low pass marks. A satisfactory answer would have a better planned framework and better material. Good answers have a better sense of truce periods and look at reasons for different groups' progress or stagnation.

Q 21 What consistent principles, if any, may be detected in US foreign policy from 1921 to 1941?

The best approach is to divide the period into (1) 1921-1933 when the US along with the rest of the world was working for disarmament and the outlawing of war and (2) 1933-41, when it was clear that the World War I peace settlement was breaking down. In the first period, US policy may be described as uncommitted and uninvolved but not narrowly isolationist. Both the Washington Naval Agreements of 1921 and the Kellogg Pact of 1928 showed US policy had a strong idealistic basis, to disarmament and peace. Since neither had any enforcement means they were monuments to the illusion that peace could be secured by paper promises backed by world opinion. The second phase commences with FDR's accession to office, Hitler's coming to power and Japan leaving the League. Except for the Good Neighbor Policy to Latin America where there was continuity, US policy had to cope with the dramatically worsening international climate, both in the Far East and Europe. FDR wanted to be internationalist, but would always in the last resort follow public opinion which was increasingly suspicious of any involvement in European conflicts. US policy in the 1930s has been described as "unheroic", distracted by Depression and disillusioned by experiences of WWI. The US did little to halt the dictators, or encourage others to do so. The same could be said of Great Britain and France. The political leaders were always more aware of realities than voters, but particularly in the case of Senators were reluctant to go ahead of public opinion. Only from 1939 can FDR be said to have been following an active policy of material help to resist the Axis powers. Low pass essays will attempt a narrative only, satisfactory answers a more analytical answer, good answers will argue a case based on good material.

Q 22 What factors enabled President Franklin D Roosevelt to secure unprecedented third and fourth elected terms of office?

It has to be remembered that the war brought about the economic recovery that the New Deal had failed to engender, and that the years 1941-4 were boom years for America. It is therefore all the more surprising that FDR's margin of victory in 1940 and 1944, particularly the latter, was slight in terms of the popular vote. The argument which



enabled FDR to go in to his third term, which no other US President had attempted to secure, was that with such a dangerous international situation, the US could not risk a change of leadership. Once accepted in 1940 this argument was even more persuasive in 1944. Low pass answers will stress only FDR's experience, satisfactory ones mount a better based argument. Good answers will look at why FDR's opponents did so well, when they had little experience (Wilkie was unknown, Dewey had been governor of New York for two years only).

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UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

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QUESTION

1 (a) (i) Edessa. There is a variety of material which can provide 2 marks: the most northerly lordship of Outremer; the first crusader lordship, settled by Baldwin of Boulogne, brother and successor of Godfrey of Boulogne in the kingdom of Jerusalem; the count in the document is Robert de Bourcq, nephew and successor of Baldwin as king of Jerusalem.

(ii) Those who took part in the First Crusade and the campaigns which secured the conquests of the crusaders early in the twelfth century, and settled in Outremer.

(iii) Identification as a military order required: function may be identified as source of military strength for the kings of Jerusalem, or as a strong political force in affairs of Outremer. Any point acceptable for a mark.

(b) B speaks of the sense of belonging in the land of settlement, and of material advantages to be gained from emigrating. Intermarriage with Christian native women is accepted, but Fulcher does not go further than that in terms of integration. The extracts in D (i) follow some of these points; the old knight has settled profitably in Antioch and lives on the profits of his property; his links with the native population are emphasised by his employment of Egyptian cooks and his adoption of local foods. He knows that he cannot offend Muslim visitors, or lead them into problems by eating forbidden foods because his own life style is based on their life style. D (ii) is more subtle; outwardly it concentrates on the crude behaviour of the newcomer, but it takes for granted the acceptance, friendship and cooperation offered by the Templars.

(c) Evidence comes from both traditions, Latin and Muslim writers. Fulk of Anjou's inept handling of political and military position is clear (C); a brash newcomer, with ill-informed judgement, and no awareness of the subtleties of local politics. A makes it clear that alliances across the religious divide were established at a very early date. In D Usama draws the contrast between those Franks who have settled and changed their outlook and those newcomers who are more intolerant and doctrinaire.

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He uses the detail of prayer to make the point. He prays facing towards Mecca; Christians face east in their churches. The newcomer is not aware of the basic difference, and those who have been in the country for some time take them for granted and are embarrassed by the westerner.

(d) A primary target of crusading armies was to acquire and hold land. A makes clear that Christian-Muslim alliances were to be found at an early date; trade and intermarriage (though not with Muslims) were taken for granted. Christians adopted local style of life, worked with native population and mixed, with careful safeguards, with Muslims. Fulcher shows that settlers did not see themselves as westerners spending a few years in the east, but as men committed to their new country. Stability depended upon developing relationships within their new homeland. On the other hand, racial hatred crept in. It can be seen at an early date, and it appeared on both sides of the conflict. Muslim hatred grew steadily with Christian atrocities, and with greater unity in the Muslim world. Among the crusaders, newcomers were less adaptable and more hostile to Muslims. That was fatal for mutual trade and development.

Q2

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The Protestant Reformation: Philip Melanchthon

(a) Explain briefly the following references:

(i) **'Marburg'** (Document B, line 15); [2]
Colloquy of Marburg. An attempt to achieve a compromise between Luther and Zwingli. 1 mark. Unsuccessful largely because of differences over the Eucharist in spite of agreement over other issues. 1 mark. Mention of Philip of Hesse's role might balance some weakness elsewhere.

(ii) **'Bucer'** (Document C, line 30) [1]
Bucer based in Strasburg, an influence on Calvin and a believer in predestination and the independence of church and state. 1 mark available for a selection of these points.

(iii) **'the Augsburg Confession'** (Doc C, lines 35-6). [2]
The Confession followed an invitation to the Lutherans by Charles V to state their position; an attempt at reconciliation and a reflection of his moderate stance at this point. Prepared largely by Melanchthon. The reconciliation proved impossible and the Confession became a turning point in the definition of Lutheran belief. 1 mark for explanation of Confession itself. 1 mark for implications.

(b) How useful and reliable is Document D as a description of the views of Melanchthon in 1539?

[4]
It is the view of an outsider but not necessarily objective. It is contemporary and first hand. Calvin had met Melanchthon but his views may be influenced by Calvin's differences with Luther; Melanchthon seemed more amenable. We do know that more radical people would have gone further than Melanchthon. 'Useful' includes value as an expression of Calvin's views. Candidates to be given 4 x 1 mark for different points

(c) How far do Documents A and E confirm the view of Melanchthon's character as expressed in Document D?

[4]
2 marks for Document A and 2 for Document E. Documents A confirms closeness to Luther but claims some disagreement. Melanchthon made an impression on the anonymous visitor as he did on Calvin. Document E shows Melanchthon's devotion to Luther; no apparent differences or criticism. These are Melanchthon's own words but no reason to doubt his sincerity. All 3 documents give the same picture of a dedicated, sincere but moderate person.

(d) What do these documents suggest were the main obstacles to the achievement of Protestant unity in the early sixteenth century?

[5]
Document A (lines 13-14) refers to, but does not explain, disagreement between Luther and Melanchthon. Document B refers to the personal differences; suspicion, especially of Luther. Document C refers to the Eucharist. Document D refers to radicalism. Document C / the issue of the Eucharist would seem to be the most important and up to 3 marks for this; 2 for other points. This can be varied according to the quality of the argument.

- (e) Using these documents, and any other evidence known to you, discuss the claim that 'from 1529, Melanchthon was more important than Luther in shaping the German Reformation'.

[7]

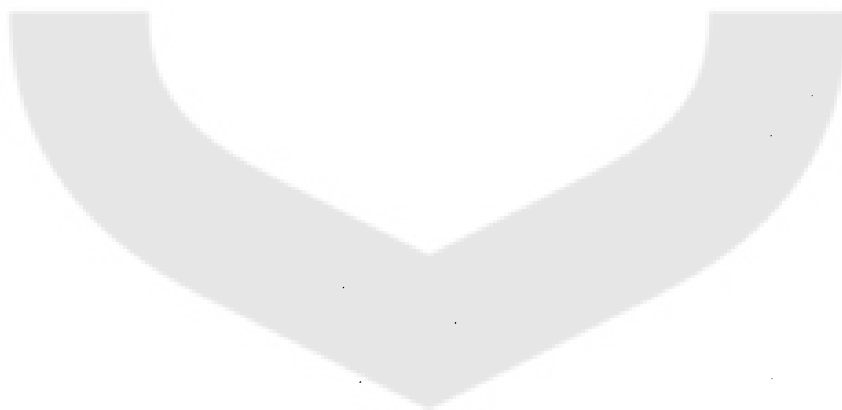
Use of the documents and of other evidence can be given 4 + 3 marks either way. It is important that candidates avoid vague surveys and keep to the period from 1529. Melanchthon had a particular importance in shaping Lutheran thinking and theology, especially as more extreme elements appeared and as Germany fell into civil war. Some candidates may prefer to argue that Lutheranism generally failed to develop significantly after 1529 but this is not a reason to ignore Melanchthon's contribution.

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- 3 Question requires discussion of military and political weaknesses, and comparative assessment. There may some imbalance. Accept the candidate's choice and assess skill at presenting arguments for that case.
- Military weaknesses: high proportion of barbarian settlers as soldiers for garrison service and of barbarian mercenaries as auxiliaries; great influence, and ambitions, of generals appointed to serve in provinces; effects on the west of military demands of defence of eastern empire; inadequate overall numbers of troops for defence of western frontiers.
- Political weaknesses: decline of imperial authority; conflict between eastern and western emperors, and between Augusti and Caesari; succession of dynasties, and of emperors raised to power by their legions; increasing influence of barbarian military commanders.
- For marks of 18+ look for clear assessment and firm opinions, and for ability to present material.
- Concentration on one aspect could merit up to 14-15.
- Essays which rely on narrative may range from acceptable to sound.

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- 4 Question requires a basic knowledge of the conquests: certainly Belisarius's attack on the Vandals under Gelimer, and the capture of Carthage, 533; the aftermath, Berber attacks, mutinies, the renewal of hostilities by Belisarius and conquest by Germanusa and John Troglita may not be well-known. In Italy Belisarius campaigning from 535, defence of Rome 537-8. The career of Narses, from reconquest by Totila to subjection of Italy by Narses (552). Conquests can be drawn out of this material. The value requires assessment of the depth of Justinian's commitment, some awareness of the administration set up by the conquering generals in Africa and Italy, and perhaps some indication of the strength of barbarian power in the old western provinces. Candidates may stronger on one aspect of the question, especially perhaps on Italy, but could still achieve good marks (up to 15); concentration on Africa would be more difficult, but a detailed analysis of this limited theme could merit up to 13-14. For 18+ look for clear view and sound argument.
- 5 A two-part question. Candidates may be very familiar with the process by which Pepin became king: his continued support for St Boniface, and patronage of the Frankish church, the increased strength of links with Rome, the fact that he who exercised power did not have the title of king; then the appeal to Pope Zacharias for a decision, the deposition of Childeric III and the election and crowning of Pepin. Why he acquired the royal title opens another range of material: the long tradition of the Carolingian mayors of the palace exercising real power and building up links of vassalage with the nobility; the attempt by Grimoald to depose the Merovingian and crown his own son, the pre-eminence of Charles Martel, the gradual recognition that papal authority could replace the mythical prestige of the Merovingians. For very high marks (20+), a balance between the two parts, and discussion of the long-term factors would be necessary. A good survey of how Pepin became king, with some awareness of the problems of why he became king, would qualify for 15-17. Concentration on one part of the question could merit up to 15 marks. Narrative accounts would not justify high marks.
- 6 This question allows a wide variety of approaches; each essay must be assessed on its own terms. Military domination outside the Frankish kingdom, political domination and control within the kingdom, domination over the church within his territories and strong influence over the papacy, closely linked with cultural influence emanating from his court: all these would be relevant

themes. 'To what extent' asks for appraisal. For high marks I should look for clear appraisal and either for breadth of cover or for analysis in depth of specific themes. Narrative accounts of what Charlemagne did would not be regarded as good essays.

- 7 The question asks about the success of methods, and a good essay should go beyond narrative accounts of what rulers in these dynasties did. For the Saxon kings the military defence of Saxony and through that of Germany brought success. Control and patronage of the church gave the dynasty, and especially Otto I, valuable military resources, and a powerful means of curbing ducal authority. Recent studies, e.g. by Leyser, may already be familiar. Candidates may concentrate on Otto I, though perceptive candidates will see that Otto III's reign requires special consideration. With the Salian kings there is greater variation in the methods used by individual kings, with a strong emphasis on control of the church by Henry II and Henry III. The use of ministeriales is a recurrent theme, and especially the use of men from southern Germany to hold Saxony is important in the reign of Henry IV. With 'success' as the keynote, that expedient, whatever it achieved in Saxony, created political difficulties elsewhere in Germany.
- 8 If the appraisal required by 'To what extent' is to be achieved, this question needs an analysis of the problems posed by the conflict of church and state especially as they emerged between 1073 and 1122, so that the concordat can be assessed as the conclusion of that phase of the conflict. That requires drawing the distinction between securing the freedom of the church from secular control and settling the question of investiture. But the concordat, with its ambiguities, would be important for the future, and candidates may go on to discuss the implications for relations between church and state after 1122, with the emphasis on elections to clerical office rather than investiture, and with the claims which Frederick Barbarossa would make in a later phase of the conflict between the papacy and the German king-emperors.
- 9 From the beginning of the eleventh century, Normandy emerged as a strong feudal lordship; the ducal dynasty and especially Duke William, who owed much to the protection of Henry I, established firm control over the duchy. Baronial rebellion was gradually put down.

Many of the leading magnates were closely linked with the duke by blood or by strong feudal bonds. The Norman church was much influenced by reform. Henry I, Duke William and Count Geoffrey of Anjou were involved in a changing pattern of political alliances between 1047 and 1058. In 1047 Henry I supported Duke William and defeated a coalition of Norman rebels; the two were allies until 1052 when Henry switched alliance to Anjou; with Geoffrey he mounted two invasions of Normandy without success. The deaths of Henry and Geoffrey in 1060 left Normandy in a strong position. Marks will depend on the clarity with which candidates can state their case and the extent to which they can support it.

- 10 The essential element is that men were drawn by a sense of vocation. To turn away from the secular world and ambition was a feature of life in the eleventh and twelfth centuries: to monastic life, to pilgrimage, and to crusade. The swing from a life of violence and military activity to religion was a major feature of the eleventh and twelfth centuries. The crusades gave knights the opportunity to take up a religious vocation, and to use their skills as trained fighting men in God's service. Beyond that was the sense that, for landless sons, adventure overseas might be very advantageous. In a society where primogeniture was becoming the norm and large families were produced, younger sons were a burden on the family estates.
- 11 In a series of campaigns from 1154 to 1174, Frederick sought to impose his authority over the Lombard communes, and to force the papacy into submission. By 1177 he had come to recognise Alexander III as unchallenged pope, and to accept that he could not force the Lombard communes into submission. Both meant failure of long-standing policies. By the treaty of Constance, 1183, the communes recognised his sovereignty, and received their liberties from him. In the last years of his reign, his son, Henry, built up an imperial domain in western Lombardy. Frederick retained the lands of Matilda of Tuscany, and established in Tuscany something of the control he had sought without success over the Lombard communes. The question explores a narrow theme, and for high marks candidates will need to confine themselves to that. Long narratives of his activities in Italy will not achieve high marks. Narratives of what was happening in Germany are largely irrelevant.

- 12 The answer to this question turns on two reigns, Roger II (1105-54) and William II (1166-89), and on the trade and wealth of the kingdom. Roger's vigorous rule and William's sound policies gave the kingdom a golden age, brought to an end by the marriage of Constance and the future Henry VI, and the subsequent assumption of power by the German king. Roger II's exploitation of the kingdom as a naval and trading power, and his constant pressure on the Byzantine empire extended the wealth of the Regno. The tolerance which embraced Christian, Jewish and Muslim believers produced a rich culture. This is a difficult area for young students to handle, and a grasp of the factual basis deserves good marks (14-16). A mark of 18+ would require a sound analysis of the religious and economic factors.
- 13 From its inception Cistercian monasticism attracted the enthusiast who sought a rigorous discipline. The order's desire for remote and inhospitable sites added to the sense that it offered a hard and extreme form of monastic life. It became a popular order largely through the influence of St Bernard of Clairvaux who joined the order in 1113 and who attracted large numbers of recruits. His influence remained powerful until his death in 1153. The rigour of the Cistercian order might have been compromised by its popularity, but it was preserved by the writings of Stephen Harding, third abbot of Citeux (1109-33), by the system of visitation of daughter houses, and by the legislation of the general chapter of the order. The question seeks explanation rather than description. Narrative essays deserve credit but will not qualify for high marks.
- 14 Answers to this question could degenerate into long narratives. There is a wide range of detailed information, and candidates should be given credit (14-16) for a good grasp of detail. High marks (18+) should be reserved for analysis and critical assessment. The tendency may be to concentrate on learning in France; full credit should be given for an awareness of what was happening in Italy, and in centres of international scholarship in Sicily and Spain.
- 15 The form of the question allows for a well-informed narrative; if the quality is good it should be given a high mark (18+). Candidates may be expected to show why the king's position was not secure even by 1200, and to identify the changes which made the position different in

1214. A key factor is the death of Richard I in 1199, and the accession of John. In France the events up to 1204 leading to the forfeiture of John's lordships are critical and John's attempts to regain them, culminating in the campaign leading to Bouvines in 1214, are decisive. Events in Germany, with the alignment of Philip with Frederick [III] and of the Angevins with Otto IV, are critical.

- 16 Candidates are not likely to have a great deal of detailed information on this topic, and the extent to which they can identify the main lines of an enquiry will be important. They may argue that the possession of rich estates, as an heiress or widow, could give a woman a prominent role, especially if she belonged to a ruling dynasty; that protection and education of her children made her important, and that as an adviser she could be influential. Obvious examples would be the Empress Matilda and Eleanor of Aquitaine in an Angevin setting, Agnes as regent for Henry IV of Germany, the Countess Matilda in Italy, and Blanche of Castille in France. Fear that a woman could not defend castles, or play a military role made it essential that she should be married with a husband to fill that role; the rights of a man over his wife's property was another limiting factor.
- 17 Question requires a direct choice; respect the candidate's decision, and assess the quality of the discussion. Much turns on whether the pontificate of Innocent III is seen as the peak of development of papal power, or whether the legal and financial extensions pursued in the thirteenth century represent an advance. The weight of reading available to candidates may lead them to concentrate heavily on Innocent III, and a good essay which reflected that could merit a mark of 18+.
- 18 Candidates may call upon knowledge of the extent to which secular rulers maintained the schism by supporting rival popes, and use that as a background for their analysis. The role of the Emperor Sigismund is central at the Council of Constance; voting by nations emphasised the interest of different secular states. French influence was exercised by theologians from the university of Paris, and English influence was exercised through Bishop Hallam and Cardinal Beaufort, as the king's representatives. At later Councils national interests influenced debates and decisions, but this secular influence was less obvious. Candidates may emphasise Sigismund's success in ending the

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schism, and see his failure to protect Hus as a limitation of his influence. For good narrative answers, 14-15. The question asks for a clear opinion; For 18+ answers should provide that, with sound factual support.

- 19 Famine and plague produced serious short-term results, with a slow recovery in the fifteenth century. There is a danger of long narratives of plague and the Black Death which would not merit more than 13-14. A good essay requires concentration on the effects of loss of life on farming communities and food production, and the gradual restoration of a balance between food supplies and population levels. The changes brought about by shortage of labour, should be very familiar; the effects on towns and industry will probably be less familiar. Look for balanced judgement, rather than detailed knowledge.
- 20 A popular topic. I would expect concentration on three aspects: the intervention of Joan of Arc and the revival of confidence for Charles VII; the weakening of the English position after the accession of Henry VI, with friction between Bedford and Gloucester, and increasing political strife at the English court; and the break up of the English-Burgundian alliance. Quality of essays will rest on the skill with which candidates match analysis of these issues with an adequate factual base.
- 21 The question points to the contrast between Germany as a land of many autonomous states and the survival of the office of king with limited surviving royal powers. The lack of a central bureaucracy and of a sound financial basis were permanent weaknesses. Charles IV's reforms gave some promise of improvement. Successful king-emperors relied on resources from family estates or from control of territories outside Germany. Within Germany, the Electors especially were building up powerful states, and the future would lie with the greater principalities.
- 22 Both men represent the threat of a major predatory ruler beyond the bounds of Europe. Tamerlane (1365-1405); broke European links with China and destroyed missionary activities there; devastating and destructive raids; Slav territories; invasion of India; campaigns in Middle East capturing Baghdad and Damascus. Trail of destruction and threat to eastern Europe collapsed at his death 1405. Mahomet II (1451-81). Muslim pressure maintained by his two predecessors, Mahomet I and Murat II, particularly in the Balkans. Constantinople under threat, and captured

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by Mahomet II in 1451. Major triumph; Constantinople made capital of Muslim empire. Carried conquests westwards to the Adriatic; unified Asia Minor. Long career as patron of arts. Detailed information not expected; awareness of importance of their careers would merit marks up to 18.

- 23 Two-fold significance of the Portuguese: practical experience and courage of long-distance sailors; and increased technical know-how; reliable instruments; Patronage of Henry the Navigator a major factor; steady process of exploring west coasts of Africa, rounding Cape of Good Hope, advancing towards India. Commercial motive important. Give full credit for detailed knowledge of voyages and for general grasp.

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Q1

The Protestant Reformation: Philip Melanchthon**(a) Explain briefly the following references:**

(i) 'Marburg' (Document B, line 15); [2]
 Colloquy of Marburg. An attempt to achieve a compromise between Luther and Zwingli. 1 mark. Unsuccessful largely because of differences over the Eucharist in spite of agreement over other issues. 1 mark. Mention of Philip of Hesse's role might balance some weakness elsewhere.

(ii) 'Bucer' (Document C, line 30) [1]
 Bucer based in Strasburg, an influence on Calvin and a believer in predestination and the independence of church and state. 1 mark available for a selection of these points.

(iii) 'the Augsburg Confession' (Doc C, lines 35-6). [2]
 The Confession followed an invitation to the Lutherans by Charles V to state their position; an attempt at reconciliation and a reflection of his moderate stance at this point. Prepared largely by Melanchthon. The reconciliation proved impossible and the Confession became a turning point in the definition of Lutheran belief. 1 mark for explanation of Confession itself. 1 mark for implications.

(b) How useful and reliable is Document D as a description of the views of Melanchthon in 1539? [4]

It is the view of an outsider but not necessarily objective. It is contemporary and first hand. Calvin had met Melanchthon but his views may be influenced by Calvin's differences with Luther; Melanchthon seemed more amenable. We do know that more radical people would have gone further than Melanchthon. 'Useful' includes value as an expression of Calvin's views. Candidates to be given 4 x 1 mark for different points

(c) How far do Documents A and E confirm the view of Melanchthon's character as expressed in Document D? [4]

2 marks for Document A and 2 for Document E. Documents A confirms closeness to Luther but claims some disagreement. Melanchthon made an impression on the anonymous visitor as he did on Calvin. Document E shows Melanchthon's devotion to Luther; no apparent differences or criticism. These are Melanchthon's own words but no reason to doubt his sincerity. All 3 documents give the same picture of a dedicated, sincere but moderate person.

(d) What do these documents suggest were the main obstacles to the achievement of Protestant unity in the early sixteenth century? [5]

Document A (lines 13-14) refers to, but does not explain, disagreement between Luther and Melanchthon. Document B refers to the personal differences; suspicion, especially of Luther. Document C refers to the Eucharist. Document D refers to radicalism. Document C / the issue of the Eucharist would seem to be the most important and up to 3 marks for this; 2 for other points. This can be varied according to the quality of the argument.

- (e) Using these documents, and any other evidence known to you, discuss the claim that 'from 1529, Melanchthon was more important than Luther in shaping the German Reformation'. [7]

Use of the documents and of other evidence can be given 4 + 3 marks either way. It is important that candidates avoid vague surveys and keep to the period from 1529. Melanchthon had a particular importance in shaping Lutheran thinking and theology, especially as more extreme elements appeared and as Germany fell into civil war. Some candidates may prefer to argue that Lutheranism generally failed to develop significantly after 1529 but this is not a reason to ignore Melanchthon's contribution.

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Q2 Louis XIV: Louis Decides to Rule Without a First Minister**(a) Explain briefly the following references:****(i) 'his Mother' (Doc. A, line 1) [1]**

Anne of Austria, Infanta of Spain. Important role during Frondes. Brief explanation only for 1 mark. Mention of name alone would be $\frac{1}{2}$ mark because it would be a bare explanation.

(ii) 'his wife' (Doc. A, line 1) [1]

Maria Theresa. Spanish Infanta. Marriage arranged through Treaty of Pyrenees, 1659. Mention of name alone would be $\frac{1}{2}$ mark because it would be a bare explanation.

(iii) 'Lionne' (Doc B, line 11) [1]

Diplomat/ negotiator. Built up friendly alliances and broke up hostile combinations, e.g. Denmark, Sweden, Brandenburg 1664 - 67. Triple Alliance of England, Holland, Sweden 1668. Retired 1671. Very useful to Louis XIV in early days of King's primacy. A selection of these points only to explain role as diplomat for 1 mark. Mention alone of a word such as 'diplomat'/'foreign policy' would be $\frac{1}{2}$ mark because it would be a bare explanation.

(iv) 'the written advice the Cardinal had left him.' (Doc. D., line 38) [2]

This refers to the memoirs that Mazarin had written. 1 mark for mentioning Mazarin and his role (briefly). 1 mark for simple explanation of memoirs.

(b) Compare the reliability of Documents A and D as evidence of Mazarin's influence on Louis XIV. [5]

Document A is contemporary - a foreign ambassador (and Venetians had a high reputation for accuracy). Full of detail. Other evidence confirms the importance of Mazarin. Document D was also contemporary, foreign ambassador, Venetian. Assertion of control by King is confirmed by other documents and outside knowledge. Therefore, it would tend to support the view of Mazarin's role. 3 + 2 marks either way but good candidates should point out the significance of lines 33 - 34 and 38 - 39, i.e. Louis' apparent attitude to Mazarin's advice. The documents do not contradict each other but there is a difference of emphasis.

(c) How far is Louis' description of his methods of government and choice of ministers (Doc E) supported by Docs. B and C? [7]

Up to 2 marks for an explanation (not a paraphrase) of Document E. Document B sees the importance of named ministers. Document C shows the ruthlessness of the King. Also confirms comment in Document E about the social status of ministers. Documents B and C agree on a highly personal style of government. 2 + 3 marks for either Document B or C.

(d) 'Louis' assumption of personal power was primarily a reaction against the excessive power of Mazarin and Fouquet.' How far do these documents and any other evidence known

to you support this claim?

[8]

The use of the documents and references to other evidence can be given 4 + 4 marks. Candidates should avoid vague discussion of absolutism. The question revolves around the motives of Louis XIV. 7 - 8 answers should be able to explain the role of Fouquet; less successful answers may refer to this generally. The test of good answers will probably be the way in which they deal with 'a reaction against the excessive power...'.

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Q3 France 1787 - 1799: The Directory

(a) Explain briefly the following references:

(i) 'to re-establish plenty and the public credit'

(Doc A, line 11)

[2]

Candidates need to refer to economic and financial problems by 1795. Included shortage of bread, inflation, effects of issue of assignats and the severe fall in their value. 1 or 2 marks awarded according to relevance and development of answer.

(ii) 'The Constitution of 1793' (Doc B, line 15);

[2]

This refers to the rule of the Jacobins / Committee of Public Safety. Jacobin dictatorship / provisional government with formal constitution suspended. Mention of Jacobins / Committee of Public Safety for 1 mark. 1 mark for appropriate development.

(iii) 'Sieyes' (Doc C, line 40)

[1]

(Abbe) Sieyes was a revolutionary cleric who withdrew from public life by 1791, re-emerging to join the Directory and then the Consulate (which he may have planned). Essential point is that he is an example of somebody who changed sides.

(b) What does Document C indicate about the reputation of the Directory in 1799?

[3]

Candidates should avoid mere summaries. 1 mark for pointing out that this is a decree of the enemies of the Directory: therefore how reliable? Para 1 refers to 'excesses and crimes'. Para 3 hints at instability and effects of war (lines 44 - 45). Para 12 claims that the Directory has contravened 'sovereignty...property'. Answers should contain 3 distinct points for full marks.

(c) Assess the reliability of Document D as a description of Napoleon's role in the overthrow of the Directory.

[4]

1 mark = this is Napoleon's own statement and justification. It selection of material and tone are intended to make a case. 1 mark for considering how far Napoleon was revealing his true motives and activities. 1 mark for considering how far we can rely on the step-by-step description of events in which Napoleon was involved. 1 mark = its reliability (e.g. references to the Directory's responsibility for troubles in lines 50 - 52 and 57). can be compared with other documents. However, Doc C is written by those sympathetic to Napoleon. Although written close to the event, this does not add significantly to its reliability. For 1 mark - outside knowledge can be used to assess reliability here, e.g. Napoleon: 'the zeal of a soldier of liberty, a citizen devoted to the Republic'?

(d) Compare Documents A and B as evidence about the circumstances which led to the establishment of the Directory.

[5]

Bare summaries will get to only 1 mark; a very basic skill. Comments on the different backgrounds to and natures of Documents A and B can get up to 2 marks. Appropriate emphasis

on circumstances, rather than broad generalisations, will get 1 mark. 1 mark for quality of comparison - possibly 2 if well done and there are gaps elsewhere.

- (e) Using these documents, and any other evidence known to you, discuss the claim that the rule of the Directory marked the end of the French Revolution. [8]

The use of the printed documents and of other evidence will be worth 4 + 4 marks. The syllabus period ends in 1799 so candidates cannot be expected to go beyond this date to explain the outcome of 1799. However, they should be able to discuss issues of 'liberty', popular rights, reform and radicalism. Good candidates should be able to discuss intelligently the claim of Document C (supported by Document D) that the Directory saw itself as the confirmation of true revolutionary principles. Certainly 6+ answers should show some balance - or at least a critical awareness of the alternative view.

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Q4

The Unification of Germany: The Austro-Prussian War, 1866

(a) Explain briefly the following references:

(i) 'Bismarck was at Biarritz last autumn' (Doc. A, lines 4-5) [2]

Meeting with Napoleon III prior to war with Austria = 1 mark.
Development, e.g. to gain French friendship. neutrality by way of offering hope of French gains after war = 1 mark.

(ii) 'the dualism between Austria and Prussia' (Doc C, lines 9 - 10) [1]

Very basic explanation of joint roles of Austria and Prussia, especially since 1815, needed for 1 mark.

(iii) 'she gave up Venetia to France' (Doc C, lines 24-25) [2]

Venetia actually handed over to Italy from Austria by France after Seven Weeks' War = 1 mark. Originally promised by France at Plombieres (1858) but not included in Villafranca (1859). However, this topic is on unification of Germany so the 2 marks go to answers which see the relevance for Germany, i.e. in relations between Bismarck and Napoleon III. Napoleon III used as intermediary to secure settlement. Venetia a sop to satisfy Napoleon's nationalist/ pro-Italian stance.

(b) Whom do the authors of Docs A and B see as responsible for the forthcoming war? [3]

A basic question which relies only on the printed documents for the answer. Document A shows that Stanley believed Napoleon III was responsible, certainly indirectly and possibly directly ('secretly instigated'). Document B attributes blame to Bismarck, supported by the King of Prussia and the conservatives. 1 + 2 marks for each document; probably candidates will write more on B.

(c) How far is the view of Bismarck contained in Doc F supported by Docs D and E? [5]

Candidates should explain, rather than summarise, Document F but there is plenty in the text for 1 mark. 'How far...?' invites a critical approach. Document D sees Stanley visualising Bismarck both as the master of a complex situation in which not only Austria but other agencies, e.g. Napoleon III, Russia, Britain, are impotent. Also he sees Bismarck as an extremist (line 39). 2 marks for this document. Document E shows Bismarck in a different light, moderate in his dealings with independent German states. This is the document which sees most difference. Worth 2 marks. This detailed breakdown may be amended in the light of individual answers, subject to overall total.

(d) Which of Docs C and D provides the more useful description of the consequences of the Austro-Prussian war, and why? [5]

'Which...?' allows for a brief explanation; the more testing element is 'why...?'. Candidates will gain credit when they explain that both documents are useful. C gives the short-term situation; D has a longer-term view. 2 + 3 marks, with the 3 marks probably for Document D.

- (e) 'A tragic era has opened in Germany' (Doc B).
Using these documents and any other evidence
known to you, discuss this view with regard to
the period 1866 - 1871. [7]

The references to the printed documents and the use of other evidence can be given 3 + 4 marks either way. It is important that candidates keep to the narrow terms of the question, especially to the years 1866 - 71. Good candidates will point out the viewpoint of Haym in Document B (i.e. as revealed in the text). 'A tragic era' for whom? A mere review of the events of 1866 - 71 with the claim that the Franco-Prussian War was itself tragic (i.e. the anti-war line) will get very little credit because it will not reflect an understanding of the quotation.

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Q5

Hitler and Germany, 1933 - 45: The Impact of War on the Third Reich.

(a) Explain briefly the following references:

(i) 'The Reichsführer SS' (Doc A, line 1) [1]

Brief explanation only of Himmler's role = 1 mark.

(ii) 'The Four Year Plan' (Doc B, lines 15 - 16) [1]

Four Year Plan, since 1936, to bring German economy under the control of the state and to mobilise it for war. Strict regulation, including avoidance of imports. Directed initially by Goering, it came under control of Schacht. Brief explanation only needed for 1 mark.

(iii) 'the creation of the Home Guard' (Doc D, lines 40-41) [1]

1 mark needs only basic explanation. Some candidates may refer to German name, 'Volkssturm'. A sign of desperation at the end of the war. Inefficient for several reasons, including drain of manpower to regular army.

(iv) 'The telling of vulgar jokes has increased increasingly since Stalingrad' (Doc E, lines 43 - 44) [2]

Defeat at Stalingrad (1942 - 43) was a turning point in war in many ways. Not only a decisive military defeat but also affected domestic morale. Could not be disguised by regime - hence indications of domestic unrest. 1 mark for explanation of Stalingrad. 1 mark for significance.

(b) Compare the reliability of Docs E and F as comments on the state of civilian morale from 1943 to the end of the war. [6]

The temptation to weak candidates will be to embark on general discussions of reliability. They should keep the texts firmly in mind. The status of SD reports should be easy to deal with. Not objective but, although they follow the party line (line 52), it is clear that the police see the dangers and weaknesses in morale. Candidates should be able to comment on Speer; he is well-known. Although the Memoirs were written 25+ years after the events they describe, how far were they intended to justify Speer's views and role? But he confirms the unease and disillusion among the civilian populace. Up to 2 marks for each document separately and +2 for the quality of the comparison.

(c) What light do Docs A, B, C and D throw upon the institutions and methods by which the Third Reich was governed during the war? [7]

For candidates who take a mechanical approach, commenting in turn on each document, and who do not distinguish between institutions and methods, a maximum of 4 marks might be appropriate, i.e. 1 mark per document. Higher marks will need more integration, e.g. the comparison of Documents C and D, and a distinction between institutions and methods. For example, Document B goes beyond the institution of the Central Planning Board to point to methods of centralised control.

(d) To what extent do these documents, and any other

evidence known to you, support the view that during the war the policies of the regime became more extreme?

[7]

References to the printed documents and to other evidence can be awarded 3 = 4 marks either way. Mere paraphrases will have little value, perhaps 2 marks as a maximum. The documents can be taken in turn in this question because they are in chronological order. Some of the best candidates may claim that the documents do not show more extremism, considering fully the implications of Document A - but this is not necessarily the best line to follow. Candidates should beware of vague arguments; the question is not an excuse for a mini-essay. Answers should focus on 'the policies of the regime'.

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6 How far was the Italian Renaissance a religious rather than a secular movement?

The question invites candidates to consider a view other than the usual one which they describe. Of course, they can argue that the Renaissance was primarily secular rather than religious but they will have to consider both aspects. Essays which assert secularity and ignore any religious dimension will not be meeting the basic requirements of the question and would have to be very good indeed even to get to 10. 10 - 12 marks may be given for highly descriptive answers in which the description is relevant but the argument lightweight and the factual evidence sufficient and mostly accurate. They may not have much sense of being able factors to the religious or secular but will make an effort. 13 - 15 answers may be uneven but will be slightly stronger, with satisfactory arguments. 16 - 18 answers will be more analytical; the level of debate will be better but will be uneven. One aspect, whilst considered, will not be covered particularly well. 19 - 21 answers will combined firm arguments, a balanced argument, appropriate examples and a good line to a conclusion. 22+ answers will probably emerge by the quality of their discussion of references. Some candidates may rely heavily on their knowledge of the History of Art and this is a topic in which they can usefully use other studies. Most candidates who attempt the question should be able to deal with the secular; they are unlikely to be more successful dealing with religious aspects. The atmosphere of Italy was more secular than many other states. There was an admiration of the classical world rather than the medieval. Princes and merchants became patrons of art. Humanism looked to the potential of man. Artists and writers (e.g. Machiavelli, Castiglione) dealt with secular subjects in portraiture or politics. However, there was also a strong continuing religious element. The classical world was not seen as pagan but as part of Christian ideals. Religious subjects were still popular in art (e.g. Leonardo's The Last Supper, Michelangelo's David, Raphael's Madonnas) The papacy was an important patron and the rebuilding of St. Peter's, however secular its aspects, also had religious implications. Nicholas V founded the Vatican Library.

7 Why had Burgundy not survived as an independent state by the end of the fifteenth century?

Candidates should focus on the disappearance of Burgundy as an independent state but will be able to deal briefly in an introduction with its earlier position. However, this is not a central part of the question and attention should centre on the decline of Burgundy. Candidates may well wish to focus on the reign of Charles the Bold although very good answers of 19+ should also consider other factors and 16 - 18 answers should

also show some awareness of wider issues. To qualify for 10 marks, answers should be basically relevant and mostly accurate if uneven. There may be a highly narrative account of the reign of Charles the Bold. Burgundy had a fine court, dedicated to the ideals of chivalry but the states lacked the political and military backbone which was necessary. Charles pursued policies which were ultimately ruinous and his death in battle in 1477 (Nancy) ended the hopes of an independent Burgundy. It gave rise to conflict over the division of this strategically important area. For example, his daughter Mary had married the Emperor Maximilian I. Charles engaged the hostility of Louis XI of France who promoted an anti-Burgundian league, including the Dukes of Lorraine and Austria, Rhenish towns and the Swiss. Credit should be given when candidates can also discuss the ambitions of the Holy Roman Empire and France: why did they focus on Burgundy? How did Maximilian I and Louis XI in particular play their hands? Apart from the policies of Charles the Bold, what were the weaknesses of Burgundy?

8 Why were the Italian states unable to unite effectively to resist invasion by foreign powers during the wars of 1494 - 1559?

The question asks 'Why...?' and therefore the higher bands of marks will reflect an analytical approach which produces a series of reasons. 10 - 12 answers may have adequate factual knowledge but may be heavily descriptive, with the reasons being implicit. 13 - 15 answers will present more satisfactory, if still limited, levels of argument. Even 16 - 18 essays may be uneven in their analysis although the attempt should be clearer in these cases. Answers worth below 10 marks will probably be incomplete or off-beam - although credit should be given to answers which focus on the Habsburgs and Valois. Although these will not say enough about Italian states to get to 10 marks, they should not be dismissed as irrelevant but assessed as very partial arguments. The best answers may well be highly analytical and may even be lightweight in their specific references to the wars; such cogent answers should not be underestimated. Candidates should be rewarded when they refer to the five leading Italian states: Florence, Milan, Naples and Sicily, the Papal States and Venice. Their local independence and mutual rivalries were enough to invite the major powers to intervene in Italy. For example, Ludovico Sforza of Milan invited Charles VIII of France and this upset the balance established by the Treaty of Lodi 1454. Against this invasion was the League of Venice but this soon broke up, having served its immediate purpose. The economic wealth of the states was not reflected in their military capacity, especially after Pavia (1525) and the subsequent Sack of Rome (1527). Disputed succession, and internal quarrels, further

debilitated the Italian states. For example, the death of Francesco Sforza (1535) invited further intervention. Such points as these will raise the humdrum answers to the 16 - 18 and higher bands.

9 To what extent was the foreign policy of Francis I determined by his wish to prevent the encirclement of France?

'To what extent...?' invites candidates to consider other reasons for the foreign policy of Francis I (1515 - 47) but a mark of 10+ requires an adequate discussion of 'encirclement' even when this is dismissed as a minor issue in favour of another explanation. Candidates should be able to refer to Habsburg power not only in Spain and 'Germany' but also in the Netherlands, where there was no geographically defined boundary. There was a long standing rivalry over the remnants of Burgundy - Flanders, Artois, Franche Comte. It also entered into the Italian question. Candidates can certainly discuss other explanations. Francis came to power with a tradition of war, from 1494; Charles VIII and Louis XII had taken an aggressive line. War was an acceptable pursuit for a Renaissance monarch. Francis I sought glory. Early victory at Marignano (1515) whetted his appetite whilst defeat at Pavia (1525) persuaded him of the need to reverse defeat. The election of Charles I / V as Holy Roman Emperor increased their personal rivalry. Later, other factors shaped policy. Anti-Habsburg feeling encouraged a pro-Lutheran stance and even an understanding with the Ottomans. The mark bands below 10 will reflect poor argument and slight knowledge. 10 - 12 answers may be heavily narrative but will make some, if few, valid points. 13 - 15 marks can be awarded to essays which are largely accurate and relevant even if the approach is descriptive. 16 - 18 essays will show more chronological range or more complete arguments although they may be unselective, largely considering one explanation. 19 + answers will consider a range of explanations and will show judgement in assessing their relative importance. A few candidates may discuss policy to the Papacy. This is not a required part of the question and examiners should use their judgement in assessing such points. As always, the criterion will be relevance.

10 Why did Spain remain a Roman Catholic country during the reign of Charles I (V)?

Spain was already fervently Roman Catholic by the time of his accession. Catholicism was identified with nationalism since the struggle against the Moors and their expulsion in 1492. Spanish monarchs had full powers over episcopal appointments. Ximenes had reformed abuses in the Spanish church and, in doing

so, had identified church and state more closely. The Spanish Inquisition was a powerful tool against unorthodoxy and it was controlled by Spanish monarchs. Therefore, the condition of Spain was very different from that of Germany or England and substantially different from France. Charles I(V) himself was a determined Catholic and, especially after the Sack of Rome (1527) had a stronger influence on the papacy. He favoured reform - urged a church council - but did not contemplate going along the same road as other European princes. Troubles in the Holy Roman Empire only made him more determined to keep Spain orthodox. The Spaniards themselves did not have the same critical attitude to the church as that seen elsewhere. Therefore, the ground was less fertile for heresy. Poor candidates may limit themselves to mere generalisations and their answers will lack convincing knowledge. 10 - 12 answers will at least be basically relevant and will have an adequate but limited factual base. The higher bands will emerge as answers show more precise understanding of the condition of Spain and especially of its religion and as they develop from description to analysis and as different aspects are considered.

11 Assess the effect of the Ottoman threat on the rule of Charles V(I) in the Holy Roman Empire and Spain.

Poor answers, not worth 10 marks, will be inadequate in discussing the Ottoman threat and therefore will have even less to say about its effect on the rule of Charles V(I). Marginally acceptable answers in the 10 - 12 band will have enough factual knowledge to get by, they will be relevant and will contain a basic argument although they may not get very far in assessing the effects of Ottoman power. Both the very poor and the 10- 12 answers may show some confusion about geography, learning facts mechanically but without much understanding of the regions involved. 13 - 15 answers will probably emerge as they demonstrate a surer factual grasp; the arguments may still be limited and descriptive. 16 - 18 answers should begin to differentiate seriously between the effects on the Empire and on Spain. 19 - 21 answers will be balanced and critical, i.e. providing a reasoned assessment. 22+ answers will probably score very highly because of the way in which they explain the effects. The Ottomans were a major threat to the Empire's borders, even Vienna, and often inhibited Charles when he was trying to sort out the Protestant problem, e.g. 1521, when Belgrade fell, 1526 Louis II of Hungary and Bohemia defeated and killed, and 1529 - 30. Spain's interests in the Mediterranean were endangered, e.g. activities of Barbarossa, 1522 fall of Rhodes, 1534 Tunis captured, 1538 battle of Prevesa. In both areas, Charles had to spend time, money and men on deflecting the Ottomans. Although the question does not ask candidates to compare the seriousness of

the effects on the Empire and Spain, some candidates will do so (probably the more successful) and should be given credit but it is not a necessary part of the answer.

***12 To what extent was the development and success of Calvinism in the sixteenth century influenced by Lutheranism?**
 [*Do not attempt this question if you have answered Question 1.]

'To what extent...?' allows candidates to explain other reasons for the success of Calvinism, including organisation, theology and the political-social situation. Some candidates may argue validly that these were more important. However, an answer will need to discuss at least to a basic level the significance of Lutheranism to get to 10 marks; the lack of such a discussion will reveal an answer as seriously incomplete. 'Development' needs to be demonstrated in Calvinism's early stages and in the areas of its expansion; the less convincing answers will be quite vague on this. Success should be reasonably specific; for example, in which groups, and to what extent? There may be many highly descriptive answers which, containing valid but limited arguments and adequate but not good knowledge, which will fit either into the 10 - 12 or 13 - 15 bands. 16 - 18 will need both a more analytical approach and a more selective and appropriate use of factual knowledge. 19+ answers will impress by their ability to tackle issues and will assess the significance of Lutheranism in an effective manner although they may play down its significance. 22+ answers will show excellent judgement, clarity and a confidence in handling different explanations. Lutheranism contributed to the emergence of Calvin as a reformer; he was influenced as were other at Paris by radical ideas. Luther was already influential in Switzerland where there were Protestant groups before Calvin started his work. Small groups of Lutheran sympathisers, as in the Netherlands, were converted to Calvinism. He took Luther's ideas further, as in his interpretation of the Eucharist. Failure to suppress Lutheranism made the papacy / Roman Catholic Church even more determined to defeat Calvinism. Hence part of the reason for the opposition to Calvinism which helped to shape its development.

13 Why did Antwerp benefit more than Venice from the changes in the pattern of trade in the sixteenth century?

'Why...?' invites candidates to provide a series of reasons although examiners should be careful to look for implicit reasons in generally descriptive answers. Although this approach will not be as creditable, it should not be

underestimated. Another problem will be the answers which concentrate on Antwerp and take Venice for granted. These may reflect the prepared answer on the Netherlands. Although candidates can give more attention to Antwerp, it is suggested that at least 30% of the answer should be on Venice. The question also invites candidates to discuss 'changes in the pattern of trade' and most will probably respond by describing the growth of trade with the Indies and the Americas. Higher credit should be given when answers contain some specific references. What commodities? Mediterranean trade did not expand as much although the better candidates will appreciate that the decline can be exaggerated. The expansion of the Ottomans did not end trade and Venice (and other north Italian centres of trade) continued to prosper although they did not enjoy their earlier pre-eminence. Antwerp benefited because it was already one of the important centres of Netherlands trade. Geographically, it gained not only from the new trade routes but also from the growing importance of the North Sea and Baltic trades. A relaxed political regime allowed trade and the economy to prosper. Bankers and financiers found a congenial centre. Tawney described Antwerp as the capitalist capital of Europe. Candidates can explain the role of banking. Answers worth fewer than 10 marks will deal inadequately with Antwerp and Venice. An adequate discussion of Antwerp with a bare treatment of Venice, as indicated above, can get to 10 - 12 and a good discussion of the one with an acceptable view of the other can get to 13 - 15.. 16 - 18 marks will need a firmer grasp of Venice and a more analytical approach. The 19+ bands will see answers which consider a wider range of points and alternative explanations whilst the best 22+ should be able to refer convincingly to some of the alternative arguments, providing personal judgments. The question does not specifically mention the decline of Antwerp and examiners should be careful not to expect this. A conclusion mentioning the effects of the Dutch revolt might be appropriate as an extra but the issue is not a central part of the answer and longer accounts should be disregarded.

14 'A constructive period (1547 - 63) followed by a reign of terror (1564 - 84).' How accurate is this assessment of the rule of Ivan IV?

The less successful candidates, deserving fewer than 10 marks, will write answers which are seriously incomplete factually and contain vague arguments. They may not consider developments throughout the reign, even in a general manner, and will not be able to tackle the possibility of change implied in the question. Comparatively few answers will probably be marked down for irrelevance because the nature of the problem is quite clear and candidates can refer to anything within the reign - although the extent to which they do so effectively will

determine the level of marks. In the 10 - 12 range will be highly narrative but direct answers, uneven in quality but mostly convincing. Only the introduction or conclusion may refer to the aspect of change. 13 - 15 answers may contain uneven arguments but will be largely accurate and relevant. 16 - 18 answers will be more analytical but they may not be precise on 'constructive' and 'terror'. 19+ answers will contain more confident, balanced and sustained arguments. Although candidates are free to challenge the (authentic) quotation, it may be difficult to do so in this case. In the first period of his majority, he introduced reforms at home, with the help of the Chosen Council. Autocracy was centralised. The law was modified. Local governors were brought under control and corruption was attacked. The church was reformed, as was the army. The economy improved. Abroad, he was quite successful in extending the boundaries of Muscovy. From 1564, things changed as conditions worsened and (probably) Ivan's personal capacity deteriorated. He turned on his associates and created a brutal Oprichnina - these were supported by lands seized from boyars. Opposition was put down forcefully. Abroad, the situation was less successful. The Crimean Khan invaded Russia and burned Moscow. The alliance of Lithuania and Poland became stronger.

15 Assess the success of the Counter Reformation in winning back the initiative which had been lost to Protestantism.

'the initiative which had been lost to Protestantism' can be dealt with quite quickly. There is no need for long narratives but reference can be made to the expansion of Protestantism in Germany, France and the Netherlands, perhaps Switzerland. Better answers may refer to the social groups which had been affected. 'Assess...' will lead the better answers, certainly the 19+ bands, to consider the failure and limitations of the Counter Reformation as well as its successes although very good answers may well prefer to point out the achievements. In the 1530s and 1540s, it seemed as if Europe might become Protestant, not the situation in 1600. 13 - 15 answers may well be unbalanced although successful within their limits. 10 - 12 answers may well include less useful descriptions. Answers worth fewer than 10 will contain no worthwhile assessments and will be partial in their descriptions of the Counter Reformation. The Jesuits had become active, seeing their primary task as confronting the Protestant heresy and they were effective in influencing rulers and promoting education from schools to universities. The papacy gave better leadership and answers should be given credit when they refer to the work of individual popes such as Paul IV (1555 - 59) and Pius IV (1559 - 64). In spite of its shortcomings, the Council of Trent had solid achievements in theology, administration and the reform of the clergy. The expansion of

Lutheranism was prevented in Germany and Calvinist Huguenots came under greater pressure in France. Although ultimately achieving toleration, they were still a minority force whereas in 1559 many had feared their domination of France. 'initiative' is a comparatively open description but it allows for a review of geographical, theological and political issues. However, examiners should not be too ready to demand such a wide approach from the competent, if unexciting, answers. Such range may well be indicative of the very best answers. (Some candidates may refer to the Baroque in art and architecture and this should be allowed. Although largely seventeenth century, the Baroque was rooted in the previous period.)

16 To what extent were incompetent sultans responsible for the decline of the Ottoman Empire in the later sixteenth century?

The question focuses on the reigns of Selim II (1566 - 74) and Murat III (1574 - 95) although it allows for some reference to the later years of Suleiman the Magnificent (d. 1566) and to Mohammed III (1595 - 1603). Selim and Murat fell under the influence of strong but disruptive Janissaries, who began to play a political role because of the weakness of the sultans and the general condition of the Empire. Ministers were removed if they posed a threat to Janissary power. The weakness of sultans may have dated from the time of Suleiman, who killed his elder son in favour of Roxana's child, Selim. Corruption spread and the conquered peoples were less willing to accept Ottoman domination. An over-large empire proved more difficult to rule and an enormous army could not be supplied when campaigning. Sea power declined, as shown by the failure to take Malta (1566) and the defeat at Lepanto (1571). The Janissaries enjoyed less military success. At the same time, there were signs that western European resistance was becoming more effective - Lepanto was fought by a combined fleet although the alliance was short-lived. The poorest answers, not worth 10 marks, may be vague in asserting Ottoman weakness, simply referring to the converse of strength earlier in the century. They will have very slight knowledge of the sultans. 10 - 12 marks may be given for highly narrative answers which lack any analysis although the narrative will be relevant. They may well take a very narrow view point. At the other end of the scale, the highest bands will contain answers which are analytical, show an awareness of various factors, can assess their relative importance ('To what extent were...?') and can support the points with appropriate factual knowledge. 16 - 18 answers may be confident about the role of the sultans but less successful in assessing other factors although they will attempt to do so.

17 Consider the view that, on balance, the foreign policy of Philip II was a success rather than a failure in defending the interests of Spain.

As a point of policy, examiners can accept discussions of the Dutch revolt as relevant but should not award lower marks if it is omitted. (It is usually unclear to candidates whether or not foreign policy includes the Netherlands.) The Americas are usually less of a problem but the same policy applies. The question is deliberately worded to persuade candidates to consider the successes as well as the failures of Philip's foreign policy. However, one can anticipate that most will be happier discussing the latter - seeing failure in relations with England and France. Answers which assert failure without considering any success will probably be worth fewer marks although of course one can envisage the highly impressive and vigorous critical essay which should not be undervalued. One hopes for a discussion of the Turkish problem and the union with Portugal in addition to England and France. Early reverses against the Turks, e.g. the loss of Djerba (1560) gave way to success at Lepanto (1571) - although the effects of this can be exaggerated. But at least Spanish interests, strategic and religious, were defended successfully. Relations with Portugal led to success in 1580, a combination of natural succession and a successful expedition led by Alva. Although it is difficult to see any real success in relations with England, candidates should be given credit when they explain Spanish interests, which were again strategic as well as religious. Philip II wanted to secure a useful alliance and to avoid England becoming an ally of France. Hence his ambivalent attitude to Mary, Queen of Scots. In France, Philip had to concede in the Treaty of Vervins (1598) but his support of the Catholic League added pressure to Henry of Navarre to convert to Catholicism. Again, candidates should be given credit when they explain Spanish interests in this conflict. The best answers, certainly 22+, will contain very positive arguments, supported by exact factual evidence, and will consider both successes and failures. There should be no significant weaknesses. 19 - 21 will be very good overall but may not be as comprehensive. 16 - 18 may show some unevenness or they may combine analysis with unnecessary description but examiners should not under-value very good narrative accounts. There may be little attention to 'Spanish interests'. 13 - 15 answers may well be extremely conventional in their approach, descriptive and narrative rather than analytical, but the knowledge will be very largely accurate. 10 - 12 answers will be highly descriptive and may lack a focussed argument. Alternatively, they may be analytical in approach but may be more partial in their approach or may be too one-sided. The poorer answers will be factually weak and will contain frail arguments. They will omit major elements of policy.

18 'She usually had her eye on short-term political gains rather than on the long-term needs of France.' Is this a fair comment on Catherine de' Medici's role in the French civil wars?

The determining factor in assessing answers will probably be the extent to which they focus on Catherine de' Medici. Although the question allows scope to consider other factors, these need to be put into the context of Catherine's role. For example, the nobility continued to pose a problem. Answers worth fewer than 10 marks will probably include a great deal of background and will not provide even a basic understanding of Catherine. The 10 - 12 and 13 - 15 bands will probably include a lot of highly narrative but relevant material, differentiated by their mastery of the factual material. 16 - 18 answers will contain a mixture of some unnecessary narrative and more determined comment; the emphasis will clearly be on the argument. 19+ answers will be more successful in dealing with 'short-term' and 'long-term' issues. 22+ answers will probably emerge by their ability to discuss a number of alternative explanations although 19 - 21 answers should attempt to do this. Candidates may well disagree with the quotation but they should try to consider the various issues raised by the question. She was devoted to her children's interests and appreciated the damage done by extreme religious movements, preferring a politique approach. However, her weak position - foreigner, Queen Mother - meant that she did not have a secure power base and was tempted into a succession of short-term expedients, e.g. Colloquy of Poissy (1561) or Massacre of St. Bartholomew (1572). However, in maintaining the interests of her children, she also defended the monarchy on which France depended - a long-term interest?

19 Compare the methods and success of Philip II of Spain and Henry IV of France in controlling the nobility.

Although this is a comparison question, most candidates will deal with the rulers sequentially and this approach, combined with a good introduction and introduction, can get answers into the 16 - 18 band, if the separate comparative section is good. However, most answers in this band will contain a sound analysis, even if they miss some possible lines of argument. 19+ marks will certainly require a more deliberately comparative approach. 10- 12 marks may be appropriate for answers which are basically informed about both rulers but which lack a focus, although they will be relevant. 13 - 15 needs more strength on each king. Answers worth fewer marks will be too unbalanced or too general or incomplete. A reasonable balance will be 60: 40 either way but probably most candidates will

know more about Henry IV and the nobility than about Philip II. One hopes that candidates will not spend too much time on narratives of the French wars of religion; this is of peripheral relevance because Henry's control did not start until these had ended. He asserted the power of the monarchy again, used the Conseil des Affaires to advise him and used the *elus* to control the provinces. The Duc de Biron was executed when he went too far. On the other hand, Henry was willing to compromise and the nobility continued to enjoy many of their traditional privileges. Although largely successful, certainly in comparison with his Valois predecessors, Henry did not completely curb the nobility (as can be seen from events after his death). Philip II used a highly personal style of government which would have excluded the nobility. However, factions emerged, e.g. the Alba and Eboli. The nobility showed resentment at attempts to curb their powers, e.g. Aragon, linked to the *fueros* / constitutional privileges issue. Castilianisation was feared. Although substantially successful, Philip left a nobility which continued to press its privileges on his successors.

20 Why did the economy of the northern provinces of the Netherlands remain strong in the years to 1609 in spite of the Dutch Revolt?

'Why' asks candidates to provide a series of reasons. The less successful answers, not reaching 10 marks, may be very hazy about economic matters, and may spend too long on irrelevant narratives of the Dutch revolt. The question does not call for a description of the rebellion and prepared answers explaining Dutch success and Spanish failure will not be adequate. This is not to say that the revolt is irrelevant; it obviously forms a part of the question but the material should be used to discuss salient issues. 10 - 12 answers should demonstrate a basic understanding of the Dutch economy but may not have much idea of linking it to the revolt. 13 - 15 answers will have satisfactory if lightweight arguments and largely accurate knowledge. 16 - 18 answers should be more analytical although they may still be uneven, falling short of the highest standards, for example by containing less useful arguments or knowledge. To different degrees, 19 - 21 and 22+ answers should be able to deal confidently with the structure of the economy and link it effectively with the revolt. The economy prospered because it was less hidebound by the conservatism that hindered trade elsewhere, for example medieval guilds. Whilst the Netherlands were largely agricultural, coal and iron mines were developed. The provinces of Holland and Zeeland prospered because of fishing and carrying. Antwerp had a unique position as a centre of European finance. Merchants had a particularly important role in society. Geography favoured the continuation of prosperity

in spite of the war. Although Antwerp and the Scheldt trade suffered, the northern provinces, out of reach of Spanish armies, were still able to trade successfully. Meanwhile, economic links with Spain continued partly because of Spain's own problems. Shipping was still worthwhile because the seas remained open and the war validated further attacks of Spanish and Portuguese markets and territories, including Brazil, and the East. Those whose prosperity was threatened in the southern provinces when these were overrun and when they suffered campaigns moved north.

21 How far did scientific thought in the seventeenth century deny the authority of the Roman Catholic Church?

The best candidates are clearly going to be those who try to examine the relationship between science and religion but they may well refute the suggestion of any denial of the authority of the Church. This is a perfectly acceptable argument - as long as the argument is made. Some very good answers may concentrate on developments to which religion was very relevant, such as astronomy and biology. Some may consider philosophy including political philosophy as a 'science' and this can be allowed in a number of cases, such as Descartes, Hobbes and Locke. (As a cultural question, references to England can be admitted but should not be expected.) At the other extreme will be the essays which are vague about scientific advances and which do not see the point of the question. 10 - 12 answers may be descriptive and shallow, if relevant, in their arguments. They will try to discuss religion but will be very simplistic. 13 - 15 answers may also be descriptive but will contain more convincing factual evidence. The middle ranges of answers will show serious efforts but uneven success. At the top end, the 22-25 answers will be thorough in dealing with religion and science; they will also show an appropriate critical sense. Reason and measurement began to replace religious faith as the touchstone of scientific thought. The seventeenth century saw great advances in mathematics and in detailed, accurate measurement. Scientists looked for explanations in classical antiquity rather than in medieval models of the structure of the world. However, the Church itself adapted to change, as in its somewhat different attitudes to Copernicus in the sixteenth century and Galileo in the seventeenth - although Galileo may have been himself responsible for some of his troubles by taking a provocative approach. Boyle saw God as the prime mover and Descartes accepted the existence of God as self-evident (although the Church condemned his works).

22 Why were the Dutch able to secure control over much of the international carrying trade of Europe in the seventeenth century?

The question asks 'Why...?' and examiners will be looking for a series of series of reasons in the best answers, certainly those worth 19+. 13 - 15 answers will contain some analysis but will be descriptive at other points. The knowledge will be secure. 10 - 12 answers will be relevant but heavily descriptive, explaining 'How?' rather than 'Why?'. Answers below 10 may well be vague and incomplete factually. Among pertinent points will be Dutch control of the Baltic as well as the North Sea trade. Their efficient ships monopolised trade with Russia and transported goods from the north to the south of Europe. They were willing to trade with any other country, including enemies such as Spain, whilst excluding other states from their own trade and markets. In addition, there was the lucrative trade with distant markets in the east and west. It represented a ruthless combination of free trade and protectionism. Trading companies, especially the East India Company and banks provided investment and organisation. Capital was available for investment to an extent impossible in other states. Amsterdam was the centre, the home of merchants, financiers and traders. The government for the most part defended the interests of traders by pursuing a policy of non-interference where other countries saw increasing intervention by rulers in trade policy. Descriptions which are limited to trade with the East may get up to 13, perhaps the next band if particularly well done, but usually the higher mark bands will require some awareness of other aspects of the carrying trade. The question does not demand a comparison with other states but answers in the highest 21+ band should show an understanding of this aspect, indicating some variety in the argument. For example, reference can be made, even briefly, to the relative failure of other states.

23 To what extent were Spain's economic problems in the first half of the seventeenth century caused by her commitments elsewhere in Europe and in the Americas?

The question focuses on Spain's economic problems although it allows for the consideration of other aspects. For example, some candidates might point to the ineptitude of government or social conditions. However, essays which are limited to these are inadequate as studies of Spain's economic problems will not get to 10 marks. 10 - 12 may be appropriate for answers which describe the problems in generally acceptable terms but which are vague about 'commitments' - although something basic will have to be explained. 13 - 15 should be adequate on the other commitments but will still be uneven. 16 - 18 marks will

be stronger on the link between commitments and problems and the higher bands will be able to discriminate convincingly between factors. 'To what extent...?' invites an assessment. Examiners should be clear that it is possible for candidates to prefer an alternative explanation and thus to spend more time on these but the foundation must be laid and, as indicated above, there is no excuse for ignoring the stated premise. Commitments in Europe include the costs of intervention in the Thirty Years' War and the resumed struggle with the United Provinces. The American trade had to be protected although income from the New World declined. Bullion imports in 1600 = £4 million; 1650 = £1½ million. (A few very good candidates may refer also to the costs of the trade in the Far East, with China and the Philippines.) Although there is some debate among historians about its extent, the decline of the Spanish economy is clear. Problems included repeated bankruptcies, high interest repayments, lack of investment especially in industry and a failed monetary policy. The Mesta was a national burden, not only economic but social and even political. Spain lacked a capitalist class and government intervention proved ineffective, even when Olivares tried to remedy the situation.

24 Did the constitution of the United Provinces promote or hinder the state's ability to survive as a major power in the seventeenth century?

The key issue in this question is the constitution. Although candidates do not need to spend much time explaining it, they should show an understanding of the federal nature of government, the position of the stadtholders and the powers of the regents / burghers. The domination of Holland was an important factor in the constitutional balance. The 19+ answers will surely discuss these factors explicitly. 16 -18 answers will do so to some extent but will miss some possible lines of argument. 10 - 12 will have an adequate knowledge of developments but a limited, if relevant argument. 13 - 15 will demonstrate many of these qualities but will be slightly stronger. Answers scoring fewer than 10 marks will be irrelevant - lengthy accounts of unnecessary issues will not deserve much credit - or may be vague. There is no need to spend much time explaining the United Provinces as a 'major power'; this needs neither long narratives of war nor extensive descriptions of trade. More important will be success in dealing with political developments, e.g. the continuing attempt of the Orange family to enhance their authority. Maurice of Nassau, d.1625, tried but failed to centralise power; struggle with Oldenbarnveldt. This affected Dutch involvement in the early period of the Thirty Years' War. Frederick Henry, d. 1647, maintained an important position because of the struggle with Spain. His power was almost monarchical. He had a court, promoted the nobility, married

his son to daughter of Charles I and daughter to Frederick William, the Great Elector, and followed a foreign policy of which the regents disapproved. But the later years saw a revival in regent power, leading to peace in 1648. William II, d.1650, his reign saw the crisis of 1650 with an attempted coup d'etat. This saw the sharp division between William and the regents. After the 1648 peace, they voted to disband the army. The rule of the regents, led by John de Witt, saw the period of most success for this group - decentralising, curbing Orange power, promoting the interests of the commercial, moderately Calvinist interests. This led to a dangerous foreign policy culminating in hostility from Louis XIV and almost disastrous defeat. William III's accession to power, 1672, saw a reversal in fortunes. Many candidates may stop here but the best will show how William managed, through the war danger, to work successfully with political groups although his constitutional position did not change formally.

25 Compare the policies of Richelieu and Louis XIV towards the Huguenots.

There is likely to be some imbalance in answers and a ratio of 60:40 can be accepted for even the best answers (usually towards Louis XIV?). Even 70:30 might be possible for the 10 - 12 and 13 - 15 ranges but probably not for more. Many candidates may adopt a sequential approach, dealing first with Richelieu and then with Louis XIV. Unless done very well, this may point to a ceiling of about 15, possibly the bottom of the 16- 18 band, although one would expect most answers in this band to be analytical and comparative. Both Richelieu and Louis XIV saw the Huguenots as a political threat - a state within a state - but Richelieu had the experience of facing a Huguenot rebellion. Huguenots took advantage of war to seize La Rochelle (1625-6) and then were involved with Buckingham's expedition until the Grace of Alais (1629). Louis saw them as a contradiction to the unitary state - some candidates may see it as part of his wider religious policies, e.g. Gallicanism and anti-Jansenism. It was he, backed by enthusiastic support from the French Church and many at court, who increased the pressure from the late 1660s. A comparison of the Grace of Alais and the Edict of Fontainebleau (1685) shows effectively the differences in their policies. Richelieu reduced the Huguenots' unpopular privileges but allowed them to continue their religious freedoms. Louis revoked all of their freedoms, using a variety of punitive devices. The question does not ask candidates to explain the consequences of policies but brief references, perhaps as a conclusion, would not be irrelevant.

26 To what extent can the development of Brandenburg-Prussia under Frederick William, the Great Elector, be explained by the view that it was a client state of France?

Candidates can usually record the main developments during the reign of Frederick William but are less successful in interpreting them and explaining the reasons for his success. The question offers one explanation and, although candidates are free to offer others as being more important, it is vital that they consider relations with France to get to 10 marks. Answers which show a distinctly inadequate knowledge of this cannot reach this level because they will be seriously incomplete. However, as long as the point is covered adequately, candidates can then take a variety of approaches. Answers should be able to deal at least with the period 1640 - 48 and the gains made at Westphalia, largely because he was favoured by France as a useful counter-balance to imperial power. However, he continued to receive subsidies from France and, although he flirted with the Dutch (1672-73 and 1674 - 79) and England (1668), he could see where his best interests lay although Louis XIV forced him to return gains to Sweden in 1679. The end of the reign saw a break, following the Revocation of the Edict of Nantes (1685). Other factors to which candidates will probably refer include Frederick William's personal leadership, re-organisation of administration, the growth of a standing army and moves against provincialism. All these are acceptable and can be made relevant - as long as the issue of a 'client state' is examined. On the other hand, answers which are narrowly focussed on this factor and which pay less attention to the others should not be under-valued; they may be among the best.

27 'The treaty of Westphalia reestablished a fragile balance of power in Europe.' How valid is this claim?

To get to 10 - 12 marks, candidates should demonstrate a basic knowledge of the terms of Westphalia and some appreciation of their significance. The 13 - 15 band will contain answers which are factually more convincing although the argument will be uneven. 16 - 18 answers should be fuller in providing such comments although there may still be some unevenness. 19 - 21 answers will combine a full record of the treaty and a very sound explanation of their significance, focussing explicitly rather than implicitly on the issue of the 'balance of power'. 22+ answers should go beyond this to demonstrate some flexibility in their judgements. Marks below 10 will be awarded to answers which have a poor factual base and a frail, often irrelevant, argument. The question offers no obvious end point. Many answers will concentrate on the situation in 1648; this will be valid. Some may take the argument to 1659 (Treaty of the Pyrenees) and 1660 (Treaty of Oliva) to explain

how the 'balance of power' worked out . This will also be allowable. Of course, candidates may deny the validity of the quotation, probably seeing Westphalia as a French triumph but 18+ answers should certainly be aware of the ways in which the treaty sought to satisfy most of the protagonists. However, examiners should look very carefully at essays which go further than 1660 because this might well indicate unnecessary, even irrelevant, narrative. Credit can be given when candidates point out the extent and significance of French gains; it terms of territory, they may not have been large but they were of strategic importance, in Metz, Toul and Verdun, and Philippsburg and Breisach on the Rhine, plus Pinerolo in north Italy. Certain rights were gained to Alsace. Sweden's gains, including Western Pomerania, Wismar, Mecklenburg, Bremen and Verden, afforded influence in the Baltic and north Germany. German states such as Bavaria, Saxony and especially Brandenburg-Prussia benefited to different extents. The Holy Roman Emperor lost a lot politically and in religion but retained its essential authority which was to become the basis of the Austrian empire, including Bohemia and Hungary. Although the (authentic) quotation may be an exaggeration, it does have some validity when one looks at the treaty as a whole.

28 'The country declined because it lacked manpower, money and able kings.' Explain the relative importance of these factors in bringing about the weakness of Sweden in the later seventeenth century.

The quotation gives a clear guide to the issues to be discussed and a mark of 10 - 12 will require something on each. The general, lightweight narrative of wars will itself not be worth this band. On the other hand, the question allows candidates plenty of scope to frame an argument. The factors which brought about Swedish decline may include domestic and foreign issues, e.g. internal weakness and growing threat abroad. 10 - 12 answers may be relevant but lightweight on two of the cited issues and basic on the third. 13 - 15 answers will have more balance although they will still explain some issues less adequately.. 16 - 18 marks may be given for sound assessments of rulers with satisfactory material on the resources. (Examiners should expect candidates to deal with Charles XI, 1660 - 97, and Charles XII, 1697 - 1718, but Christina, abdicated 1654, will be admissible). In the higher ranges, the discussion of aspects other than the rulers will probably be the determining factor. 19 - 21 answers will provide more assured discussions of the lack of population and declining economy, coming to a clear conclusion. There will a clear attempt to pin down the 'relative importance of these factors'. 22+ will demonstrate these qualities and will also consider other possibilities. However, examiners should beware answers

which give too much space to narratives of the Great Northern War and to discussions of the growing strength of Russia.

***29 By what means, and how successfully, did Louis XIV maintain an absolute authority over the provinces of France? [**Do not attempt this question if you have answered Question 2.*]**

The poorest answers, not worth 10 marks, may well ignore the provinces and provide only general descriptions of Louis XIV's absolutism - personal kingship, Versailles etc. Although this is relevant, it will lack the discussion of the provinces necessary to get to this qualifying mark. 10 - 12 marks may be appropriate for answers which are largely concentrated on Louis's absolutism but which have enough on the provinces to get by. 13 - 15 answers will probably say a little more about the provinces. 16 - 18 answers may deal successfully with 'By what means...?' but may say very little about 'how successfully...?' They may well be uncritical. The higher bands will be well-informed about Louis's methods and will also understand his problems and the extent of his success. The very best 22+ answers may well be focussed on the provinces rather than on Versailles. Candidates should be able to explain how the King dealt with the nobility and the provinces. They can discuss the role of the intendants and the use of ministers such as Colbert. The best candidates will refer to the problems in raising taxes and in dealing with provinces of different tradition, especially the pays d'etats, which were more prone to accede to the wishes of their more local and traditional rulers. Not only geography but language and local rights posed problems for the King. There were also peasant uprisings which often inhibited the efforts of the intendants. As the reign continued, other demands, especially war, meant that less attention could be given to the provinces. There is no evidence of significant opposition to the King but there are signs that the machinery was becoming ineffective. The reign, and this particular topic, is well-documented and candidates may make references to their reading; as always, this should be rewarded when it is done relevantly and appropriately. Less credit should be given for vague references to general textbooks.

30 'Louis XIV was not aggressive in his foreign policy. He sought only to defend his just rights.' How valid is this comment?

The question covers all of the reign from 1661 and examiners should not demand a comprehensive treatment although some developments will obviously be required, e.g. the War of

Spanish Succession. On the other hand, answers which show very significant gaps will not be able to score highly. One hopes that the essays will deal with the chief developments in the War of Devolution (1667-68), Franco-Dutch War (1672 - 79), Reunions (1679 - 84), War of the League of Augsburg / Nine Years' War (1689 - 97) and the War of Spanish Succession (1702 - 13) but this list alone should warn examiners against requiring complete references. Generally, it will be more important to provide valid arguments because most candidates can be expected to know the basic chronological framework. The temptation to the less successful candidates will be write narratives, often at length, which lack enough comment. The central issue is about Louis's motives and methods. The highly descriptive but largely accurate approach with a few relevant comments may take answers into the 10 - 12 or possible the 13 - 15 bands. 16 - 18 answers will be more thoughtful but perhaps mechanical, possibly presenting one-sided arguments. 19 - 21 answers will contain stronger arguments and will be aware of differences whilst the best answers should be able to present complex but well-organised arguments, even with a few extremely pertinent factual references. Most of the 16+ answers should be able to discuss 'aggressive'; the higher bands may well depend on the ability to discuss 'just rights'.

31 How effectively did Peter I (the Great) deal with those forces in Russia which resisted his reforming policies?

The key phrases are 'How effectively' and 'forces...which resisted'. The first calls for a considered assessment of his success and the best answers, certainly those in the 16+ ranges, will discern both successes and failures and the 19+ bands will require good balanced assessments, considering alternative explanations. It seems improbable that a very good answer will be one-sided in its judgement. It is more likely that the other key phrase will be more discriminating. Answers which are merely descriptive and refer to opposition briefly at the beginning or at the end will be limited in value and a lack of understanding of their significance will limit answers to bands below 10. The question mentions 'in Russia' and therefore foreign policy can be ignored; there is no place for a narrative of the war with Sweden. On other other hand, one can see how reform of the army or navy as such can be made relevant - but as an internal issue. Among aspects worth discussing are the streltsi, the boyars, the peasantry and the Church. It will be possible to discuss more general factors, such as economic backwardness or the inefficiency of government. 10 - 12 may be the basic band for answers which show an adequate knowledge of Peter's policies but which are hazy, although relevant, on his problems. To reach the 16 - 18 band, answers will be more accomplished in dealing with the opposition but may still be quite conventional in approach,

that is showing an inability to sort out clearly the nature and strength of his difficulties.

32 How successful was the Peace of Utrecht (1713) in maintaining a balance of power in the period to 1740?

To get to a basically acceptable mark of 10, it will be necessary to show an adequate knowledge of Utrecht and broad developments to 1740, or to write a relevant but thin argument. A more convincing combination of these will take answers into the 13 - 15 and then the 16 - 18 range, whilst the higher bands will reflect an ability to produce stronger arguments. 19 - 21 essays and even more the 22+ essays should demonstrate varied arguments showing both the strengths and the weaknesses of Utrecht and combined these with effectively expressed judgements. The union of France and Spain was banned. Austria received Spanish Italian territories and the Spanish Netherlands. France retained Strasbourg, Alsace and Franche Comte. Britain gained the Asiento, Gibraltar, Minorca and some north American territories. The Dutch had the Barrier forts. Although French power was stabilised, it confirmed that she was not capable of exerting the same as in the earlier years of Louis XIV's reign. Spain lost much territory. Britain gained influence through some territorial gains which were not large in scale but significant in their impact. Spain harboured grievances, largely because of the loss of the Netherlands and those parts of Italy which she had controlled. Although the integrity of the Spanish overseas empire was maintained, the Asiento broke the formal monopoly of trade. She was to attempt to regain influence and territory, for example in the Austro-Spanish War of 1717. On the other hand, there was an Anglo-French rapprochement which tried to avoid a recurrence of hostilities between the two states. Other struggles may have been outside the scope of Utrecht, such as the War of Polish Succession (1733 - 35).

33 What does the administration of Fleury indicate about the problems and strengths of the Ancien Regime in France?

The determining factor in this question will be candidates' success in dealing with Fleury. Vague discussions of the Ancien Regime will not take an answer to 10 because they will not meet the central demand of the question. At the other extreme, candidates who provide satisfactory explanations of Fleury but which do not relate them to the problems and strengths of the Ancien Regime may well be limited to the 13 - 15 range although some very good descriptions might possibly deserve the 16 - 18 band. One can expect candidates to write more about the problems of France but the best, certainly 22 -

25, should be able to refer to the innate strength of the French economy, the stability of the monarchy and the absence of a powerful opposition or alternative to the monarchy. From 1726 to 1743, Fleury gave France firm if unenterprising government and enhanced its prosperity. Under Orry (Controller-General), the budgets were balanced. He opposed the Jansenists and enforced 'Unigenitus', using the device of the lit de justice. Abroad, he sought peace with England through an understanding with a willing Walpole. Entry into the wars of Polish Succession (1733) and Austrian Succession (1740) came in spite of Fleury's efforts and shows the influence, and consequent weakness caused by, court advisers to Louis XV. Whilst the King's willingness to leave business to others could be an advantage when these were able ministers such as Fleury, it was a liability when his choice of ministers and advisers erred. With such a foundation, the more general aspects of the Ancien Regime can be discussed effectively, including the roles of the nobility, Parlements, bureaucracy, provincialism, privilege, financial inefficiency and the Church.

34 'The only consistent relationship was that Austria and Prussia remained implacable enemies.' Discuss this interpretation of international developments during the years 1740 - 63.

It will be difficult for candidates to disagree with this assertion but, to gain high credit, they will need to explain why Austria and Prussia remained enemies - a comparatively simple task - and why other states changes sides. As for the chronology, answers should discuss the War of Austrian Succession, the Diplomatic Revolution and the Seven Years' War. Answers which are limited to the first will not get beyond 12, possibly 13, marks even at best because they will ignore important aspects of the question. Very good discussions of the two wars which ignore the Diplomatic Revolution may signify a maximum of 18 / 19, i.e. the top of one band and the bottom of another. The less successful but still competent candidates may limit themselves to narratives. The lack of a relevant argument will count against some of these although examiners should give some credit to implicit points. At the other extreme, the answers which focus on relationships should be well rewarded even if the factual references, whilst accurate, will be more sparse. It is likely that the best answers will emerge by their ability to consider inconsistency, e.g. the reasons for the changes of side by France and Russia. The 19+ answers should be able to deal with a four-sided set of issues - Austria, France, Prussia, Russia. In addition, because this is a question on diplomacy, discussion of British foreign policy will be relevant; indeed, it will be difficult

to avoid it although the scope of the syllabus gives it a minor place.

35 Who did more to safeguard the interests of the Austrian Habsburgs, Maria Theresa or Joseph II?

Answers should be reasonably balanced with at least 70:30, preferably 60:40 on each ruler. The difference will reflect the need to come to a firm conclusion. For example, those who advance the claims of Maria Theresa, 1740 - 80, are entitled to devote more time to her but within the general understanding that the work of both rulers must be assessed. The question takes a comparative line and those who simply opt for one will probably not get to 10 marks. Many, perhaps most, candidates will interpret the question as a study of their relative success. This is important and may get to 18 marks but essays in the higher bands will surely consider more deliberately 'the interests of the Austrian Habsburgs'. The question allows candidates to discuss both domestic and foreign policy. Therefore, the wide span of the topic means that examiners should not demand much detail in the available time. The quality of the argument should be assessed carefully, to be supported by sufficient factual material. The detailed narratives may be relevant but the arguments may be more implicit and therefore get only into the 10-12 band, or perhaps the 13 - 15 band if fuller. Maria Theresa's reign was affected significantly by the loss of Silesia, attempting to regain land and extend Habsburg influence. At home, she sought to extend centralised absolutism, to control the nobility, control the Church and reduce provincial absolutism. Attempts were made to strengthen the army, reform education, improve the economy and reform serfdom. Joseph II, 1765/80 - 90, will probably be treated critically but the best answers, certainly those worth 22+, should appreciate that he did strengthen administration and identified some of the reactionary elements that were weakening the Habsburgs.

36 In what ways, and with what results, did Frederick II (the Great) attempt to strengthen his absolute rule over Prussia?

The key phrase is 'strengthen his absolute rule'. This limits the topic to domestic affairs and foreign policy should be ignored. The question is framed in two parts, 'In what ways...?' and 'with what results...?'. The more moderate candidates will probably concentrate on the former and deal with Frederick's success uncritically. Most answers are likely to be able to deal with relevant issues at a basic level and there may be many mechanical but humdrum essays in the 10 - 12 band. 13 - 15 answers will provide more satisfactory levels

of argument although these will still be uneven. 16 - 18 answers will depend on a more analytical approach to methods and some obvious attempt to assess success, even if this is one-sided. The 19 - 21 essays should appreciate some of the problems which were caused whilst the 22+ will demonstrate all of the qualities and supplement them by a flexible approach. For example, his personal style of government would cause problems when there was a lesser ruler. The social structure remained inflexible and there was little real economic development. Bureaucracy increased inefficiency. The nobility / junkers became stronger after being controlled by the predecessors of Frederick II, 1740 - 86. Even the army became less effective. Some candidates may discuss the nature and extent of Frederick's 'enlightenment'. This will certainly be relevant but a general discussion of enlightened despotism should not occupy a major part of the answer to this question.

37 'The philosophes had no common programme or manifesto.'
'The philosophes had certain distinctive qualities of thought in common.' How far is it possible to agree with either or both of these statements?

Candidates are likely to discriminate between themselves by the extent to which they refer to specific examples and by their success in dealing with the comparison of the two statements. The lowest bands of marks will see answers which are very vague and seriously incomplete. They will not show an adequate knowledge of any of the 'philosophes'. 10 - 12 answers will be basically relevant but have only a basic knowledge. 13 - 15 answers may review some of the main teachings, probably of Rousseau and Voltaire - the better candidate should be able to discuss even briefly some others such as Montesquieu and Diderot - but will show a limited amount of understanding and comparative skills. 16 - 18 will be more analytical but will probably opt for one explanation rather than consider the merits of each. Whilst preferring one alternative, the 19+ answers will be able to discuss both in an informed and critical manner, providing a good range of examples. Similarities tended to be a reliance on reason, a distrust of the past, privilege and national traditions, a belief in the essential goodness of man and in improvement or progress. There was a communality in their targets, including the Church, a privileged nobility and despotic monarchy (but not strong monarchy as such). Differences included attitudes such as those of Rousseau, who relied as much on emotion as on reason as well as the varying solutions which they offered.

38 What conditions delayed the onset of an industrial revolution in continental Europe in the eighteenth century?

The question refers to continental Europe and references to Britain will only be acceptable by way of comparison and if they are fairly brief. Europe lacked large factories and great industrial centres. Small enterprises still prevailed and methods and attitudes were very conservative. Many states tried to encourage industry, often through forced labour, but without much success. The domestic system largely prevailed. Guilds and other special interest groups were strong. There was a lack of investment; investors tended to put their faith in offices or in land. A class system based on privilege was antipathetic to the flexibility needed in industrial enterprise. Communications were poor. National finances were often weak and inefficient. Very good candidates might be able to point to individual developments, such as the iron industry in Russia, but overall the situation did not change markedly during the century. It is likely that examiners will be able to discriminate easily between levels of achievement in answers. Poor essays will be vague about continental Europe, they may embark on general digressions or even large-scale irrelevance by spending too much time on Britain. The middle bands will have a basic understanding but probably will lack appropriate examples. Those essays which reach the higher bands will be aware of a variety of factors and will be able to refer to specific examples - although in a question which deals with continental Europe as a whole, candidates can be selective. The most frequently quoted example is likely to be France but France alone would point to a ceiling of 17.

39 'Enlightenment always took second place to authority when there was a problem or conflict.' Discuss this judgment on the policies of Catherine II (the Great).

This question does give candidates the opportunity to discuss enlightened despotism, i.e. the relationship between enlightenment and authority, and the better answers, certainly in the 16 - 18 band, will avoid vagueness in this. The 10 - 12 answers may be more general but will make some valid points about Catherine II, 1762 - 96, her problems and policies. 13 - 15 answers are likely to be descriptive with implicit arguments but the knowledge will be sounder. The answers which include incomplete surveys with vague references to problems will not get to 10 marks. The 19+ bands will be precise in relating policies to problems / conflict and enlightenment. Credit will be given when candidates explain political enlightenment in terms of reference to reason, suspicion of tradition and privilege and the application of laws to government, the economy, the social order and religion. Candidates should be

given credit when they refer specifically to problems/ conflict, e.g. the nobles, her accession, the Pugachev rising of 1773-75. Most will probably agree with the assertion in the quotation but the 19+ candidates should be able to refer to some achievements. She did unify the legal and administrative systems. She expressed hopes of reform in the Legislative Commission / Instruction. Changes were made in provincial government. The Charter of the Nobility safeguarded, even strengthened, noble power and preferred inheritance to merit for appointments. The Church came under closer control, but not really for enlightened reasons. In the economy, she followed the guidelines of the physiocrats but Russia remained very backward.

40 Why did the attempts to introduce reform fail to preserve the independence of Poland in the eighteenth century?

The question allows candidates to discuss the general problems of Poland including rulers who were foreign puppets, over-mighty nobles, an enslaved peasantry, no middle class, small army, exposed frontiers, limited public revenues, social, racial and religious divisions. The sheer extent of these problems inhibited attempts at reform and no significant group was committed to change. In addition, stronger foreign powers, especially Russia, looked unfavourably on any measures which would strengthen Poland. This sort of approach alone, if well explained, and supported by explanations of the three partitions (1772, 1793, 1795) can get answers to the 13- 15 band and even the 16 - 18 band, although one would expect reasonable analyses in the latter. The references to 'attempts to introduce reform' may be implicit rather than explicit. 10 - 12 answers will be relevant but only adequate in their awareness of such points and in their factual references. Lower bands will apply to answers which lack relevance or which are very incomplete. 19 - 21 answers should be particularly analytical and aware of the effects of the conditions indicated above and should show some awareness that there were indeed intermittent signs of change, especially in the 1760s and 1770s. After the 1793 partition, Kosciusko returned to Poland from America and the war of independence. He sought help from France and tried to strengthen Poland; it led to an insurrection to promote Poland's cause and won a brief victory against Russia. But failure and suppression followed. All of the attempts to prevent impending disaster at the hands of foreigners were fruitless, not only because these foreigners were too strong but also because some groups in Poland held desperately to their privileges and the advantages which came from disorder.

***41 Why did Louis XVI convene the Estates-General in 1789 and why did it not solve his problems?**
 [*Do not attempt this question if you have answered Question 3.]

The question is in two parts, distinctly stated, and it is reasonable to expect a fair balance in answers - at least 60:40. The less successful answers may be vague, referring generally to the problems of the ancien regime or providing meandering accounts of the revolution. At the other extreme, the best answers, certainly the 19+ bands, will be well-focussed; 16 - 18 answers will be fully relevant but may miss some lines of argument. There is no fixed end point but probably there is no need to go beyond 1791 - some excellent answers may be more narrow than that. Limited chronological range should not be confused with poor quality; it may indeed be indicative of high quality. Certainly, one hopes for a good account of the situation in 1787 - 89. The problems of ineffective absolutism, growing anarchy, opposition from the nobility and bourgeoisie, as well as peasant uprising, ineffective or obdurate Parlements, failure of ministers such as Necker and Calonne: all these added to the feeling of disorder and desperation. Hence the resort to the (?archaic) Estates-General. The more general background can be made relevant but will be less creditable than an understanding of these particular circumstances. Similarly, one hopes for specific references to 1789+, for example, problems about the voting system leading to the adoption of different institutions, ineffective leadership from Louis XVI, the rise in importance of Paris as a centre of disaffection, rejection of moderate measures. The King expected a friendly nobility to dominate but it did not; problems of voting etc. Estates-General changed to National Assembly / Constituent Assembly. The 16+ answers will relate these developments to the problems faced by Louis XVI; the less useful answers may explain developments in a more neutral manner.

42 Explain the reasons which led to Napoleon Bonaparte becoming Emperor in 1804.

The parameters of the question are clear; they exclude discussions of what Napoleon did as Emperor. The poor answers worth fewer than 10 marks will probably contain frail and incomplete narratives; they may be too general and will lack any analysis. 10 - 12 answers will be fundamentally acceptable although they may unbalanced, e.g. by concentrating on foreign ventures. They may be vague about the Consulate period. 13 - 15 answers will still be uneven but will take a wider view. 16 - 18 answers will be more analytical and more balanced; they will have a clearer view of the problems of the Directory and of developments under the Consulate. 19+ bands

will include answers which are closely focussed on Napoleon's accession to imperial power although they will also contain a firm foundation on previous developments. These better answers will pay attention to the instruction 'Explain the reasons for...' whereas the more ordinary answers may concentrate on the how rather than the why. Rather than spending a lot of time on developments before the Directory, they will focus on the essential periods of Napoleon's rise. 1799, First Consul and 1802, Consul for life saw Napoleon establishing his power. It was also a time of considerable reform, e.g. Code Napoleon and Concordat and he won the War of the Second Coalition, enhancing his prestige and hence power in France.

43 Compare the contributions of Austria and Russia to the defeat of Napoleon I.

At the lowest end, the poorest answers are likely to combine thin narratives of Napoleon with limited explanations of Russia and (especially) Austria. They may know only about the Moscow campaign and conceal this with general descriptions of Napoleon's rise and fall. The question does not ask for an assessment of other factors although this might form an acceptable introduction or conclusion. 10 - 12 answers may be stronger on either Austria than Russia or vice versa but will have a basic knowledge of both. They may rely heavily on a narrative approach. The 13 - 15 band will probably contain descriptive answers but these should be substantially accurate and relevant and candidates should be trying to convey real arguments although they may be uneven. There will be little deliberate comparison but rather two sequential accounts with the comparison confined to a few comments. 16 - 18 answers will be more deliberately comparative and the quality of the analysis will be better although the approach may still be uneven. 19 - 21 answers will be balanced and will be more complete in their arguments. The comparison will be effective and the arguments will go beyond the military. 22+ answers will probably be particularly good in dealing with the motives of Austria and Russia. The starting point is open, as long as candidates focus on decline. 1807 / 1808 and Tilsit might be an appropriate starting point. Russia agreed to French hegemony in central and west Europe. Russia promised to join the Continental System. Austria (and Russia) had been decisively defeated at Austerlitz (1805) and Austria at Ulm. But peace was not secure. Austria, especially the Empress Maria Ludovica, sought revenge and favoured the continuation of the war. Even the Peace of Schonbrunn (1809) did not ease the situation for long, especially as it saw the cession of Austrian territories. Alexander I of Russia distrusted Napoleon and this increased when Napoleon offered marriage to the tsar's sister, Anna. Marriage to the Austrian Marie

Louise did not solve the Austrian problem. Metternich waited his time to build another alliance. Russia's break with the Continental System was decisive. Hence 1812. Austria joined the Fourth Coalition. Candidates can then explain Napoleon's final downfall. Most of them will probably conclude that Russia's contribution was more important than Austria's but there is a need to deal adequately with both.

44 How accurately can the Vienna Settlement of 1815 be described as a victory for the forces of continuity over the forces for change in Europe?

To get to a basic mark of 10, candidates need to explain the main terms of the settlement and to show some understanding of their significance. The 'victory' can be illustrated by reference to later developments - many candidates will use it as an opportunity to discuss the Congress System and some will go further. No end point is specified in the question but later references should be linked to the 1815 settlement. The best answers, certainly 18+ will be effective in discussing 'forces for continuity' and 'forces for change'. The very highest marks will be deserved by those answers which are thoroughly convincing in explaining these terms, avoiding simplistic views. For example, they will appreciate how some change did come about as a result of Vienna. The poorest answers, not worth 10 marks, will contain inadequate knowledge and may well deal unsuccessfully with continuity and change but basic answers on nationalism and liberalism may get to 13 - 15. Most of the participants at Vienna were conservative, even reactionary, but candidates will get credit when they explain the individual views of participants. The United Kingdom of the Netherlands emerged; the German Confederation of 39 states was created. Lombardy-Venetia (and various parts of central Europe) came under Austria and Poland was controlled by Russia. Prussia received much of Saxony and other German territories. Norway was united to Sweden. Britain was given various overseas territories. Legitimate dynasties were restored in Spain and in various Italian states. In addition, free passage was established on the Rhine and Meuse; the slave trade was condemned and some additional rights were given to Jews. The significance of several of these measures should be explained to some extent for 16 - 18, with more complete discussions for 19 - 21 and a full consideration of alternative explanations for 22+.

45 How far can Metternich's system of governing the Habsburg empire be described as an attempt to 'divide and rule'?

'the Habsburg empire' can include Austria, Hungary, Germany and Italy but the question excludes foreign policy. Candidates should be able to explain the problems facing Metternich, including racial groups, the growing feeling of nationalism, an inefficient central administration and a weak economy. Metternich, wishing to main Habsburg primacy, opposed any moves towards unity. Troops were kept on foreign soil to preserve order. The German Confederation (Bund) was loosely organised. Censorship and repression, e.g. the Carlsbad Decrees (1819) tried to isolate the intellectuals. A police force and control of the post office were used. Autocratic rulers were supported, e.g. Ferdinand I of Naples, and representative institutions and the middle classes were distrusted. The very best answers, probably 22+, may qualify the view that Metternich was wholly reactionary. He was not completely the master of Austrian policy ('I have governed Europe sometimes, Austria never.') and others were more reactionary than he was. However, most will accept the premise in the question. 19 - 21 answers will be highly analytical, wide ranging in their references to the Habsburg empire and able to illustrate clearly what is meant by 'divide and rule'. 16 - 18 answers may have a narrower focus, for example by concentrating on Austria and Germany but they will be basically analytical. 13- 15 will be relevant but will be either more uneven in their treatment or highly descriptive. 10 marks will need basic relevance and a sufficient level of factual knowledge. Answers below this band will not convince factually, will not be able to deal with 'divide and rule' and may include a lot of irrelevant material about foreign policy. (An introduction or particularly a conclusion which extends the argument in this direction would be an admissible possibility but no more.)

46 Compare the methods and effectiveness of the attempts by Nicholas I and Alexander II to control the forces which threatened their autocracy.

Candidates must show an adequate knowledge and understanding of Nicholas I, 1825 - 55, to answer this question. A 70:30 balance might get to 10 marks if the discussion of Nicholas is precise but the more likely acceptable ratio is nearer 60:40. Indeed, although Nicholas I is obviously not more important in answers than Alexander II, 1825 - 81, he is likely to be the discriminating factor in all bands. 10 - 12 marks may be appropriate for basically satisfactory knowledge and relevant arguments, although the comparison will be implicit rather than explicit. 13 - 15 answers will need more secure knowledge and a satisfactory level of argument. The argument will be stronger for 16 - 18 marks and there should be some overt comparison.

The 19+ answers will be based securely on a comparative, well-informed and thorough approach. Credit should be given when candidates range to a range of 'forces which threatened their autocracy'. For example, Nicholas I had to suppress the Decembrist Conspiracy, a combination of army officers and nobles. This was suppressed harshly with the use of police spies and harsh sentences. The Tsar was confirmed in his reactionary tendencies. Some freeing of serfs and the codification of the laws did not conceal his basic policies. The Third Section was established; social institutions, e.g. in education, were controlled. The Polish Revolt (1830-31) was put down- compare with the Polish rising of 1863. It was a more straightforward and direct policy of reaction than under Alexander II, who tried to solve problems through concessions, e.g. in serfdom, local government, justice and education, before developments persuaded him to go back on his tracks. One hopes that candidates will prefer to analyse the problems and policies of Alexander II rather than embark on long but peripheral descriptions. It will be interesting to see how candidates see the Tsars' effectiveness; some may well see Nicholas I as more successful in this respect although others may see Alexander II giving hope to Russia's tsarist system in spite of the limitations of his reforms.

47 'The monarchy of Louis Philippe disappointed almost every section of French political life.' Why?

'Why?' asks for a series of reasons whilst another key to a successful answer will be the ability to deal with 'almost every section of French political life'. Poor answers are likely to provide only thin and complete narratives of the reign; they will not explain reasons nor will they contain any social and political analysis. The 10 - 12 band will contain answers which have a minimum standard of relevant knowledge and which make some attempt at a valid argument. 13 - 15 answers may well be descriptive but they will have some breadth and will attempt to explain seriously the failure of Louis Philippe. 16 - 18 will display a better understanding of the reasons why the opposition developed and 19 - 21 marks will be deserved by those who adopt a highly analytical approach with particularly successful views of the opposition. The 22+ band will include the few who can deal extremely successfully with the variety of opposition views and relate them closely to the policies of Louis Philippe; they may well take a critical view of the assertion or, at least, be able to qualify it, showing some flexibility. Basically acceptable answers may deal broadly with the views of the various social classes but the better answers will provide clearer insights into the views of the various groups, e.g. socialists, Bonapartists, clericals. The rich and well-born at first seemed to benefit but became increasingly disillusioned. The radicals demanded a republic

and became stronger as the changing economic situation failed to benefit the worse-off. Army officers became restless. Answers may refer to domestic and foreign developments but it is hoped that candidates will go beyond general descriptions and explain why they resulted in unpopularity for the King. Credit should also be given to those who pick up 'disappointed' to explain the hopes of 1830, whereas the less able will probably only recite the events of the Revolution. One often finds candidates repeating the claim that 'France is bored' when discussing Louis Philippe but fewer explain, or seem to understand, the claim.

48 'Mazzini sought to unite Italy through a general uprising and by appealing to Italian patriotism.' Why did he fail?

The questions asks 'Why...?' and the best answers, certainly those in the 16 - 18 and 19+ bands will focus on a variety of reasons; the 16 -18 answers may well miss some possible lines of argument. 13 - 15 answers will also be able to argument relevantly but may contain more description of a rather general value. 10 - 12 marks may be suitable for accurate knowledge but indirect explanations. Fewer than 10 marks will be deserved by those answers which are too uneven and peripheral in their arguments. The degree to which candidates deal with 'general uprising' and 'patriotism' will also be a discriminating factor. 10 - 12 answers may assume this. 16 - 18 answers should make a successful attempt, perhaps uneven, to get to grips with salient issues. The bands below 10 will include answers which have no real idea of what was involved. At the other extreme, 22+ answers will show the best qualities indicated above but may also take a more individual line, for example by assessing the extent of Mazzini's failure. Among developments which candidates may discuss are Mazzini's involvement in the Carbonari (1830s), Young Italy (1831), the planned insurrection of 1832 and the 1848-49 risings. The answers which refer only to 1848 - 49 may contain relevant arguments but will hardly get beyond 13 as the bottom of the 13 - 15 band. Good answers, 16+, will contain effective analyses of the Italian nationalist movement and the 19+ bands will relate these effectively to the failure of the Italian movement under Mazzini. For example, they will refer to a number of reasons for failure where the less successful candidates may limit themselves to references to Austrian strength. The question is obviously focussed on Mazzini but some candidates may try to use their knowledge of other aspects of Italian unification, e.g. Cavour. A brief comparison may be useful and creditable but candidates should not spend too much time on this.

***49 'The Frankfurt Parliament wanted Germany to be liberal, constitutional and united.' Why did it fail to achieve these aims?**

[*Do not attempt this question if you have answered Question 4.]

Although candidates will rightly devote most attention to explanations of the failure of the Frankfurt Parliament, the quotation offers the opportunity to discuss its aims and marks of 10+ will depend partly on the ability to discuss 'liberal, constitutional and united'. Answers which ignore these aims will have to be very good on failure to get 10+. Marks below 10 will be awarded to answers which cannot deal either with aims or with failure. At the other extreme, the best answers should be confident in dealing with all of the aspects of the question. 10 -12 and 13 - 15 answers are likely to be relevant but highly descriptive, probably being differentiated by the quality of the factual knowledge, whilst 16 - 18 answers will be sound in most parts of the arguments but uneven. Predominantly middle class, the members were concerned with the creation of a federal constitution for all Germany - 'unity' did not mean a homogeneous nation state - and there were divisions between the southern states (Baden Wurttemberg and Hesse) which wanted stronger central powers and an effective executive and the other larger states (Bavaria, Hanover, Saxony, Prussia) which feared the loss of states' rights. And what were the limits of this German: to include or exclude Austria? Some contemporary commentators, e.g. Engels, and some modern historians do not see the Assembly as democratic in its views of the political nation. Although 'liberal' and advocating freedom, this had limits and was imprecise. Lack of military strength, political naivety, the changing attitude and ultimate hostility of Prussia added to the difficulties of the Parliament. The focus of the question is quite narrow and candidates should not spend too much too time on a long chronological background. Similarly, some may query the failure to point to the ways in which German nationalism finally triumphed. Again, a fair point but it can be made quickly, for example in a conclusion.

50 'The romantic movement emphasised emotion and sentiment rather than reason and intellect.' Discuss this description with reference to either literature or painting in nineteenth-century continental Europe.

Literature and painting are alternatives. Any answers which deal with both should be referred to the Team Leader for a decision. Cultural questions allow a more open response and therefore examiners should appropriately be flexible in their assessment. However, the same basic standards apply as those defined in the overall mark boundaries. Essays should be

relevant, well judged and supported by appropriate factual references. The period to be covered should include the first half of the nineteenth century. Romanticism was marked by admiration for the (French revolutionary) ideals of freedom and equality; it rejected eighteenth-century ideals of rationalism and preferred spontaneity, seeking to pursue human happiness. Nature was reinterpreted in painting and different themes explored in literature. The question refers to continental Europe; therefore, references to England can be admitted only as brief comparisons. One hopes for sensible mentions of writers such as Schiller, Chateaubriand or Hugo. In painting, Ingres and Delacroix will be worth a mention. Some candidates may use knowledge gained from other A level studies, e.g. the History of Art or French. This will be perfectly acceptable. Full value should be given to answers which to only one continental country (probably France) because examiners will be looking first at the quality of the argument.

51 Why did the Ottoman empire not control more successfully Balkan nationalism in the nineteenth century?

Relevant points will include the condition of the Ottoman empire, the intervention of other major powers and the ambitions and activities of the Balkan nations. The starting point is open but candidates may well consider the Greek revolt 1821 - 1829. This demonstrated the decline of the Ottoman empire, the effects of western intervention - the 1829 settlement was virtually dictated by the other powers - and the nationalist ambitions of the Greeks. Austria, under Metternich, and Britain were resolved to solve the problem without Russia being able to intervene on behalf of the Greeks. But Russia (and France) finally joined in (Navarino, 1827) and the result was the Treaty of Adrianople. Allies such as Mehemit Ali proved unreliable. Attempt at reform, especially under the Sultan Abdul-Medjid, failed to remedy basic problems. Nationalism grew, especially in Moldavia and Wallachia. Serbia proclaimed its independence. Problems increased 1850 - 70. The Congress of Berlin (1878) might well prove a useful end-point for many candidates, with Bulgaria becoming autonomous, the confirmation of independence for Serbia, Montenegro and Rumania. Vague discussions unsupported by factual knowledge will not deserve 10 marks. The 10-12 and 13 - 15 bands will contain essays which - to different degrees - are highly factual but uneven. Although covering the essentials, there will be gaps. 16 - 18 will be more complete in their coverage but have only an adequate degree of analysis. 19+ answers will show more balance in their discussion of the factors indicated above. They will be able to explain more convincingly the condition of the Ottoman empire. Examiners should look first at the quality of the arguments because the time-span of the question is wide and therefore less significant omissions

should not weigh too heavily as long as important issues are dealt with.

52 By what means, and how successfully, did the Habsburg monarchy attempt to control the ethnic minorities in its territories during the years 1849 to 1914?

The foci here should be on the Habsburg empire and on the minorities. Candidates will deserve credit when they discuss the nature of the minorities. (The term is deliberately wide and examiners should be sympathetic to those who include Italians and Germans but the answers should not be allowed to descend into accounts of Italian and German unification. In such responses, it is likely that candidates will not concentrate on Austria.) 1849 should point them to the aftermath of the 1848 revolutions. How did they deal with the Magyars, Slavs etc? What was the significance of the Ausgleich of 1867? Why did Austria become embroiled in the Balkans after defeat by Prussia? Austria-Hungary became concerned with its internal integrity and saw ethnic minorities as a threat to its hegemony, especially after defeat by the new Germany. A succession of crises threatened Habsburg powers, as in 1905 - 06. The Balkan Wars of 1911 - 12 were another destabilising factor. The developments of 1918 are certainly relevant to the question. Throughout this period, Austria-Hungary used a combination of methods: divide and rule, pacification and outright military suppression. Poor candidates may be incapable of dealing with a sufficient number of issues and may thin and incomplete narratives. They may gain credit for discussing individual crises, e.g. 1914 but will not be able to organise their arguments adequately. 10 - 12 answers will contain basically relevant answers although they may be very selective in factual references. They may prefer to say what happened than explain why. 'By what means and how successfully' may be assumed rather than argued. The 13 - 15 band will contain essays with uneven but perceptible arguments. 16 - 18 essays will see more analysis although the analyses will be uneven. There will be a fair balance between discussions of the Habsburg monarchy and the ethnic minorities. 19+ and certainly 22+ answers will deal confidently not only with the Habsburgs but also with the nature of the ethnic minority problem, seeing many differences between the aspirations of the various groups. These will make very appropriate references to developments.

53 Compare the means by which Bismarck and Cavour dealt with Austria in the unification of Germany and Italy respectively.

Candidates should be able to deal equally successfully with Bismarck and Austria so examiners can expect a balance of 50:50 and certainly not less than 60:40 either way. In addition, most candidates should be able to master the basic factual requirements of the question. The qualities which will allow for discrimination in marking are success in comparison and relevance. Answers which contain two successive accounts and make no comparative points, either explicitly or implicitly, will find it difficult to get into the 10 - 12 band unless the level of knowledge is particularly good because the comparison is not particularly testing as such. The 13 - 15 band may be appropriate for answers with satisfactory but merely competent levels of argument. 16 - 18 answers will be stronger although the comparison may be uneven in some respects and mixed with unrelated description. 19+ answers will concentrate more on a comparative and analytical approach. Relevance in this question will be reflected in the handling of relations with Austria. Other factors may be admissible in brief introductions but are minor, and optional, elements. Answers can validly explain why Austria's role was pivotal in the unification of both Germany and Italy. The danger or problems posed by Austria can be explained, as well as the different status of Austria in relation to Prussia /Germany and Piedmont /Italy. Among pertinent points which can be made is the use of diplomacy, to secure the assistance of other states, e.g. France and Russia in the case of Bismarck and France especially in the case of Cavour. Both succeeded in making Austria appear as the aggressor, alienating other countries. The military was used after some preparation. Candidates might end the Prussian section in 1866 with the treaty of Prague but it will be relevant to show how Bismarck dealt with Austria after this to ensure that France did not gain a useful ally in 1870; this point would certainly be expected in a mid-16 - 18 or 18+ answer.

54 Why did the France of Napoleon III become isolated in Europe by 1870?

The problem revolves around foreign policy and it is difficult to see how answers can make domestic developments relevant, except in a brief introduction or conclusion pointing out how far Napoleon III was isolated in France. The key word is 'isolated'. It is scarcely possible to disagree with the assertion and the various alternatives sought in the best answers means, in this instance, the ability to explain the different reasons for Napoleon's isolation. There should be few answers which are substantially irrelevant but weak answers, worth fewer than 10 marks, may be substantially

incomplete or inaccurate. 10 - 12 answers which contain adequate factual knowledge and a basic understanding of isolation. The 13 - 15 band will probably need more conviction about isolation; the answers may contain a lot of peripheral material. 16 - 18 answers will be able to deal with isolation and will be largely analytical but analysis will be mixed with description. 19 - 21 answers will be very largely analytical and will be able to substantiate with very appropriate factual references. 22+ answers will be particularly good in assessing the weight of the various factors and will show unusually wide range. His deviousness (and naivety?) during Prussia's war with Austria lost Napoleon III the possible support of Austria and alienated him from German states. He offended Russia during the Polish crisis of 1863. The Mexican campaign resulted in the loss of support from liberal elements, including Britain. The new Italy - although perhaps not important in military terms, was offended by the failure to carry out the agreement of Plombieres (1858) and by the ensuing agreement at Villafranca (1859), as well as by Napoleon's continuing defence of the papacy in Rome.

55 Why was there emigration from Europe on a very large scale in the nineteenth century?

Emigration increased for a number of reasons, including the pressures of over-population, racial and religious persecution and the effects of industrialisation. 1821 - 50, about 110,000 annually, increasing to almost a million a year from 1880 to 1915. However, this average concealed some short periods of extremely high emigration. Agricultural depression and urban deprivation following the Napoleonic Wars was the first impetus. Afterwards, there were particular circumstances which had severe local effects, e.g. it will be relevant to discuss Irish emigration after the 1846-47 harvest but parts of Germany also suffered badly in that period. In the more backward agricultural regions of Scandinavia, competition from massive imports of grain from Russia and America ruined many peasants who had very small holdings. Population growth was uneven, France growing slowly but eastern Europe, especially Russia, seeing enormous growth. (However, there is no need in this question for candidates to explain why population levels changed.) Among the persecuted were Poles and Jews. The development of new forms of transport, especially the steamship facilitated mass, cheap, long-distance travel. In addition, there was the apparent attraction of the new countries, which seemed to offer hopes of prosperity and tolerance. Most candidates will refer to America but some candidates will also show that there was emigration to other areas. Poor answers, worth fewer than 10 marks, will contain vague arguments, often merely assertions, and will not show an adequate understanding of migration. The pertinent facts will be absent. 10 - 12

answers will be largely relevant but will not go beyond the basics of understanding and will have only an acceptable factual basis. At the other extreme, candidates who can handle a variety of reasons (even if not all of those indicated above) and who can make specific and appropriate references should be well rewarded and may well gain 19+ marks.

56 'Colonial rivalries were never strong enough to overshadow European politics.' How true is this in the years to 1914?

Candidates may well point out the competitive element in imperialism, 'the scramble for colonies', with European states wishing not lose political, economic and strategic primacy. However, they tended to agree on spheres of influence, especially after the conference at Berlin (1885). This was called because of anxieties caused by tensions between Britain (and Portugal) on the one hand and France and Belgium on the other. In particular, the conference saw a possibly surprising degree of agreement between France and Germany. Expansion still proceeded, often through government supported companies. Candidates will be given credit when they refer to examples of imperial expansion, e.g. Britain from South Africa under Rhodes, Italy in Somaliland, Germany in Togoland, South East and South West Africa, France in Dahomey, Senegal, Guinea and the Ivory Coast. There was friction, for example in North Africa, which partly led to the Anglo-French entente of 1904. Disputes between Britain and Germany in South Africa continued. From 1895 to 1911 disputes flared up, e.g. Fashoda 1898-99, Morocco 1905, 1908, 1911. However, they were always resolved, resulting in growing Anglo-French cooperation and increasing Anglo-German hostility. Nevertheless, the key to diplomatic relations was always in Europe. Colonies could stir up passions, especially among the populace, but were not allowed to dominate the thinking of governments. The lowest bands of marks will see answers which are highly irrelevant (the usual account of the motives for imperialism will not really be appropriate here) or answers which are vague, lacking any examples to illustrate the weak answers. 10 - 12 answers will reach a basic standard of relevant argument and knowledge but may be unable to link colonial and European issues. 13 - 15 will be more successful in this respect. 16 - 18 answers will try seriously to sort out issues although they will not be completely successful in doing so, missing or neglecting some lines of argument. Overall of a good standard, they may be uneven in particular parts. 19+ answers will deal with colonial conflicts confidently, will contain useful references and will be able to link them to the European picture.

57 'Inept and unsuccessful.' How valid is this comment on Bismarck's handling of domestic policy from 1871 to 1890?

Candidates may agree or disagree with the quotation but it points to the need to assess the success of Bismarck in this period. The limits of the question are clearly specified and examiners should disregard foreign policy and references outside the period indicated. (However, a few very good candidates may show how political parties were divided by foreign policy; this would make the point relevant. For example, the liberals were hostile to the Slavs and the Balkan wars of 1875 - 78 divided Germany. Nevertheless, such points need to be made carefully if they are to count.) Among pertinent issues which can be discussed are Bismarck's dealings with the parliamentary parties, e.g. he sided with the Liberals in 1871 and opposed them in 1879, preferring protection to free trade. Credit will be given when candidates explain the views of the liberals, which contradicted many of Bismarck's views, e.g. constitutional rule, rule of parliament, as well as free trade. The Kulturkampf of the 1870s will be important, as will his relations with the Socialists in the 1880s. The Kulturkampf revealed his fears of the authority of the Roman Catholic Church; candidates will gain credit when they point out how much of Germany was Catholic. The Catholic Centre Party was seen as anti-Prussian. The May Laws (1873) were a determined but unsuccessful attempt to deal with the Church. The election of Leo XIII helped to resolve the problem and relations were normalised by 1887. Very good answers will also point to the growing difficulties with younger politicians and with the new Kaiser. They may also refer to Bismarck's problems in integrating the various state/ national groups in the new Germany. An adequate description of policies with a bare attempt at assessment will get answers to 10 - 12, possibly 13 - 15 if the assessment is better. 16 - 18 may be uneven, but will be able to assess convincingly Bismarck's success in the three main areas - liberals, Catholics, socialists - although the assessments may well be cut and dried. 19+ answers will be incisive and will also demonstrate Bismarck's success. The few 22+ answers will show these qualities and will go further in their understanding of how Germany worked and of the various factors involved. An unusually high degree of synthesis will be required.

58 How far, and for what reasons, did the French Third Republic see a growth of economic prosperity in the period to 1914?

The key phrase is clearly stated: 'growth of economic prosperity'. It is possible to explain something of the background, including a basic constitutional stability in spite of scandals and crises, but the emphasis must be on economic

issues. Answers which deal with irrelevant or very peripheral issues will not deserve much credit. This approach, or vague assertions, will not get to 10 marks. The bands above this mark will emerge as candidates show an increasing sureness in their handling of salient issues. The acceptable but moderate answers may not be able to deal particularly successfully with 'How far' and the 10 - 12 and 13 - 15 answers may use 'for what reasons' as a device to be descriptive, with the latter being stronger factually. But increasingly, 16+ answers should contain some balance and should be analytical in approach. In spite of the problems of European agriculture at the end of the 19th century, with falling prices especially for cereals, French agriculture was basically secure. Depopulation actually helped industry to advance. Agriculture diversified, to produce different crops. Interest in and resources for foreign investment grew - France exported a higher proportion of capital than any other European country by the end of the century. Links developed especially with Russia and eastern Europe. There was interest in the new industries, e.g. chemicals and metallurgy. Industry and management offered new career openings to highly trained graduates from the Ecole Polytechnique and Ecole Centrale. France's output of engineers increased. More overseas colonies were seen (?incorrectly) as a sign of French rejuvenation. There were problems, in addition to the general depression of 1873 - 95. Labour disputes and clashes of political ideals had their effects but did not significantly hinder French economic advance.

59 Why did Russia become the ally of France, rather than of Germany, by the end of the nineteenth century?

Candidates should deal with the diplomacy of three countries, France, Germany and Russia, but giving most attention to Russia. This should be the mark of the best answers, certainly those in the 19+ ranges. A problem might occur in assessing answers which focus on German policy, since it might be argued that Germany was the main player. Answers which are limited to the period of Bismarck will not cover essential elements and are unlikely to deserve a high mark. Answers which continue to the end of the century but which see Germany's role as central should be assessed particularly carefully. It is difficult to see them in the 19+ bands but they may well get to the top of the 16 - 18 band. 22+ answers are likely to be particularly good in explaining the internal pressures guiding diplomats. 13 - 15 answers will be factually correct (although minor errors can be excused), they will be largely but not entirely analytical but may be unbalanced although they will be aware of the interests of the three states. 10 - 12 answers will be substantially relevant but will be uneven; arguments will be undeveloped. There may be a lot

of loosely related narrative. Answers below 10 marks will be too unbalanced. They will not be able to explain issues and the mastery of the facts will be too faulty. The question is set at the end of the century but the starting-point is open. The aftermath of 1870 would not be too early, with Bismarck trying to isolate France and maintain friendship both with Russia and Austria. The Dreikaiserbund (1873) followed, leading to the Reinsurance Treaty (1887). But this was not renewed in 1890 and German-Russian relations became too difficult. Russia was suspicious of Germany's friendship with Austria, especially with its implications for the Balkans. French loans and investments were favoured. For her part, France was eager to gain an ally against Germany, her rival, and Britain seemed uninterested. 1891, a broad understanding was reached. 1893 - 94 and 1899 saw this agreement becoming formalised.

60 Assess the extent of the reforms introduced by Nicholas II and explain why they did not ensure the stability of his regime.

This is a two part question and, although answers do not necessarily have to be evenly balanced, there should be a fair discussion of each: preferably 60:40 but possibly 70:30 if the shorter section is done well. 'Assess the extent of...' requires more than mere description for a good mark but this is what the more ordinary candidates will write. The candidates who write vague answers on the causes of the Revolution will not get to 10. 10 - 12 answers may be uneven but they will demonstrate a basic grasp of relevant facts. An accurate description of the major changes and a reasonable discussion of the end of tsarism which tries broadly to link them can take an answer into the 13 - 15 band. The links will be stronger in the 16 - 18 band and the candidates will try seriously to explain how far the reforms changed Russia. 19 - 21 answers may well deal with some of the causes of the Revolution quite briefly, e.g. the First World War, preferring to focus on reforms and their effects / failure. 22+ answers will probably demonstrate an understanding of alternative explanations of the Revolution, i.e. showing flexibility and a critical sense. Among issues which can be discussed are the introduction of the Duma (1906, 1907, 1907 - 12, 1912 - 16), the work of Witte, first Prime Minister in 1905 after appointments in Communications and Finance, the career of Stolypin, Minister of Interior and Prime Minister, 1906 - 11. Good candidates will do more than assert the reactionary tendencies of Nicholas II but will understand the limited nature of reforms. No significant increase in the franchise; indeed, it was narrowed in some respects. These issues are in addition to the more general factors that most candidate should be able to refer to.

With such a foundation, candidates can then broaden the argument to deal with other issues.

61 Compare the military and naval strategies of Germany with those of her western European enemies in the First World War.

The question is about strategies but examiners are likely to read a lot about different methods of warfare which are highly descriptive and not even related to tactics. Tactics alone may get answers into the 13 - 15 band but probably not higher because such answers will not deal with the broader issues. Answers which only describe innovations or which dwell on the conditions of trench warfare will not be meeting the basic requirements of the question and will not be worth 10 marks. On the other hand, some flexibility can be allowed in dealing with military and naval. The latter will almost certainly be given less attention and this can be accepted fully. The question involves a comparison and the best candidates will follow this line. 10 - 12 candidates may write about a comparison in an implicit manner, perhaps with a brief introduction or conclusion. The comparison will be stronger in 13 - 15 answers but there may still be much description or imbalance between Germany and her enemies. To reach the 18 - 21 band, answers will be directly analytical and will contain a more balanced approach. This group should probably (?possibly in some cases) also discuss the issue of unconditional surrender. The very best answers will discuss strategy in an extremely confident manner and these indeed may be highly selective in their individual references. Credit should be given when candidates see the growing complexity of strategies. In 1914, this was fairly straightforward with each side, even Germany, being defensive. (Germany fearing French intervention which justified the attack on Belgium.) So the aim was for a quick victory in the west before the Triple Entente could become effective. Soon the central strategy become one of attrition but candidates will gain credit as they show how the sides tried to seek alternatives, including the Dardanelles and Middle East campaigns. Attrition gave way to improvisation. Sea power meant that Britain tried to deprive Germany of resources whilst Germany sought to deny Britain its initial superiority.

62 'The end of European civilisation.' How accurate is this description of the significance of the First World War for European culture?

The same criteria apply to this question on culture as to other topics, i.e. examiners are looking for a basically relevant argument supported by adequate factual evidence. For example,

vague assertions will not be acceptable for 10+ marks. However, the range of the question is wide and candidates are given more latitude to select their argument and evidence. Within limits, answers are not expected to be comprehensive although it will be difficult for candidates to write satisfactory answers if they limit their arguments and references to one cultural field, e.g. literature or painting, although the primary criteria to be applied are those indicated above. One sometimes finds candidates using knowledge gained in other A level studies, e.g. modern languages or history of art, and this is perfectly permissible. One hopes that candidates will be able to consider how far, and in what ways, the First World War was a watershed but examiners may read some worthwhile essays in the 13 - 15 band which consider the early twentieth century in more general terms, but with a basic reference to the war. The definition of 'culture' is not likely to be a problem at this level; most will interpret it as the arts but it allows some candidates to range more widely. (The relevant section in the syllabus refers to 'Painting, literature, architecture. Effects of communism and fascism. The mass media. Technological and scientific developments.' These point to issues which can be discussed- although, as indicated above, candidates will be selective.)

63 Why did the Russian Revolution result in domestic dictatorship in the years to 1939?

Candidates are likely to devote more attention to Stalin and 1924+ (especially 1927+) but, to get to 10 marks, a basic understanding of 1917 - 24 will be necessary. At least 70:30? The emphasis should be on dictatorship and candidates will gain credit when they refer to the personal positions and influence of Lenin and Stalin, the influence of their personalities, the use of secret police and destruction of rivals. With Stalin, reference can be made to purges and terror but the 19+ answers should also point out the use of party machinery and the nature, and extent, of the cult of personality. 22+ answers, and to extent the 19+ answers, should be able to consider wider issues, including the role of the Bolshevik party, the politicalisation of the military and the use of propaganda. 16 - 18 answers will mention some of these but in an uneven manner. The nature of dictatorship needs to be demonstrated but the question asks 'Why...?' and, whereas the 10 - 12 and 13 - 15 answers may take a more descriptive line, with implied reasons, the 16 - 18 band will include answers which try more directly to provide reasons although this band allows for 'a very good narrative account'. In this band, the answers may well focus on the 'positive', i.e. the aims and methods of Lenin and Stalin but 18+ answers should include more varied points, including the weakness of the opposition, the desperate situation of Russia in 1917 and fears of counter-revolutionary

forces. The best candidates may refer to the nature of Bolshevik ideology which advocated uniformity. Some candidates may introduce more general aspects, including treatment of the peasantry / kulaks or industrial policies. These can be made relevant if they are related to dictatorship but examiners should be wary of unrelated descriptions.

64 Why were the governments of France during the years 1918 to 1939 generally short-lived?

France saw a number of coalitions during this period. 1924 brought about the defeat of a right-wing government, replacing it with a liberal-socialist coalition led by Herriot then Briand. Financial instability increased the problems. Then a succession of short-lived governments to 1929, under Briand (socialist: 1925-26) and Poincare (right wing: 1926 - 29). National governments and left wing / centrist Popular Fronts, largely to stabilise the economy, did not last long. Poincare, Doumergue- Tardieu (1934), Laval (1931 and 1935), Blum (1936 - 37 and 1938), Chautemps (1937) and Daladier (1938 - 40). Political groups, although they sought alliances, pursued different policies. Radicals were largely middle class in contrast to the communists and socialists who depended on industrial workers. As well as different domestic policies, foreign policy proved divisive, including attitudes to the Spanish civil war and Nazi Germany. One does not expect detailed knowledge of all governments from even the best candidates but the 22+ answers will have a close understanding of the differences between right and left as well as an ability to explain other factors. 19 - 21 answers will be highly analytical and will refer to some political and non-political issues but will not be as impressive. 16 - 18 answers will be analytical, relevant and clear but will be uneven. 13 - 15 answers may be narrative in approach with less analysis but the narrative will be relevant and sound. 10 - 12 answers will be highly descriptive and, although relevant in approach, may contain simple arguments. Answers worth fewer than 10 marks will not contain adequate knowledge and a sufficient grasp of issues. The poorest may be very incomplete and some may embark on irrelevance about French policies.

65 'The post-war settlements of the years 1919 - 20 failed because they were marked more by idealism than by realism.' Discuss this claim.

Most candidates will limit their answers to a study of Versailles and this was certainly the most important of the settlements but answers of 18+ should be able to deal with some of the other treaties: St. Germain, Neuilly, Trianon and Sevres

- although they may not be able to distinguish between them - one is looking for an awareness of wider issues in high quality answers. Versailles (1919) saw Germany surrender colonies, return Alsace-Lorraine to France, lose parts of East Prussia and Silesia to Poland, Danzig, the occupation of the Saar, reparations, the end of possible union with Austria, a weakened German war machine and the war guilt clause. St. Germain (1919) deprived Austria of non-German regions to Italy, Yugoslavia and other new eastern European states. Austria's population fell significantly. Also reparations and a weakened army. Neuilly (1919) saw peace with Bulgaria, fairly moderate in terms but it involved the loss of some territory to Greece and Serbia. Again, the army was limited and reparations were to be paid. Trianon (1920) involved Hungary. Large territories were lost to Czechoslovakia, Yugoslavia and Poland. As with Austria, the treaty involved massive loss of population, limited army and reparations. Sevres (1920) was with Turkey. As well as territorial readjustments, the Dardanelles and Bosphorous were to be demilitarised under the League of Nations. Marks of 10+ will depend on an adequate understanding of Versailles. The lower bands may well contain answers which are vague, not going beyond assertions. Some candidates will see idealism only in terms of the League of Nations. With an adequate foundation on Versailles, this might get into the 16 - 18 band if well done but this approach may well be worth fewer marks because, even on Versailles alone, there is more to be said about idealism and realism. For example, the return of Alsace Lorraine was not only revenge but intended to right a perceived wrong. Demilitarisation was seen as a means to avoid a future war. Wider issues involve the defence of national aspirations in central and eastern Europe, the encouragement of democracy, the ideal of the balance of power in the heart of Europe. Candidates should be able to deal with 'realism' and failure although the less able may concentrate on German hatred for Versailles. This again may point to the 16 - 18 band if done very well, although the more straightforward answers may still be in the 13 - 15 band. The best candidates will show a balance between 'idealism' and 'realism' and will approach failure in an analytical way. One can visualise answers which know something beyond Versailles and which deal confidently with the range of issues raised by the question, seeing alternative explanations, getting 19+ or even higher.

66 'A noble experiment with positive achievements.' 'Hated by every powerful group in Germany.' Consider these judgements on the Weimar Republic.

Candidates should come to a clear conclusion. Certainly the 19+ candidates will be able to assess the relative validity of the two quotations. 16 - 18 answers will show an understanding

of both and will be analytical but may be unbalanced. In the lower, but still acceptable ranges, 10 - 12 answers will be more simplistic. The factual basis will be adequate but the essays may well concentrate on one side of the argument - probably the weaknesses of Weimar, 1923 - 33 - and be unable to deal with the other except at an extremely basic level. Marks below 10 will be awarded in various degrees to answers which are very incomplete factually or which fail to discuss both quotations to an adequate standard. Probably, the discriminating factor, especially in the very good 22+ answers, will be success in dealing with 'a noble experiment with positive achievements'. (This is not to say that candidates must prefer this interpretation.) Credit should also be given if candidates point out that there may not be a contradiction between the two claims although this may be a point that escapes most candidates. Weimar represented an attempt to establish a liberal government and wide representation; a move away from authoritarian and militaristic rule. A federal constitution which tried to ensure states' rights. In the 1920s, it secured some economic recovery and led Germany back to international respectability. Stresemann was willing to implement the terms of Versailles, secured an agreement at Locarno, 1925, and led Germany into the League of Nations with a permanent seat on the Council, 1926. The Reparations total was reduced. Many candidates will be able to provide adequate factual references about the failure of Weimar in economic and political terms but poor answers may turn the answer into an account of the rise of the Nazis, relevant but not the focus of a good answer. 16+ answers should be able to explain the powerful groups, e.g. the military, business, conservative politicians, ?public opinion.

67 Why was Mussolini able to establish a full Fascist state in Italy by 1929?

'Why...?' should lead candidates to adopt an analytical approach, providing a series of reasons. The question refers to 1929 and answers given 14+ marks should discuss the period after 1922. 10 - 12 marks may be appropriate for answers which include only the background to Mussolini's accession to power in 1922 and even lower marks may be appropriate if this is done in a lightweight and highly descriptive manner. 13- 15 marks will require something on 1922+. 16 - 18 answers should be reasonably sure about the 1922 - 29 period although answers in the lower parts of this band may be more limited on this aspect. However, they will try to offer reasons rather than concentrate on narrative. 19 - 21 answers will be particularly good on 1922 - 29; indeed, they may concentrate on it and deal with the early rise of Mussolini quickly. 22+ answers should be able to provide additional arguments or perhaps refer convincingly to the historiography or show an unusual extent of

appropriate knowledge and they will certainly be clear about the nature of the Fascist state, i.e. demonstrate the highest quality reasonably expected of these candidates. It will be relevant to show why Mussolini was able to gain dictatorial powers soon after becoming Prime Minister, the fear of civil war, the threats of communism, nationalism. The use of violence was brutal but effective, e.g. the murder of Matteotti, 1924. Use of censorship ensured a cooperative press. Constitutional reform, with a different system of voting, was helpful to the fascists. Public works appealed to the populace, troubled by unemployment. Policy to labour organisations and business can be discussed. The Lateran Treaty reconciled Roman Catholics. Candidates will not be able to make much use of foreign policy - except the background of disillusion with the outcome of the First World War - but the Corfu incident (1924) made Mussolini popular as a man of action. The best answers, perhaps 19+, should be able to point out the limits of fascist rule and (as indicated above, the highest bands of answers should include a clear exposition of the Fascist state, although some very good, but rather less outstanding, answers may make a good try at doing so). Recent answers on Mussolini / Fascism have tended not to discuss his personal influence and this may be a point worth looking out for.

68 Explain Hitler's changing war aims during the years 1939 to 1945.

The chronological limits are fairly clear although '1939' allows candidates to give some background to the invasion of Poland. However, this should not take too long because the question is on 'war aims' and the bulk of the argument must be on the period 1939 - 45. Candidates should focus on change, its extent and nature. Poor answers, worth fewer than 10 marks, may well provide thin narratives of the Second World War and will be extremely general and simplistic about Hitler's aims. The higher bands will be given as answers become progressively more analytical and as the factual references become more pertinent. For example, the situation in 1939 will be clarified as will Hitler's intentions to the western democracies, including Britain. What were his intentions towards Britain after the Dunkirk withdrawal (?and during this early campaign)? How and why did policy to the USSR change until the attack of 1941? 10 - 12 marks may be appropriate for knowledge which is just acceptable and a broad but relevant argument; there may not be much understanding of change. Even the 16 - 18 band may see change as development (i.e. how did Hitler's aims develop?) rather than in terms of differences. The best candidates, certainly those given 21+ marks, should consider a variety of points, including Hitler's relations with Japan and the USA. They should explain why war was declared on

the USA so soon after Pearl Harbour. Some commendable, but less worthy, answers may focus on east and west Europe. Credit should certainly be given to candidates who try seriously to explain Hitler's aims after the turn of the tide, e.g. in Russia from 1942, with the change in the balance of power at sea and after the invasion of Normandy. Such answers will show that they are trying to examine the extent of change. 'War aims' allow candidates to discuss relations with allies, especially Mussolini's Italy, but the discuss of the actual and intended German empire in Europe will comprise at best a small part of the answer. The question is essentially military and diplomatic. Examiners should not under-value answers which provide very exact and relevant arguments but which are selective in their factual references. On the other hand, some answers which are full of narrative and description may be limited in their arguments and interpretation.

69 To what extent did the Second World War accelerate the emancipation of women in continental Europe?

Candidates are expected to present arguments and offer supporting factual evidence as in other questions but, except that the topic is based on women after the Second World War, the question is relatively open. 'Emancipation' may be interpreted in different ways and examiners should not be too prescriptive. However, they should not be unduly lenient to vague generalisations. Among aspects which might be discussed as political advance (e.g. Women first given the vote in France in 1945), involvement in a wider labour market, changes of laws which ended some traditional discriminations, e.g. inheritance and divorce, participation in education at different levels. Some may claim that new inventions, e.g. domestic devices, were a form of emancipation: a fair point if illustrated. One should not disqualify other forms of improvement, e.g. health and childbirth, if the central elements of emancipation are also covered. Examiners should be able to discriminate between answers which contain valid arguments and those which contain only a rag-bag of disjointed assertions. The 18+ candidates should discuss 'To what extent' seriously and should point out that there were differences between the more rural and poorer areas, in which women's lot changed little and the more urban and prosperous regions which saw more change. The 13 - 15 answers will attempt some explanation although they will be uneven and they will attempt to consider the effects of the Second World War. 10 - 12 answers will show only a bare but relevant understanding and there may well be no link with the Second World War. The bands below 10 marks will contain answers which do not go beyond simple assertions or general knowledge.

70 How does the career of de Gaulle from 1944 illustrate the problems and achievements of France?

Most candidates will begin their answers with the end of the war in 1945 but some will gain credit for examining de Gaulle's role in 1944 - 45. 1944 he was recognised as the head of the provisional government of France because of his position in the French Committee of National Liberty but did not go to Yalta or Potsdam (1945), reflecting France's absence from decision-making about post-war Europe. His resignation 1946 reflected the differences between political parties and a political structure which he regarded as too weak. The RPF represented his ideas, right wing and calling for a strong independent head of state. The collapse of the Fourth Republic (1958) seemed to confirm his distrust of a weak constitution and ever changing governments although very good candidates may understand some of the economic achievements of that period. His return saw a new constitution and the acceptance of his political ideals. Strong leadership ensured the end of the Algerian problem and the adoption of a positive, nationalist, often anti-American foreign policy. However, he managed to combine this with friendship to West Germany. He saw Europe as 'l'Europe des patries' - federal rather than integrated - and protecting national interests, turned down British application to the Common Market perhaps because he saw Britain as too close to the USA. His promotion of French interests saw moves to a nuclear power and the protection of French economic interests, especially agriculture. To NATO and further afield, he pursued an independent line. His resignation in 1968 was part of the same pattern, unwillingness to compromise his beliefs. To get to 10 marks, candidates should show some knowledge of his career from 1945 and be able to link this, even broadly, to the condition of France. Most will be based on the Fifth Republic. Answers will be relevant although lightweight. 13 - 15 marks may be largely descriptive but will pick out some salient issues although they will be uneven overall. 16 - 18 marks will contain more successful analyses and will be logical and clear but there may be some unnecessary description or gaps in the discussion. 19 - 21 marks will need understanding of the structure of the French government and economy and will be able to discuss confidently a range of issues. The highest marks will demand a very confident handling of the changes in his career and of the achievements as well as the problems of France.

71 Why did the revolts in eastern Europe in the years 1948-64 fail to end communist domination?

The simple reason on which most candidates may concentrate - and to which the weaker answers may limit themselves - was military force. Hungary (1956) saw military intervention and

- although this is outside the period specified in the syllabus and is therefore not required - Czechoslovakia (1968) also saw such intervention. Elsewhere the Soviet military presence was enough to deter large-scale risings. However, candidates will gain credit when they refer accurately to signs of dissatisfaction, as in Poland (1956) or East Germany, leading to the Berlin Wall (1961). Candidates will gain further credit as they refer to other means of control, including purges and trials, the use of party machinery controlled by the USSR, a rigid economic system and censorship. There was also the recognition among western democracies that eastern Europe was within the USSR's sphere of influence and little was done to undermine this even when military repression was most evident. Weak answers may be limited to general assertions and will not demonstrate an adequate knowledge of risings. 10 - 12 essays will be fundamentally relevant and will contain knowledge which, if sometimes slight, will be largely accurate. 13 - 15 marks may be appropriate for answers which are uneven but which are relevant and can explain some of the most significant revolts. 16 - 18 and even more 19+ answers will be able to consider a variety of factors and will be increasingly analytical. The very highest band of marks will see answers which have a particularly good insight into the working of the Soviet system and can apply this to the risings.

72 In what ways, and for what reasons, was the relationship between eastern and western Europe changing by the mid-1960s?

Some candidates may try to use only general knowledge to answer this question but it requires the same levels of argument and factual evidence as other questions. Vague assertions and possible irrelevance may mark the very poor answers and answers just below 10 may be lightweight in knowledge. The end point corresponds with the end of the syllabus. Later references may be given credit as a bonus, if relevant, but should not be expected. 10 - 12 answers may review some of the international crises but answers in this band and in the 13 - 15 band, whilst accurate, may refer generally to the changes in relations. They may also be preoccupied with the USA - certainly an important factor but the question is on European relations. Alternatively, they may spend too much time on the early development of the Cold War. This is worth putting into an introduction but the core of the question is the situation in the mid-1960s. Sound candidates of 16+ should be able to resist this temptation. The very best answers of 22+ should show an awareness of internal pressures which shaped foreign policy in east and west. 19 - 21 answers should also be balanced whereas 16 - 18 answers, whilst basically analytical may be better on one camp than the other i.e. 'possible lines of argument may be missed or neglected'. By the mid-1960s, Europe was coming out of the aftermath of the

Cuba crisis, which had repercussions wider than the Soviet-American. Kennedy's assassination did not lead to a different American policy in Europe. Khrushchev's fall (1964) had no immediate major repercussions but it began a period when the USSR became preoccupied with relations outside Europe, especially with China. The situation in Europe became stabilised as each camp recognised the other's sphere of influence, supported by a mutual recognition of nuclear power. However, there were still differences, e.g. France refused to sign the Test Ban Treaty of 1963.



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WORLD AFFAIRS SINCE 1945

1. **THE COMMUNIST COUP IN CZECHOSLOVAKIA 1948**

- a) i) One mark for political and financial pressure.
One mark for Communist Party withdrawal from government.

N.B. Half mark only for reference to Marshall Aid

- ii) A movement of national unity, a coalition of most major parties as in wartime.

- iii) External Soviet pressure upon these neighbouring states, for which one mark.

Pressure did not succeed in either case. In Finland in 1946 elections were held without Soviet interference. In Iran in January 1946 Soviet forces were withdrawn after US protests. One mark for knowing some of this. i.e. for mentioning resistance

- b) B : Two factors are fairly obvious: to pressure
- Popular support within Czechoslovakia for Communists
 - Role of USA over grain supplies, which pushed Czechoslovakia towards USSR.

- D : Two specific factors here also:
- Withdrawal of three parties from government
 - Acceptance by President of Communists' proposals.

Thus two marks per document, one mark per factor.

- c) Several statements could be tested. They include:
- 'On February 25, the President....accepted our proposals for the reconstruction of the government'
 - 'the reactionaries....misusing freedom of speech'



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They could be tested by examining:

- papers of the Czech government
 - records of speeches and articles of the 'reactionaries'
 - accounts by observers, such as the US ambassador quoted in the next document.
one for examples, one for suitable sources (list),
two for explanation
- d) A : Benes sees Czechoslovakia as being between East and West while also saying that it will 'march with the Soviet Union'. Thus some internal inconsistency.
- C : Marshall sees Czechoslovakia as pro-Soviet, thereby supporting one part of Benes' statement while rejecting the other.
- D : Gottwald also sees Czechoslovakia as pro-Soviet. Thus more in agreement with Marshall.

Maximum two marks available for explanation of A with three to be allocated to C and D according to depth of analysis of each.

- e) Documents might suggest that the Communist coup was not so important in the wider scheme of things, Document C being the best example of this. However C also shows US concern about international consequences of the coup.

This should bring in other material. The coup was important in:

- easing the passage of the Marshall Plan through the US Congress
- bringing about greater military co-operation in the West with the Brussels Treaty and later NATO.

Soon after the crisis, Bevin talked of the 'crucial six to eight weeks' while Clay talked of a change in atmosphere which suggested war was not far away. Thus the coup did help to heighten tension, especially when it was soon followed by the death of Masaryk.

Probably a maximum of three for the documents, four for other sources.



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SECTION 1 : THE 'SUPERPOWERS' SINCE 1945

A : THE USA

2. Assess the role of the Supreme Court in the US system of government with regard to either 1953-69 or since 1969.

1953-69 : the Warren Court

For 10+ shows awareness of the Court as being activist and liberal. Illustrates from at least two areas, one of which will be Civil Rights. The others are equal electoral districts and the legal rights of the individual.

For 13+ answers must move beyond the descriptive and start to discuss the role of the Court in the system of government. Thus needs to assess impact upon Presidency and Congress.

For 16+ widens the discussion still further, considering the influences upon the Supreme Court. For highest marks must show how Supreme Court judges gain independence on taking office; Eisenhower called his appointment of Warren 'the biggest damn fool mistake I ever made'.

Since 1969 : Burger and Rehnquist

Basic distinctions made above still apply. Here examples are harder to come by, the material less familiar. Best known is Roe v Wade on abortion.

Applying labels to the Court under either man is impossible; although the Court has become more conservative, it has not been overwhelmingly so. Yet again it has shown itself to be (surprisingly) independent of the other branches of government.

3. 'Reagan's domestic policies gained popularity for himself and unpopularity for his successor.' How far do you agree?

The basic detail needed for 10-12 includes the main features of Reaganomics (cuts in taxation and public expenditure, at least on social policy) and the connection with Reagan's popularity and Bush's unpopularity. (Bush had to abandon his election pledge of 'no new taxes'.)

For 13+ provides more detail and more analysis. The latter includes reference to the state of the economy (favourable for Reagan in the mid-80s but not for Bush in the early 90s).



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3. Reagan and Bush (cont)

For 16+ distinguishes different approaches of the two men, Reagan being more ideological, Bush pragmatic. Also refers to foreign policy dimension, which question does not exclude. Thus for highest marks writes a thoughtful essay which shows how the combination of the man and the time affects their popularity (and reputation?).

4. Have relations between ethnic groups within the USA improved or deteriorated in the past thirty years?

The period in question is that since 1964 so that anything prior to that is background and thus should gain little credit.

A narrative answer to this question is almost impossible. Differentiation must be based upon breadth and depth of coverage and how they are combined. Breadth should involve studying various aspects of race relations; political, social, economic and cultural. Depth includes the supporting evidence, whether factual or statistical.

Suggest maximum of 16-18 for answers which focus on 'black-white' relations only. For higher marks, candidates need to refer to other groups, such as the Hispanics and the Chinese, and the tensions that often exist between these minorities.

B : THE USSR AND SUCCESSOR STATES

5. How far did the Brezhnev leadership depart from the domestic policies followed by Khrushchev?

An accurate general narrative of Soviet political history from 1956 to 1982, if rounded off with a paragraph relating the material to the question, will be worth 10-12 marks.

Award 13-15 marks for those who provide a more analytical study of key aspects of domestic policy, economic, political and cultural. Nationalities policy must be mentioned as well.

Reserve 16+ marks for those who illustrate changes of policies within the two eras and 19+ for those who can put all of that in the broader context of post-Stalinist history.



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6. Why were the Baltic states the first group of the fifteen Union Republics to break away from the USSR?

To write a narrative answer would be almost impossible. Thus do not expect a mass of detail. Answers might be brief but sound.

For 10-12 candidates ought to explain that (a) the Baltic states joined the USSR in 1940 as a result of the Nazi-Soviet pact and (b) they had some recent tradition of political independence. This tradition was revived by the example of Eastern Europe in 1988-9.

For 13-15 marks candidates should also mention the greater economic strength and political unity of each of the Baltic states, which resulted in mass movements of resistance. The Soviet response was ineffectual and hamstrung by the need to maintain Western support.

Some might know that Yeltsin provided vital support for the Baltic States against the USSR in 1990-1; if added to earlier points, this would raise the answer to 16+ marks. For still higher marks, candidates would provide some detail on the fine differences between Estonia, Latvia and Lithuania.

7. 'The events of 1991 were final proof of just how inter-dependent were the CPSU and the USSR.' Explain and discuss.

A description of the main developments of 1991, focusing on August and December, which explains how the CPSU was suspended in August, banned in November, the USSR being disbanded in December, should be worth 10-12 marks.

For 13-15 marks candidates should widen their focus of study, showing how the end of the CPSU monopoly in 1989-90 caused the USSR to begin to break up. (Slight overlap with Q6 here) A very general survey, even going back to 1917-24, would be acceptable here.

For 16+ marks candidates need to provide a more thoughtful analysis of the interrelationship, referring to the importance of Marxist-Leninist ideology which put the CPSU as the vanguard party, dominant over the state. When the party disintegrated so did the state.



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C : CHINA

8. How successful were the economic and social policies followed by the Chinese Communist Party from 1949 to 1957?

N.B This is a new question on a less familiar part of the topic and so answers should be marked accordingly.

Candidates are likely to concentrate on economic policies, which can be divided into agricultural and industrial:

- agricultural

two main features were **land reform**, as peasants gained land from landlords (c1m killed) and **move to co-operatives** after small scale mutual aid teams in early 50s.

- industrial

gradualist approach of working with industrialists plus **First Five Year Plan** from 1953 in co-operation with USSR.

Social policies could include attack on crime, improvement of status of women and the beginning of preventive health care.

This period is seen by many Chinese as something of a Golden Age as the CCP mobilised the masses to tackle the massive problems facing China; these policies met with considerable success.

Suggest both economic and social need to be covered for **16+** marks with a maximum of 12 if candidates cover only agriculture or industry.

9. What were the aims of the Great Cultural Proletarian Revolution and how far were they achieved?

A narrative of the origins, main features and outcomes of the Cultural Revolution should be awarded **10-12** marks so long as the aims are included, even if indirectly.

For anything more candidates need to describe and analyse aims, however briefly. The main objectives were to:

- purge revisionist leaders such as Liu Shaoqui
- mobilise the masses against the elite
- attack on the 'Four Olds'
- maintain the purity of the revolution
- achieve a more egalitarian society

These overlap to some degree; however candidates need to distinguish at least three and discuss in some detail.

Which mark band is used depends upon extent of usual combination of relevance, structure, analysis and evidence.



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10. 'More a pragmatist than a Marxist.' How far does a study of his leadership of China support this view of Deng Xiao-ping?

Answers must concentrate almost entirely on the period since 1977-8. Biographical details of Deng before then must be relevant to the question. (His quote about the colour and role of cats was made during the Cultural Revolution)

For the record he was disgraced twice, in 1966 and 1976, on death of Zhou En-lai in the second case.

Candidates who concentrate on the economic history of China since 1978, describing 'the Four Modernisations' and 'Socialism with Chinese characteristics' should score up to **12 marks** for accurate detail.

If political issues, Tiananmen Square being the obvious example, are also included, then go to **15 marks**.

Foreign policy, which is not excluded and could include Hong Kong, could take the mark up to **18**.

Those who do all this and point out the false contrast in the quote deserve to go higher still.

SECTION 2

SUPERPOWER RELATIONS SINCE 1945

11. Which was the more responsible for the deterioration in the relationship in the late 1970s and the early 1980s, the USA or the USSR?

This could be answered in a narrative manner but detail before 1975 is just too remote. If the answer is no more than a story of US-USSR relations from 1975 to 1982 with some brief reference to the question then the maximum should be **12 marks**.

Candidates are likely to emphasize events c1979-81, including the Soviet invasion of Afghanistan, the election of Reagan and martial law in Poland. Such answers could go to **15 marks**.

If further reference is made to Soviet adventurism in the Third World in the late 70s and the ineffectiveness of Carter at the same time then go to **18 marks**.

Those who also mention the growing missile gap and problems of SALT then marks could go higher still.

In all cases, candidates must make reasoned judgement for choosing either the USSR or the USA.



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12. 'American support for Formosa (now Taiwan) was the main obstacle to improved relations between the USA and China in the 1950s and 1960s.' How far do you agree?

Candidates who write the standard account of US-Chinese relations at the time with only the briefest reference to Taiwan should gain **12 or 13 marks maximum**.

To go higher, candidates need to begin by considering how and why Taiwan was a problem, however briefly they do so before going on to other factors. These will include the Korean War, the ideological rhetoric used by both sides, China's alliance with the USSR (in the 1950s) and the arrival of the Vietnam war in the 1960s. Coverage of these issues, if well done, could be worth up to **18 marks**.

The very best candidates will know that, in 1950, the USA implied that it did **not** support Taiwan, which encouraged the attack on South Korea. Only in the 60s and 70s was Taiwan the main obstacle to improved relations.

13. How accurate is the view that the USSR saw China rather than the USA as the greater threat to its interests in the 1960s and early 1970s?

The Sino-Soviet split is a favourite topic, its causes receiving the greatest attention. Material from 1950s should be credited only if it helps develop a relevant argument. This question is about Soviet views of both China and the USA in a period which includes the Cuban missile crisis and Vietnam.

Those who describe Soviet foreign policy from c1960 to c1975 and use the narrative to provide a limited answer to the question should score **no more than 12 or 13 marks**.

Analysis is essential for higher marks; the worsening nature of the Sino-Soviet split c1969 with border clashes and the post-1962 moves to detente with the USA need careful consideration for **up to 18 marks**.

Those who include the impact of domestic developments in both the USSR and China, not least of which are changes in personnel should receive **19 marks or more**.



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14. How valid is the argument that 'during the Cold War American dominance of Western Europe hardly differed from Soviet control of Eastern Europe'?

For **10-12 marks** candidates need to describe the main elements of both relationships and make some distinctions between them. The development of NATO and the Warsaw Pact will suffice so long as answers go on to say that the USSR used force in Eastern Europe whereas the USA did not in the West.

For **13-15 marks** provides either a more thoughtful analysis of the two military alliances or includes other elements of the relationship such as the economic and financial.

For **16-18 marks** includes both elements mentioned above while for **19+ marks** goes on to argue the nature of the both relationships changed during the c40 years of the Cold War.

A new, challenging question with plenty of material which could be used to make some nice distinctions. Thus be generous.

15. Account for the changing attitude towards the United Nations during the period 1950-90 of either the USA or the USSR.

Unlikely to attract the strong candidate but **10-12 marks** can be awarded for those who can explain the main changes and provide some examples. For the USA the change was from support to hostility as the newly-independent states of Africa and Asia joined. For the USSR the journey was the other way round, hostility giving way to commitment after Gorbachev came to power.

Award **13-15 marks** to those who develop the basic theme in more detail while **16-18 marks** should go to those who qualify that simple contrast in some way or other.

For **more than 19 marks** candidates need to provide a thorough explanation, grounded in the reality of Cold War politics, for both the broad and the more specific changes.



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SECTION 3

(a) Decolonisation and the emergence of new states

16. 'The imperial powers of Europe left their empires only because the Second World War had deprived them of the resources they needed to stay there.' How far do you agree?

Candidates who explain and illustrate the statement for at least two imperial powers should receive **10-12 marks**.

For **13-15 marks** either the range of examples is greater or other explanations are offered. These will include loss of imperial will rather than resources and also nationalist pressure.

For **16-18 marks** candidates combine both of the above while for **19-25 marks** they go on to make some distinctions between the imperial powers.

17. Assess the consequences of the formation of independent states on the Indian sub-continent for religious and ethnic conflict in the region.

Answers which contrast India (secular, Hindu-dominated) and Pakistan (non-secular, Islamic) and trace the relationship between the two, mentioning the several wars as they do so, are worth **10-12 marks**. If they explain how these separate states cause religious tensions **within** the other then they are worth **13-15 marks**.

References to both Bangladesh (1971+) and Sri-lanka should raise answers into the next mark band.

For **16-18 marks** candidates need to take a wider perspective, showing that religious and ethnic conflict have causes other than the creation of new states in the area.

For **19-25 marks** candidates provide an acute analysis of the topic and its changing nature over the period since 1947.



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18. 'As Marxism failed so newly-independent states have unavoidably turned to Western-style democracy.' How far can this view be supported by a study of recent events in developing states in either Africa or Asia?

Africa provides the more fertile ground as a new 'wind of change' seems to have swept the continent in the past five years. Award **10-12 marks** to those who can illustrate this change. The failure of Marxism could be taken to mean the collapse of the USSR in 1989-91.

Those who focus on the failure of Marxism in the newly-independent states should be given **13-15 marks** with **16 or more** going to those who use 'unavoidably' to discuss the lack of a 'third way'. Reserve the highest marks for those who reflect on the failure of Africa or Asia to develop its own ideology.

Some might choose Asia and write just about Communist China, turning the quote around to do so. Reserve a **maximum of 18** for such answers, however well done; the question refers to states in the plural.

19. Analyse the causes and consequences of intervention by the armed forces in the politics and government of developing states.

For **10-12 marks** candidates must explain and illustrate, even if briefly, both the main causes and consequences of military intervention.

For **13-15 marks** the range of explanation and examples is greater. Award **16+ marks** for those who can evaluate the various causes and consequences while **18+ marks** can be gained by those who can distinguish politics and government.

20. Although political ties between imperial powers and their colonies have been weakened economic, social and cultural links have been strengthened since decolonisation. Discuss with reference to **at least two** imperial powers.

Britain and France are likely to be the two chosen powers, the Commonwealth receiving the greater attention.

For **10-12 marks** must refer to two powers, however briefly, describing the relationship and assessing the links.

For **13-15 marks** needs also to contrast political and non-political links while for **16 or more** must separate the economic, social and cultural ties.



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21. How has the end of the Cold War affected the place of newly-independent states in international politics?

An answer which contrasts and illustrates the situation of the 'Third World' before and after 1989 should gain **10-12 marks**. During the Cold War newly-independent states had some importance as potential client states of one of the superpowers; now they have none.

Award **13-15 marks** for those who refer to other ways in which newly-independent states gained influence; these include the Non-Aligned Movement, the Group of 77 and other Third World groupings, OPEC being the most significant.

Those who go on to distinguish between different types of Third World states can be awarded **16-18 marks** with **19-25** going to those who are aware of differences within the Cold War era as well.

(b) Wealth and Poverty

22. Which is the greatest problem in transforming a centrally-planned economy and why?

Examples can be taken from the 'Second World' as well as the 'Third'; Russia can be included in that it has gained independence from the USSR.

For **10-12 marks** candidates need to explain the main features of a planned economy and the main problems to be faced in dismantling that economy. Some examples are essential.

For **13-15 marks** answers should focus more on the problems; these are likely to include lack of resources, inadequate infrastructure and the absence of a suitably-trained work-force although other points can be included. There needs to be some attempt to prioritise the problems.

Award **16-18 marks** to those who show real knowledge and understanding of the topic, **19-25** for those who can also compose the material into a thoughtful analysis.

N.B. This is a new and demanding topic. Be generous.



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23. 'Most studies of economic aid to the peoples of developing countries show that it brings them few benefits and many disadvantages.' Discuss.

The main advantages and disadvantages are likely to be well understood. Thus differentiation will be based upon the range of the examples and the sophistication of the analysis.

Suggest 10-12 for general explanations with few examples, 13-15 for greater number of ideas and examples and 16-18 for breadth and balance with 19-25 reserved for the few who actually refer to some of the many studies of economic aid.

24. Compare and contrast the economic development of one newly-independent state in Africa with one in Asia.

Impossible to predict choice of countries. The broad comparison will be between failure in Africa, success in Asia; if illustrated with some detail, then award 10-12 marks.

Comment on the reasons for that basic difference could result in 13-15 or 16-18 marks, depending on depth of explanation and evidence. The highest mark bands will be used to reward those rare answers with exceptional insight.

25. How far is it true to say that the more politically unstable a newly-independent state is, the more economically troubled it becomes?

To receive 10-12 marks candidates need to refer to the two or three states in order to test (and usually to prove) the assertion.

For 13-15 marks candidates will evaluate the relationship more carefully, for 16-18 they need to challenge the hypothesis. A thoughtful study of the various links between political and economic instability will be worth 19-25 marks.

At all levels, examples are essential, there being more of them, and more detailed, for the higher mark bands.



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26. How merited are the criticisms made of the policies of trans-national corporations towards less developed states?

Those who use the question to launch an attack on trans-national corporations should receive either **10-12** or **13-15 marks**, depending on the number of points made and examples used.

To gain **more than 16 marks** answers must provide a more balanced analysis, even if they conclude that the criticisms are well deserved. Again, the distinction between **16-18** and **19-25** depends upon depth and breadth of examples and ideas.

27. What, if anything, do international conferences such as the Rio Earth Summit of 1992 achieve?

An answer just on the Rio Summit, if very well done, could go to **15 marks**, with the lower mark band for more superficial answers.

A broader perspective is needed to ensure **more than 16 marks** as candidates put such events into the context of North-South relations. The most thoughtful analysis, needed to ensure **more than 19 marks**, might express either very cautious optimism (part of long term public education) or very uncautious pessimism (not only do they achieve nothing but they raise expectations). Either way, evidence must be provided.

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QUESTION

- 1 (a) (i) Robert was made duke of Normandy long before the death of William the Conqueror, as part of the preparation for the invasion of England in 1066. Confirmed by Philip I of France (Doc.A). Robert's discontent, leading to rebellion in 1079, sprang from the fact that he was not given any power in the duchy.
- (ii) William Rufus was essentially a soldier, sometimes described as the ideal knight of a crude feudal age. Delight may be seen as pleasure in the company of fellow soldiers. More important is the formal admission to knighthood, vesting with arms; William found pleasure in the ceremony.
- (iii) Castles for which the duke's permission had not been gained. To build a castle without license was intended as, and seen as, a sign of defiance.
- (b) C is intended as a flattering description; it emphasises William's zeal in military training and actual conflict; he is anxious to be in the forefront. He is a dutiful son, always with his father, and always active in the field when his father is present. Ambition is not seen as something to condemn. He weighed his chances carefully. There are hints of a darker side: the need to correct faults which are obvious in early manhood - abuse of power, impetuosity.
- D is much more critical. William Rufus is under moral judgement. Candidates may know that that is a feature of Orderic's writing. William sets a bad example. He does not control his vassals and their knights, who exploit the peasantry. The positive side is emphasised: he is warlike, and glories in feats of arms; he terrorises wrongdoers and maintains peace by royal will.
- (c) E has the stronger condemnation: lack of central authority causes local anarchy; bandits and robbers thrive, and pillage and lawlessness are not put down. No attempt is made to enforce the law. Unlicensed castles are another illustration of defiance of ducal authority and of Robert's weakness. The law breakers are men of standing.
- A is less precise but more ominous. Robert cannot be trusted; he is disloyal to his father, to the extent of fighting against him in person. The Conqueror's life is seriously threatened. Documents make it clear that

Robert is driven to revolt because he is not allowed to exercise ducal authority, but his action is not condoned.

(d) The documents draw a sharp contrast between the brothers. William is dutiful and loyal, Robert is a rebel; William maintains law and order, whether through generosity or a strong will, while Robert lets things go. Even at the beginning of his reign, William takes politic steps, finds popular support, secures the treasury, reaffirms his close links with Archbishop Lanfranc. Robert's lack of control in Normandy is made clear.

From general knowledge, likely material: Rufus's harsh government through able deputies; his help for Robert, when they are on good terms, to keep Normandy in order. Robert's eventual withdrawal to go on crusade. The failure of Robert to take any active part in the rebellion of 1088 against Rufus may be known.

- 2 (a) Within the limits of the syllabus, candidates could call on these factors: Edward's status as a client-king is emphasised by his marriage to Godwine's daughter. When he had the chance to escape, Edward banished her to a nunnery. Candidates may also know that Godwine used his influence over the king to secure the restoration of his son, Swein, after he had been banished. When he had established Robert of Jumièges in England, Edward relied heavily on him, and in 1051 made him archbishop of Canterbury and his principal adviser. Godwine's candidate for the archbishopric was rejected. Robert taunted Godwine openly over his downfall. The limits of Godwine's influence may be seen in the rejection of his advice to support Swein Estrithsson in Denmark, in the rejection of his candidate as archbishop of Canterbury, and in the king's insistence that he should punish Dover for the attack on Eustace of Boulogne and his men. For 18+ candidates need to reach a balanced judgement, and to show that they have a good grasp of how the relationship between Godwine, Edward and Queen Edith between c.1051 and 1053 had been built up.

- (b) Much of this issue turns on the way in which the Life of King Edward presents the relationship of the elderly king with his wife and her brothers: Harold and Tostig are the twin pillars upholding the kingdom, and Edith is the modest queen who sits at Edward's feet. While that lasts the kingdom flourishes. Edward is content to leave major decisions to Harold, but Tostig is a favourite at

court. The exile of Tostig was a sad blow for the king. Behind this façade lies a darker picture of political intrigue, with Edith and Tostig combining to destroy his enemies in northern England; Earl Aelfgar, principal rival of the sons of Godwine, was twice exiled from the kingdom, and won his way back by force. Earl Harold's policies in Wales obliged him to use powerful figures to make his peace, and Edward himself had to intervene there. At the king's insistence, Harold had to go to Normandy to renew the king's promise of the succession to Duke William. Essays which deal with the deeper issues, and good surveys of the separate issues of policy could both qualify for 18+.

- 3 The basic source of wealth is the agrarian economy which can be seen in Domesday Book. The kingdom had recovered from the Scandinavian attacks of the late tenth and early eleventh centuries. There was a substantial amount of money available. Large Danegelds had been levied and paid, and taxes to maintain a fleet and an army continued to the middle of Edward's reign. The coinage was of good quality. Trade with Ireland, Scandinavia, Flanders, Normandy and other European states produced wealth, and made the attractions of the English kingdom widely known. The political condition of the kingdom after the death of Cnut made it a likely target for those who had claims to the throne, and the fact that the Confessor was childless invited speculation. This is a question which needs close and careful analysis for marks over 14.
- 4 Lists of strengths and weaknesses will not merit high marks; assessment of their significance is an important part of the answer. The strengths of the church would include: two well-organised provinces with a strong diocesan structure; the effects of the tenth-century reform movement were still evident; Benedictine monasticism flourished, with 35 monasteries in southern England; every diocese had been ruled by a bishop drawn from the reformed monastic houses - Wulfstan of Worcester is survivor from the old tradition; more bishops were drawn from European centres of reform, especially from Lotharingia - Herman of Ramsbury is one example, and Osbern of Exeter was drawn from Normandy; there were strong links with the papacy, with English bishops and abbots attending the papal councils of Leo IX and his successors; there was a flourishing vernacular culture.

The weaknesses, which were stressed by Norman writers, included lack of good leadership - Stigand, archbishop of Canterbury was a career bishop, a client of the Godwine family, a pluralist, powerful for his personal wealth and political influence. He embodied many of the flaws which the papal reformers found objectionable. Aldred, archbishop of York, was also a career bishop, a diplomat and courtier, but he was also a reformer, founding minster churches for secular canons; other bishops were married. Diocesan organisation was not as advanced as in some European provinces. When reform was a strong feature of the papal curia, the church in Lotharingia and the Norman church, it was a declining force in pre-Conquest England. These contrasting, and sometimes contradictory features can be assessed and the condition of the English church can then be determined. Well-informed accounts of these problems would merit 15-17; genuine attempts at assessment, with a sound factual base would merit 18+.

- 5 This should be a topic about which candidates are well-informed. It turns on the unusual coincidence of two invasions in the same year. The claims which Duke William and Harold Hardraada could make deserve attention; so do the preparations made by the Normans, the raid launched by Earl Tostig to seek reinstatement, and the preparations which King Harold made to defend England. Against that background the problems created by adverse weather in the Channel, and the Norwegian landing in the north can be assessed. I would look for some discussion of the quotation - whether it is a distortion, or what element of truth it contains; candidates could raise the question of the relative strength of English and Norman armies at Hastings and whether events in the north affected that, or influenced the outcome of the battle. There is a lot of material for a good discussion essay; narrative accounts of what happened will not merit more than 14-15.
- 6 This is a key question for understanding Domesday Book: if we understand its purpose, or purposes, we can make more sense of its contents. The classic views are that the purpose of Domesday was essentially financial, that it was in part a feodary, and that it was, as the author of the Dialogue of the Exchequer claimed, part of the process of bringing a conquered people under a written

law. In that setting candidates can discuss the way in which Domesday shows the distribution of wealth and resources, and especially the conflicting claims which it records. There it is linked with the great land pleas of the Conqueror's reign. Candidates may also be aware of the debate about the links between Domesday Book and conditions of tenure in England, and the links which have been explored between Domesday as a record of holdings and the Oath of Salisbury as a promise of allegiance. The form of the question allows a list, and candidates who use that approach can be rewarded for the quality of their work.

- 7 The basic answers to this question are twofold: 'lack of coordination', and 'Norman courage under pressure'. Candidates should know the detail of some attempts to dislodge the Conqueror: Eustace of Boulogne, Eadric the Wild, Edwin, Morcar, Cospatric, and their northern allies, Hereward the Wake, and the Danes, the earls of Hereford and Norfolk. The Anglo-Danish attempts, which came closest to success, broke down through lack of coordination, and because of the sustained leadership of the Conqueror, and the fighting skills of his continental troops. The rebellion of the earls was put down by joint effort of men under Norman and English leadership. Candidates might include the activities of the Scots, and the prospect of Danish invasion in 1085; they could add Robert's rebellion against his father and the problems of Gerberoi, and should be given credit for that, but the core of the answer lies in opposition within England. Good essays should have a general case, and material drawn from some of the outbreaks of hostilities to defend it.

- 8 Cultural issues are not likely to attract many candidates. A candidate might concentrate heavily on one or two aspects of this question and produce a good essay; such an attempt could qualify for 18+. I would expect to see some of these ideas discussed: that Anglo-Saxon literary scholarship was a vernacular culture which would find little sympathy from a continental invader; for literature, the conquest was likely to be a disaster - as it proved to be. For architecture there would be change; Norman Romanesque churches were a local example of a style which spread throughout France, and beyond its borders. It had already appeared in England in the Confessor's church at Westminster abbey, and some

historians argue that even without the Norman Conquest, the new style would have developed slowly from that new church. With art, the links between English and Northern French work are so close that we should think of a mutual development. So 'potential disaster' needs careful qualification for different aspects of cultural development.

- 9 This can be tackled at two levels: problems and personalities. The problems, as the investiture contest developed, were common to other European states, and had to be resolved. The personalities made the conflict in England very bitter. The king was angry, and anxious to escape from the conditions on which Anselm had become archbishop. Anselm was both high-principled and stubborn; there is a school of thought which argues that he could have been less antagonistic and more diplomatic. The first issue was that of recognising the lawful pope, with William determined not to be forced into recognising Urban II, and with Anselm determined not to abandon the position he had already taken at Bec. With this resolved to William's disadvantage, there remained problems of the rights of Canterbury, and issues of principle over lay investiture. Anselm was allowed to go into exile, and at the papal curia he re-discovered the full vigour of the papal reform movement. This determined his attitude in future conflicts. The permanent result of conflict in the reign of William Rufus was that Anselm built up a small pro-papal party in the church. The major issues of church and state were not resolved in Rufus's reign, but the conditions under which settlement could be reached were established. Good essays on either aspect of the problem would merit high marks.
- 10 The hostile raids began before 1066, with Malcolm III's attack on Northumbria in 1061 as a pointer for the future. He was involved in the events of 1066, when he received Earl Tostig after his unsuccessful attacks on the English coasts. In the early years of William I's reign, fugitives from England fled to Scotland - Cospatric, and Marleswein, and, notably, Edgar the Atheling with his mother and his sisters, Margaret and Christine. When Malcolm married Margaret it forged closer links between Scotland and the dispossessed English. The Atheling was obliged to leave Scotland after the treaty of Abernethy was agreed between William I and Malcolm III in 1070.

Malcolm attacked northern England again in 1079, 1091 and 1093; he and his eldest son, Edward, were killed as they returned to Scotland. Candidates are asked to decide which was the greater problem. Respect their views and assess the arguments. The evidence suggests that the Scottish threat was the greater danger. Good candidates may see the peculiar problems of the border areas in the north and identify the refugees as possible leaders of revolt in Northumbria. They may also see the intricacy of feudal links established by the Conqueror and William Rufus, and the conflict of loyalties which they produced.

Archives &
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Page1

MARKS

Q. 1

a) Explain briefly the following references:

i) 'Norfolk'

Identifies (3rd) Duke of Norfolk (1/2); + point of relevant amplification e.g. was instrumental in Cromwell's fall etc. (1/2)

(1)

ii) 'Attainder'

Means of finding someone guilty of treason through Parliament / without trial / without witnesses etc.

(1)

iii) 'whom the King has raised from a very base and low degree'

Explains Cromwell's social background - son of a smith, now an Earl (1)

Explains Tudor outlook on 'degree' which lay him open to this sort of taunt. (1)
(Consider any other good, relevant point).

(2)

Paraphrase alone - no marks

b) How far do Documents A and D give a consistent picture of the part played by Francis I in English political affairs at this time?

Consistent:

e.g. Both indicate his personal contacts with Cromwell's enemies - Gardiner (A) & Norfolk (D).

Both indicate he wants Reformation in England to go no further.

Both assume Francis is a 'friend' of Henry.

Both assume Francis can have some influence in English affairs.etc.

For a 5th mark there should be some indication of BUT e.g.

How good are Bucer's sources and judgement of such matters?

Would anyone ever take Francis' word about anything? etc.

(5)



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Page2.....

MARKS

c) *What are the strengths and weaknesses of Documents B, C, and E as sources of evidence of the role of religion and the Church in the fall of Thomas Cromwell?*

1 mark each for a valid comment on the strength and the weakness of each document in this context - referring either to its provenance, cross-reference to another of the documents or to other evidence cited by the candidate. (to max. 6)

Other 2 marks can be allocated either to good, further example or for comparison between the 3 documents.

e.g. B: Marillac appears to be making objective analysis of the situation. Some citing of his sources and indicates when he is making an informed guess. It was an ambassador's job to be well-informed. Most of the facts he gives are checkable against other sources.

C: Cranmer's own words; shows Cranmer as Head of Church deplored Cromwell's fall, and willing to stick his neck out, but powerless to alter the situation. But also an ally in faction

E: Encouragement of Protestantism by Cromwell a factor cited in the Attainder. Attainder Bill itself composed by the conservative faction so a good example of use of religious issues as tool to overthrow him.

B, C & E also bring out how much this was an issue of power, in which religion was used as an excuse, which is borne out by cross-references to A and F. Authors cover: Protestant, Catholic, progressive C of E and conservative C of E and all build up much the same picture.

(8)

d) *Henry VIII is said to have regretted the execution of Thomas Cromwell after a few weeks. To what extent do these documents, and any other evidence known to you, explain why he allowed Cromwell to fall?*

1 mark each for relevant point made from a document (using all) and up to 2 for other evidence.

e.g. Strong influence at this point of Gardiner over Henry (A, B and F)

Collapse of Cleves marriage (F)

Lack of influence of Cranmer at this point, had not been consulted in advance (C)

Possible foreign policy fears, relating to Francis I etc. (A and D)

Indications of Henry's instability at this time: e.g. (B) Marillac could not work out which faction was on top; lack of consistent religious policy (B).

Henry's conservatism - e.g. Six Articles, referred to in E.

Many other points could be credited.

(8)



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MARKS

Q.2

How conclusive is the evidence that there was widespread anticlericalism in England in the years immediately preceding the break with Rome?

10 - 12: Can cite accurate evidence of anticlericalism, indicating understanding of the concept, but confined mainly to basic text-book headings.

13-15: Evidence for anticlericalism +indications of limitations of this as a full picture.

16-18: Analytical, showing wider knowledge of sources and recent interpretations.

19-21: As above, presented in a clear, balanced argument.

22-25: High level argument and judgement, showing some element of originality.

(25)

Q. 3

Was monasticism in England doomed once Henry VIII had declared himself Head of the English church?

10-12 : Shows accurate knowledge of the dissolution of the monasteries and what Henry hoped to get out of it.

13- 15: Is able to indicate some doubts about inevitability e.g. issue of Henry's original intentions towards the larger monasteries;
no automatic link between Supremacy and anti-monasticism etc.
but not fully developed.

16-18: Can balance arguments well / shows detailed knowledge of some issues
e.g. 'monasticism' upheld by Six Articles, to indicate ambiguity of the issue;
good examples of those putting pressure on government to distribute lands.

19-21: Clear, balanced argument, showing good knowledge of sources and of differences of opinion among historians.

22-25: High level argument and judgement showing originality.

(25)



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Page4

MARKS

Q.4 How justified is C. S. L. Davies' description of the Pilgrimage of Grace as, 'not a peripheral irritant but the crisis of Henry's reign'?

10-12 : Shows adequate knowledge of the Pilgrimage of Grace with some indication of its seriousness.

13-15: Brings out the relevant points more strongly on whether it was peripheral or not.

16-18: More analytical, dealing with both sides of the argument including some consideration of whether P. of G. was the crisis of the reign.

19-21: Clearly presented argument showing good knowledge of sources and historians' views.

22-25: High level argument and judgement, showing some originality.

(25)

Q. 5. On Norwich Castle there is a twentieth-century memorial tablet to Robert Ket, describing him as a 'notable and courageous leader in the long struggle of the common people of England to escape from a servile life into the freedom of just conditions'. Is this a valid or a misleading description?

10-12: Is able to relate part of the quotation to appropriate facts.

13-15: Deals with the whole quotation looking at 'noble and courageous leader' and 'struggle of the common people of England to escape from a servile life' and 'into the freedom of just conditions'.

16-18: Analytical treatment showing some knowledge of sources and of historians' interpretations.

19-21: Well balanced argument with good use of sources etc



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MARKS

Q. 6. *How far was the Western Rebellion of 1549 'merely a product of local circumstances'?*

10-12: Shows adequate knowledge of issues of the Western Rebellion.

13-15: Shows good knowledge of the 'local circumstances'.

16-18: Can put argument on both sides with some knowledge of sources and historians' views.

19-21: Good, clear argument with use of sources etc.

22-25: High level argument and judgement, showing originality.

(25)

Q. 7. *Did John Dudley (Earl of Warwick and Duke of Northumberland) show himself to be anything other than ruthless and self-seeking in Edward VI's reign?*

10-12: Shows adequate knowledge of role and main actions of Dudley in Edward's reign, with some acknowledgement of 'ruthless and self seeking'.

13 -15: Shows more detailed knowledge in relation to the question.

16-18: Can present arguments on both sides, with some knowledge of sources /historians.

19-21: Good, clear argument, with use of sources and historians.

22-25: High level argument and judgement, showing some originality.

(25)



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MARKS

Q.8: *Assess the results of Mary I's marriage alliance with Spain, both in her own reign and in the early years of Elizabeth I.*

10-12: Deals adequately with some part of the question, but incomplete -
e.g. Wyatt's Rebellion only; Mary's reign only and presented only from one point of view etc.

13-15: Shows greater knowledge of context and effects on English people, on Mary and Elizabeth themselves and on policy, but coverage not even.

16-18: Can put both sides of argument on good span of issues / shows some knowledge of sources, historians etc.

19-21: Good, clear argument with use of sources/historians.

22-25: High level of argument and judgement, showing some originality.

(25)

Q.9. *How significant was the plan in 1569 for the Duke of Norfolk to marry Mary Queen of Scots, a) for Queen Elizabeth I and b) for the Northern Earls?*

10-12: Shows accurate knowledge of the plan and can relate it adequately to a) or b) or sketchily to both.

13-15: Shows fuller knowledge, relevantly applied.

16-18: Considers both sides of 'significance'

19-21: Clearly presented line of argument, showing knowledge of sources and historians.

22-25: High level of argument and judgement, showing some originality.

(25)



**GCE ADVANCED LEVEL EXAMINATIONS
MARKING SCHEME JUNE 1994**

MARKS

Q. 10 *What do the attempts by governments and local authorities to deal with paupers and vagrants tell us about the nature of society in this period?*

10-12: Shows adequate knowledge of policy of governments in this context.

13-15: Shows more detailed knowledge of this and the role of local authorities.

16-18: Begins to link to 'nature of society', showing some knowledge of sources etc.

19-21: Clearly presented line of argument, showing knowledge of sources and historians.

22-25: High level argument and judgement, showing some originality.

(25)



GCE ADVANCED LEVEL EXAMINATIONS
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(a)

- (i) the fourpenny stamp tax imposed on all newspapers under the 1819 law, which was one of the Six Acts aimed at silencing criticism of the government in the year of the Peterloo massacre. In the act the government broadened the definition of what constituted a newspaper and levied a uniform fourpence stamp on all newspapers. The purpose of this was to price the popular newspapers, such as the *Black Dwarf* out of the reach of the poor. It was this legislation which was most commonly used in the 1830s to prosecute street vendors of unstamped newspapers.
- (ii) persons arrested and imprisoned on orders from the Whig government for selling unstamped newspapers.

(b) In Document A William Cobbett, the famous radical and publisher of the notorious *Political Register*, at a time of uncertainty in the post-war period, repeated the radical programme for parliamentary reform. He asserted that the country has a government which forces the population to pay an enormous amount in taxation to support its army, its placemen, its pensioners etc., and for the payment of inter-



est on its debt. The remedy for this is seen in reform of the House of Commons - to make it a People's House - so that every direct taxpayer has the vote and MPs are elected annually.

In Document E the reference is to Parliamentary Reform in 1832, and in particular to the proposal in the Reform Bill to disenfranchise rotten boroughs and transfer the seats to large towns. Henry Hetherington, publisher of the radical newspaper *The Poor Man's Guardian*, addressed his readers. He declared that the proposed reform was entirely unsatisfactory - far from being a liberal measure it would merely transfer the vote to those who make their exorbitant profits out of manufactures as opposed to out of corn.

(c) The documents represent the objectives of those publishing the radical press in very different terms. In Document C Henry Hetherington calls upon poor, unemployed people to earn their living and at the same time act in a patriotic and moral way by selling newspapers which promote a political objective: a protest against a tyrannical government and its odious laws. The remedy for this is the radical reform of Parliament. In Document D the object of attack is the economic basis of society. In earlier radical literature economic injustices were attributed to aristocratic society.



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By the 1830s the blame was being levelled against the capitalist system. The radical argument was that because it was the labourer who produced the goods, he should retain them - not make them for the capitalist who merely paid wages adjusted according to supply and demand.

In Document F the reference to the 'productive classes' indicates that Joshua Hobson, publisher of the *Voice of the West Riding* represented the interests of the working classes. His objective, however, was not to call for political or economic reform directly, but instead to use the press to teach the productive classes so that they could themselves take steps to get out of their degraded state. Finally in Document G Bronterre O'Brien also referred to education, but his point is that the knowledge he intends to disseminate to the working classes, is not knowledge to make them more content with their lot, but knowledge to make them dissatisfied, in other words to foment rebellion or revolution.

(d) There is no doubt about the noisiness. In the years immediately after the ending of the Napoleonic wars, the radical press had been an important vehicle for spreading the ideas of Cobbett etc. However it was mainly in the period 1830-6 that the publication and distribution of radical newspapers became in itself a form of agitation. Over 550 illegal journals were issued between 1830 and 1836.



This was the 'war of the unstamped', in which radical publishers challenged the laws restricting the press. Their illegal newspapers [*Poor Man's Guardian, Destructive, Voice of the West Riding*] were subject to numerous prosecutions [at least 1,130 in London alone] and publishers and distributors went to prison.

In terms of effectiveness, the issue is quite complex. The first object of the radical press was to bring about a change in the laws relating to publishing. Some progress was made on this, in particular the gross stamp duty on newspapers was reduced from 4d to 1d in 1836. But the laws on blasphemous and seditious libel remained on the statute book. In terms of other issues for which the radical press campaigned - radical reform of parliament, the challenge to capitalism, the attack on religion and in particular on the Church of England and its tithes - in the short run the radical press had little to show for its efforts. The targets were too ambitious and the radical press did not speak with a single voice. Nevertheless it is hard to conclude that it was truly ineffective. The campaign played a major role in the development of popular radicalism, and it had an important, in some cases direct, influence on the development of Chartism.



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Question 2. The purpose of this question is to get candidates to use their knowledge of the period to analyse the underlying causes of discontent. In the case of Luddism, the importance of the economic factors is obvious; events such as the Pentrich Rebellion appear to be equally clearly political in origin. A case can be made out that the periods of economic depression [the slumps of 1815-17 and 1819-20] - note also post-war unemployment with discharged soldiers - were also those with the highest level of discontent. A candidate who can identify a series of events and describe the origins of each event in economic or political terms should achieve up to 13 marks. Better candidates will realise that the distinction is a superficial one and that both economic and political factors were relevant say at Spa Fields and at Peterloo.

Question 3 This question covers the full range of educational activity during this period and candidates should be able to refer to the role of government and to the contribution of religious organisations. Some distinction could be made with reference to provision for both middle-class and working-class education.

On the role of government, there should be recognition that this came late and that government's role throughout the



period remained indirect. Nevertheless important steps were taken towards a recognition of a state responsibility: reference should be made to the £20,000 educational grant of 1833 and to the educational provision in the 1833 Factory Act [2 hrs compulsory schooling a day] and in the act of 1844, to the Grammar School Act of 1840, and to the work of Kay-Shuttleworth: the development of teacher training, state inspection of schools and the establishment of a ministry of education etc.

On the role of religious organizations, the emphasis should be on its increasing importance. Candidates should mention dame and Sunday School refer specifically to the part played by the Anglican National Society and the non-denominational British and Foreign Schools Society

Credit would also be given to candidates who recognised that not all initiatives could be attributed to church and state and who referred to the findings of Vincent on popular desire for education and of Philip Gardner and the 'private adventure schools'.

Question 4. Many candidates will recall E.P. Thompson's claim that in 1830-2 Britain was on the verge of revolution and be aware that the concessions contained in the Reform



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Act were later seen as having averted a revolutionary threat.

To evaluate the truth of this view, candidates should be able to identify the main evidence to support Thompson's thesis, perhaps beginning with the distribution of power within the existing system and the radical claim for universal manhood suffrage. They should explain why a revolutionary threat was perceived and mention the activities of the Birmingham Political Union [founded 1830, followed by similar associations], the demands of the radicals such as Cobbett and Hunt and of the radical press and the reform petitions; the evidence of popular disturbances in Bristol, Northampton, Norwich and Banbury and the Merthyr uprising of 1831; economic distress and the Swing Riots [not, of course, directly connected]; trade union activity; the revolution in France.

They could then discuss the details of the passing of the Reform Act as further evidence of belief in a revolutionary threat, mentioning the attempt to detach the middle classes from the working classes and the subsequent claim that the working classes were betrayed.

But was there really a threat? Hamburger and others have



argued against it. The moderate nature of the reform must cast some doubt but maybe what the revolution averted was not an immediate threat but one which would come in time unless concessions were made. But there is also plenty to be said about the lack of solidarity and organisation among the opponents of the government, the weakness of the alliance between middle and working classes and the government's clear ability to suppress any physical threat. Certainly both Whigs and Tories had no time for democracy and agreed in the defence of the landed interest and the suppression of radicalism. Nevertheless there were some tense moments - e.g. the 'Days of May' 1832 when Place initiate the 'run on gold'.

Question 5. This question moves away from the standard enquiry into the reasons for passing the Poor Law Amendment Act and instead asks for a discussion of the reaction to the NPL. A candidate who can identify the features of the new system which gave rise to criticism and who can make some reference to the forms which opposition took should get 13/14 marks. Better answers will recognise the variety of reactions and relate these to economic circumstances. They might refer to the work of N. McCord and P. Wood and compare the introduction of the NPL to the north-east - where it was well-received, with the opposition to it in the West Riding



of Yorkshire and in Todmorden. They might also refer to the organisation of opposition, leading to massive demonstrations [Hartshead Moor, 1837] and to workhouse scandals, and note the limited introduction of the new system in some areas. Indications of a knowledge of local events, or events in specified localities will be given particular credit.

Question 6. The purpose of this question is to get candidates to write about Chartism while at the same time insisting that their discussion is focussed on a particular aspect of the movement. By this token, answers which do not respond to the question set, but which offer a general account of Chartism, will be penalised. In this context, what is required is a discussion of the national features of Chartism set against an analysis of the regional variations. For marks of 16 and above, some detailed reference should be made to the difference between one-industry towns such as Bradford and multi-industry towns such as Leeds - the difference brought out by Asa Briggs in *Chartist Studies*. Another interesting comparison is between Chartism in Bath [which had high unemployment and many 'physical force' Chartists] and Bristol [which had low unemployment and only a few mainly 'moral force' Chartist].

Question 7. For a basic answer a candidate should be able to



identify the main characteristics of the legal system and the very limiting policing at the beginning of this period and should be able to describe the legal reforms initiated by Peel in the 1820s, and refer to the Metropolitan Police Act of 1829, the extension of policing to provincial cities under the Municipal Corporations Act of 1835 and the County Police Act of 1839. Better candidates will recognise that the issue of policing raised questions of the relative power of central and local authority, and that issues of law and order must be understood in the context of changing social attitudes and the growth of urban communities.

Question 8. This question asks candidates to combine their knowledge of the rise and decline of trade unionism in this decade with a discussion of the role of Owenism. To achieve a mark of 13/14 they should show that they know that the period began with the repeal of the Combination Acts and concluded with the collapse of the Grand National Consolidated Trades Union and with the case of the Tolpuddle Labourers. They should also be able to describe some of Owen's ideas, including his socialism and his contribution to the co-operative movement, and explain what Owen aimed to achieve with the GNCTU. Better answers will offer a broader explanation of why unionism did not fulfil hopes at this time, with reference to John Doherty and the Cotton Spinners



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union and to the social and economic obstacles to the creation of effective national unions.

Question 9. At a straightforward level, what is required of a candidate is to be able to explain why the ACCL was organised, identify its leaders, describe the main features of its organisation, and discuss its role in obtaining the repeal of the Corn Laws. Better answers will stress the novelty of the organisation, will refer to its middle-class character and will evaluate its contribution to repeal.

Question 10. For a mark of 11/12 a candidate should be able to identify and provide appropriate information on some of the following themes: the contrast in lifestyle between middle-class and working-class women; issues relating to marriage, childbirth and domestic management; the evolution of women's experience of work and in particular of employment in industry; changes in educational opportunities for women; women's experience of religion; the start of women's involvement in politics (e.g. in the early anti-slavery movement); women's role in culture, both high and low.' and in matters of morality. For better marks, a candidate should provide evidence of having read beyond the textbook and should be able to provide a wide range of comments while at the same time showing caution about generalisation.



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FRANCE IN THE AGE OF LOUIS XIV

Section A

1. (a)

(i) To R.C.s the Huguenot church was schismatic, having split the united French church in the 16th century. [1]

(ii) Innocent XI had opposed Louis over the *régale* [1], the right of the King to collect revenues of vacant bishoprics. The Gallican Articles of 1682 asserted the rights of the French church against the 'Jansenist' pope [1].

(iii) The truce of Ratisbon, 1684, bringing to an end the war of the League of Augsburg. [1]

(b) Locke was a fairly objective English observer, but a Protestant [1]; Dr Barbeyrac was presumably well-informed [1]. His comments are balanced, his language moderate, but he is reporting the situation only in Montpellier which had been a Huguenot stronghold [1]. Other subtler points [1].

(c) The tone of Document B is ecclesiastical not to say unctuous ('the tender affection towards you of the Church which you have loved so well'). It emphasises the link between Louis' conquests abroad and absolutism at home. But it does not mention the argument that since so many Huguenots had, for whatever reason, rejoined the R.C. church, the Edict of Nantes was redundant. There is, however, a threat of the use of force in the last paragraph. In Document C Voltaire is writing 66 years after the event; his anti-clerical attitude minimises the religious side of the question and emphasises that Louis was misinformed about the extent of Huguenot conversions. The Edict, in Document D, puts the revocation in its historical context and explains why the Edict of Nantes is useless. Louis' letter to the archbishop of Paris reveals some alarm at the reception of the Edict. Paraphrases score little [3]; genuine comparisons well-rewarded. [8]

(e) Document A mentions that Huguenot numbers are static; there is hardly a religious threat to the monarchy. The bishops in Document B make the completion of Louis' political triumphs a reason for the Huguenots submitting to him; on the other hand, they make some profession of anxiety about their souls. Document C mentions Louis' quarrel with the pope, a question of political jurisdiction; the assertion of royal authority in the



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second paragraph is essentially a political matter. There is an ostensible religious motive in Document D, whilst Louis, in Document E, recognises that the newly-converted will need instruction. Other reasons for the revocation that candidates could mention include Louis' obsession with uniformity, the influence of his advisers, particularly of Père La Chaise, Mme de Maintenon and Louvois. [8]

Section B

[25 marks each]

2. Louis believed that he was 'dieu donné' and by divine right destined to rule France. Whatever the sincerity of this belief, it led him to impose upon himself a disciplined life of regular consultation with his ministers, a pattern of council meetings and audiences and well as a public life in which he was the centre of the court. Candidates who understand the *métier* and can focus clearly on how Louis ran his government should be well rewarded. A balance is required for the higher bands.

3. This question excludes Colbert and the royal finances. Stimulation of industry and commerce, including trading companies, by regulation and encouragement must be illustrated and his success evaluated; lack of investment and initiative as well as royal indifference hampered his policies. The documents, of course, tend to illustrate the failures rather than the successes. Vague generalisations will put candidates in the lower bands, accurate assessments in 16 - 18 or 19 - 21.

4. The distinction between the *pays d'état* and the *pays d'élection* must be made and the rôles of the intendants and the provincial governors described. Good candidates will stress the importance of patronage and clientage in ensuring some sort of compromise between the wishes of the central government and the particularism of the provinces.

5. Louis, through Lionne, sought to neutralise England, especially after the Triple Alliance (1668) which led to the secret treaty of Dover. Charles II's differences with opposition politicians were exploited. James II's aims and prospects were misinterpreted at Versailles, enabling William to invade England in 1688 and gain an ally in his struggle against Louis. Candidates who can handle the tortuous diplomacy should be highly rewarded.



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6. The declining difference between the *noblesse de l'épée* and the *noblesse de la robe* must be mentioned. Nobles differed markedly in wealth; only 5% actually lived at Versailles, the majority, many of limited means, lived on their estates. Links with the upper clergy could be mentioned. Their privileges, especially fiscal, ensured steady recruitment from monied office-holders. The higher bands will contain well-documented scripts showing appreciation of the social structure of France; long descriptions of life at Versailles will fail.

7. In each case, some detailed knowledge of actual musicians and their works or of architects and their buildings is required, preferably with some appreciation of general trends rather than a catalogue.

8. The question is a technical one, not requiring more than passing reference to economic resources. The reforms of Le Tellier, Louvois and Martinet in the army must be evaluated, the calibre of leaders assessed; Vauban's fortifications are relevant. The navy had been built up by Colbert but was less powerful, especially after La Hogue in 1692. For bands 16 - 18 and 19 - 21 both aspects must be covered and a conclusion reached.

9. Heavy war taxation, devastation in the frontier areas affected by the fighting and revolt of the Camisards in the Cevennes can be blamed on Louis' policies; bad weather, crop failures and general economic depression cannot. If candidates focus on the two aspects of the question and their information is accurate they should be well rewarded.

10. Good answers will contrast the changing aims of the belligerents on both sides with the precise terms of the Treaties of Utrecht and Rastadt. Weaker candidates may give an account of the war, possibly including the partition treaties.



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Section A:

Q 1: *The October Revolution*

(a) *Explain briefly the following references:*

(i) *'Congress of Soviets' (Doc B, line 26):*

A short clear definition or explanation linked to the Bolsheviks' decision to seize power. [1]

(ii) *'the July Days' (Doc C, line 34):*

Candidates ought to be able to offer a short but clear summary of the events or concentrate on the results of the events. [1]

(iii) *'the Winter Palace' (Doc D, line 51):*

Candidates should receive credit if they can point to its relevance in October 1917. [1]

(iv) *'The Provisional Government in vain awaited Kerensky's return with the troops'. (Doc D, lines 52-53):*

Candidates who offer full answers will do more than recall Kerensky's desperate attempts to raise troops, but will explain the need for such action by reference to at least one of the following: the weakness of military support for the Provisional Government, the fact that local garrisons supported the Bolsheviks, the army's distrust of Kerensky post Kornilov or the inaction of foreign governments. [2]

(b) *Evaluate the differing arguments exposed in the Documents A and B over the timing of the revolution.* [6]

Candidates can gain up to four marks for a clear exposition of each argument and a cross reference between them. Those who paraphrase the texts or who don't demonstrate their own understanding of them should receive little credit.

For more than four marks candidates must evaluate the two arguments and offer a clear, independent analysis supported by either cross reference to other documents or background knowledge.

(c) *To what extent do Documents C and D support Lenin's view that 'the majority of the people are on our side' (Document A, line 10)?* [6]

This question demands careful and close reading of the text to provide a detailed explanation, supported by precise use of all three documents.



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Candidates can gain up to four marks by indicating areas of support for Lenin taken from both C and D. For more than four marks candidates must also include areas in which they do not support Lenin's claim either directly, for example Trotsky's reference to the 'leading section' of the 'working class masses', or by implication, by using Milyokov's emphasis on the 'dissolution' of support for the Provisional Government.

- (d) *'Lenin had only to sanction an accomplished fact' (Document D, line 67). To what extent can this assertion be supported by the use of these documents and any other evidence known to you?* [8]

Up to four marks can be awarded for separate but valid comments drawn from the printed texts. These could support the claim, as in Document C's reference to the 'painless' insurrection, or suggest doubts as in the case of Document B.

These references should be well supported by reference to other sources or clearly demonstrated, relevant knowledge for more than four. Very good answers will place the October Revolution in a broader context and discuss critically the collapse of political authority and the nature of the Bolsheviks' achievement, perhaps contrasting the situation in Petrograd to the country as a whole.

Section B

- Q 2** *Why did a strong, liberal political movement not develop in Russia in the period 1905 - 1914?*

The focus of this question is on an explanation for Russian liberalism's failure, not a survey of Russian politics. Candidates will need a clear sense of liberation within the Russian context and to develop a balanced assessment of those factors which prevented its success.

To gain 13 or more candidates will need to offer an explanation which is explicitly multi-causal, balancing short term failings with broader issues, such as the attitude of the Tsarist government, the character of the Russian political tradition, or the social context.

- Q 3** *To what extent had the Russian economy been modernised by 1914?*

Candidates who interpret this question in terms of exclusively agrarian or industrial issues are unlikely to gain more than 13. The importance of the question is to force an evaluation which not only assesses Russian economic growth, but also discusses the nature of modernisation within Russia itself.

Good candidates will be able to discuss accurately the achievement of the Russian economy and the limitations it faced. Credit will be given to those who are aware of the historical debate.

Very good answers, gaining 16 or more are likely to be confident of the above, and discuss Russian achievements in a comparative international framework.



- Q 4** *'The most crucial difference between the Revolutions of 1905 and February 1917 was that in the latter most of the elite abandoned the monarch'. To what extent is this interpretation justified?*

Candidates who offer a descriptive or narrative comparison of the two Revolutions, without the clear focus on the role of the élite or at least explanation for their final outcome will be unlikely to gain more than 12 marks.

Good candidates will establish this focus and discuss alternative historical interpretations, drawing on detailed references for both revolutions. Very good answers are likely to be aware of the need to define 'the elite' and draw comparisons between different groups within that definition.

- Q 5** *How important was the Kornilov affair in sealing the fate of the Provisional Government?*

Some candidates may answer the question by assessing the results of the Kornilov affair in isolation. Even if well done these are unlikely to gain above 14 marks, because they will not have considered the relative importance of this event, or the crucial phrase 'sealing the fate'.

Good answers will place the event in a broader context and recognise the varied results of the affair for different parties; the Provisional Government, the Russian Army, the Bolsheviks, other political parties.

- Q 6** *Why did the Bolsheviks win the Civil War?*

The challenge of this seemingly straightforward question is to establish a clear balance between the factors which encouraged the success of the Reds, with the failings of the Whites. Candidates who can achieve such a balance should score more than 13, with credit given for clear, supporting, detailed references.

Good candidates may well engage in areas of historical debate such as the scale and importance of "Red Terror" or the role of Trotsky as a military leader.

- Q 7** *How successful was the foreign policy of the Bolshevik government, 1917 - 21?*

The foreign policy of the Bolsheviks was inevitably complex and those candidates who attempt a narrative survey are unlikely to produce a clear assessment within the time allowed. Candidates may penalise themselves by writing overlong answers or by concentrating on one aspect of the period.

Those who recognise the complexity and can sub-divide the foreign policy into coherent areas are more likely to gain marks above 13. They may recognise the crucial importance of Brest-Litovsk, but will also develop an answer which embraces relations with a range of countries and the gradual acceptance of the need for a diplomatic service and foreign policy.



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Q 8 *Why was the New Economic Policy introduced in 1921?*

Weak candidates are likely to offer narratives which account for the 'failure' of War Communism and imply that the NEP was inevitable in such circumstances. Such answers are unlikely to gain more than 13.

Stronger answers will be aware of the debate within the Bolshevik party and the recognition of political unpopularity, especially the Tambov movement. They may point to the contrast between the 'theoretical retreat' of NEP with more practical problems, and the imposition of stricter party unity.

Q 9 *Why were the Trade Unions and Workers Opposition movements unable to play a more independent and influential role after 1918?*

Candidates can gain up to 13 for a clear understanding of the role of Trade Unions and the Workers Opposition, 1918 - 21. To gain a higher mark they will have to recognise the political pressure which obstructed their progress and the relationship between these and War Communism, the Civil War and the Bolshevik Dictatorship.

Q 10 *Assess the effects of the Revolution on any one Russian artist or writer working during this period.*

Candidates should be aware of the varied effect of the Revolution upon the artist/writer of their choice to receive more than 13. This may be in the form of a narrative survey which allows for discussion of different artistic/cultural policy or meaning of the Revolution in the years 1917 - 21.

Those candidates who can discuss the cultural history of Russia between 1917 and 1921 from the perspective of their selection, or establish links between the effects of the Revolution on their artist/writer and broader parallel developments in Russian society are likely to gain very high marks.



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Section A

Q1 *Appeasement and the resignation of Eden*

(a) *Explain briefly the following references:*

(i) *'the so-called "Gentleman's Agreement"' (Document D, lines 24-25)*

Requires a clear definition/reference: January 1937, Anglo-Italian agreement which specifically dealt with Mediterranean issues:

- (i) Free transit for both countries.
- (ii) Existing 'status quo' within area.
- (iii) Limit outside intervention in the Spanish Civil War.

Credit could be given for candidates to link this intelligently to a more general desire on Britain's behalf to reach a negotiation with Mussolini. [2]

(ii) *'withdrawal of volunteers from Spain' (Document G, line 60)*

Requires a clear reference to Italian involvement in the Spanish Civil War, and the specific use of the term 'volunteers' in connection with that. More general references to 'volunteers' from other states would gain credit only if they assist in explaining this reference. [2]

(b) *From a comparison of Documents B, D and F how far would you agree with the view that Eden supported Chamberlain's principal objective of reaching a peaceful understanding with Germany? [5]*

Candidates must be aware of the apparent contradiction within the two Documents from Eden and relate both to Chamberlain's profession of faith in Document B.

For more than three marks candidates must specifically cross reference and establish an answer to the central issue of 'Eden's support of Chamberlain's principal objective.'

Good candidates may reflect on alternative interpretations of the issue. Weak candidates are likely to reject either D or F or ignore one of the documents in their answers.

(c) *How useful are these documents as evidence that Eden resigned because of trivial differences with Chamberlain over foreign policy? [8]*

Candidates need to be aware of the assessment of utility of the set of documents and the issue of Eden's resignation.



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Good candidates are likely to develop an assessment of utility, which takes note of the specific character of documents, their authorship and purpose. They should receive credit for recognising the limits of this set of texts and suggesting issues ignored by them.

Weaker candidates are likely to concentrate on Eden's resignation alone. Credit should be given for thorough, relevant and logical use of texts which maintains a clear focus on the issue of 'triviality'.

- (d) *From these documents and any other evidence known to you comment on Eden's view of Neville Chamberlain as 'a man with a mission'. Confine your answer to events up to the end of March 1938.*

[8]

Up to 4 marks can be awarded for separate but valid comments on Chamberlain's motivation and 'mission' drawn from the specific documents. They should be well supported by specific references and form a clear and logical answer to the question.

Up to 4 marks can be awarded for use of 'any other evidence'. This may be used to challenge Eden's description and place British policy in a broader context.

Candidates must confine their answers within the specified period - no credit can be awarded for answers beyond March 1938.

Section B

- Q 2** *Why did so many different sections of German society turn their backs on democracy in general and the SPD in particular between 1929 and 1933?*

This question requires much more than a general explanation of the fall of Weimar and Hitler's rise to power. Candidates undoubtedly do need a foundation of an assessment of Weimar democracy's weaknesses and a secure base of factual knowledge, but those who offer nothing more than this are unlikely to gain above 12 marks.

Stronger candidates will develop an answer which pays due attention to 'different sections' of German society and/or the position of the SPD in particular. They will be able to refer with accurate comment to specific interest groups, who may have been attracted to the NSDAP or KPD. Very good answers are likely to be able to challenge the assumption of large numbers of SPD supporters 'turning their backs' on the party, with specific local examples or references to national elections.

- Q 3** *How successful was Japan in achieving her foreign policy objectives in the 1930s?*

This question demands a careful evaluation of 'success', which needs to be related to aims. Candidates who fail to establish such a focus, who merely provide a narrative of Japanese foreign policy, or who concentrate on one aspect of Japanese policy at the exclusion of all others, for instance the conquest of Manchuria, are unlikely to be awarded more than 12.



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Credit should be given to those who can critically assess Japanese policy, show awareness of the differing pressures for policy within Japan and can balance recognition of immediate success with the potential of future weaknesses and immediate setbacks, as in the border incidents with the USSR in the last years of the decade.

Q 4 *'The remilitarization of the Rhineland marked a turning point in Anglo-French relations.' Discuss.*

The central focus of this question must be within 'Anglo-French relations'. Candidates who offer a description of the 'remilitarization' without achieving this will be unlikely to gain more than 12 and probably less than 10.

Good candidates will not only concentrate on the results of the remilitarization on Anglo-French relations, but they will also balance the immediate tensions created by the events with the argument that it forced a closer foreign policy relationship in the years 1936 - 39. The strongest may well criticise the notion of this event as a 'turning point' and produce an alternative case.

Q 5 *What were the real issues at stake in the Spanish Civil War?*

The title explicitly demands a degree of analysis and candidates who ignore this should be unlikely to gain more than 10. Those who provide a narrative or descriptive account allied with 'passing comment' or very simple analysis are unlikely to gain more than 12.

Good candidates are likely to differentiate issues and implicitly or explicitly ask the crucial question, 'real issues to whom?' They should balance their answer between all those major powers directly involved and Spain itself.

Strong candidates are likely to engage in the historical debate concerning the war and investigate such issues as Hitler's motivation, France's inspiration or Britain's non-intervention.

Q 6 *Why did Mussolini come to align Italy with Germany rather than France and Britain in the 1930s?*

This question is fundamentally concerned with causation. While it may illicit narrative based answers it is unlikely that without significant relevant analytical comment these could gain above 12.

Good candidates will balance a range of causes and use the narrative of events to develop these. The strongest candidates will be likely to employ significant references to the historical debate or critically examine the character and scope of Mussolini's alignment in 1939.

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- Q 7** *How was it possible for Hitler to enjoy considerable foreign policy success with such limited military power at his immediate disposal?*

While this essay demands a thorough factual knowledge of Hitler's foreign policy and the response of others it is likely to be very difficult to develop a high calibre answer from a narrative stance. Those candidates who attempt to answer in this fashion are unlikely to include sufficient critical comment to warrant a mark higher than 12.

Good answers will balance a range of factors which allowed Hitler to be 'successful'. Candidates will demonstrate awareness of the broad 'international situation', the specific problems of Britain and France, the conflicting ambitions of minor states, as well as Hitler's own diplomatic skill and tactics. Many may well refer to a 'psychology of appeasement', but this needs to be supported with relevant and appropriate factual references to receive full credit.

The best answers are likely to develop a critical response. They may enter into the historical debate, or question the assumption of 'limited military power' relative to others, or even the degree of success Hitler enjoyed with respect to his aims or the consequences of his actions.

- Q 8** *Why did Great Britain go to war over Poland in 1939 but not over Czechoslovakia in 1938?*

This question demands a careful balance of complex factors involving British policy, a broad range of factors which influenced it and inevitably the two crises, which involves German policy amongst others. Candidates who approach the question purely through the actions and hopes of Chamberlain are unlikely to gain more than 13, even if done well. Stronger answers will respect the 'multi-causal' nature of the situation 1938-39 and are likely to be able to argue with confidence about the changing position with regard to British rearmament, the Empire, or even 'public' and parliamentary opinion. The best are likely to realise that while Prague has great significance it did not of itself dictate the events of August and September. Such answers will show an appreciation of the nature of appeasement and of the political situation surrounding the declaration of war. Credit will be given for those who can engage in the historical debate on such questions.

- Q 9** *Compare and contrast the motives of the USSR and Germany in seeking a Nazi-Soviet Pact.*

This question requires candidates to balance their answers between both powers and investigate motivation, rather than describe the associated diplomacy. Those that remain largely narrative or who focus primarily on one power are unlikely to gain more than 12 marks.

Better answers will achieve a balance which allows them to comment on the similarities and differences in both powers' ambitions. The best will demonstrate awareness of either the historical debate or that of a contemporary nature within both Germany and the USSR.



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- Q 10** *Assess the value of the primary source materials, other than official diplomatic documents, which are available to the student of this subject.*

By its nature the question demands responses which are most likely to be original and reflective and deserve to be considered as such. To gain a mark up to 12 candidates should display a good knowledge of appropriate 'primary source materials', with regard to specific examples, but might be less confident in assessing its value.

Stronger answers will make such evaluation central to the question and relate this to areas of likely inquiry. Candidates who can do so in a balanced manner, with authoritative comment should be positively rewarded with marks over 16.

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- 1(a) (i) tribe, originally in S Scotland, but by AD 200 heading a confederacy of northern tribes N of Hadrian's Wall.
- (ii) M Aurelius Antoninus, alias Caracalla, elder son; P. Septimius Geta, younger son.
- (b) Lupus, legate 197-201/2, held off Maeatae and started to restore Pennine forts (inscriptions from Bowes, Ilkley, Corbridge); his successor Valerius Pudens (legate 202-205/6) continued rebuilding (inscription from Bainbridge); Alfenus Senecio (c.206-c.209) started to restore Hadrian's Wall (inscriptions) then summoned personal intervention of Severus.
- (c) Later writers (Aurelius Victor, Augustan Histories in 4th century. Orosius in 5th) claim that Severus built wall or (Jerome, Orosius) a rampart and ditch: story repeated by Bede with more detail. In fact Hadrian responsible for whole: his turf rampart replaced (by him) by stone wall. But very extensive rebuilding by Severus proven by excavations (eg Crow's work) and by many Severan inscriptions, but not stated by writers before 4th century. Even in early 19th century Wall credited to Severus, vallum to Hadrian.
- (d) Herodian and Dio hostile, but evidence on ground for marching camps (165-acre camps, possibly other) shows that in 2 campaigns (208/9, 210) Severus reached E Scotland, Caledonian territory. Carpow housed legion (Leg. VI); supply bases at Corbridge and S Shields. Campaigns ended by death of Severus (211), but arrangement made with northern tribes by Caracalla lasted well for many years.



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- 2(a) Founded Catuvellaunian 'empire' (SE and Central Britain), based at Colchester after conquest of Trinovantes: issued gold and silver and bronze coins, with legends: imported Roman products: reigned c.AD 1 - c.AD 42.
- (b) Built on site of Roman supply base: conversion of granaries to civilian use: then proto-palace (?Cogidumnus), baths etc.: palace proper (c.75). Describe architecture, mosaics, plaster, garden: imported architects and marbles (not a conventional villa): converted into flats in 3rd century.
- (c) Q Lollius Urbicus, cos.c.135, then governor of Lower Germany, legate in Britain 139-c.144: opened campaigns in Scotland ('new governor, new policy'), built Antonine Wall 142 plus (some details of structure can be given).
- (d) Typically British alloy, very popular here, especially in 3rd/4th century: compounded of tin and lead (varying proportions): industry centred on Cotswolds, near lead and tin sources, but pewter worked elsewhere) (eg in Fens): vessels imitating silver tableware: great hoards (eg Bath).
- (e) Military tombstones give important information on Roman army, personnel, movements etc., details of life expectancy, careers: artwork gives information on clothing and equipment: few civil tombstones, give social/economic details.
- (f) Bishop of Auxerre made two visits to Britain, 429 and c.446/7, to combat Pelagian heresy: met magnates at St Albans: his biographer describes 5th century society, supported by archaeological evidence at St Albans.
- (g) Artificial waterway linking rivers debouching into Wash with Humber: runs at edge of high ground west of Lincolnshire and Cambridgeshire fens prime purpose to drain fenland for settlement: not thought to be navigable, except for short distances.



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- 3
 - a. to emulate J. Caesar, his hero, and gain military prestige;
 - b. to restore Verica;
 - c. to crush Celtic resistance (Druids);
 - d. to get access to mineral wealth and corn;
 - e. to keep army busy and counterbalance forces in Rhineland.
- 4 Discuss extent of Agricola's work, conquest of N. Britain (forts and marching camps), encouragement of civil building (Verulamium forum inscription), suppression of abuses, unusual length of tenure of office; but Agricola was Tacitus; father in law, hence biography biased, at expense of other Flavian legates.
5. Art-media to mention: sculpture in round, reliefs (tombstones), metalwork (2- and 3-dimensional), mosaics, wall painting, pottery. Specific examples must be quoted for each category, with critical assessment. Materials, question of local or imported pieces to be noted. Description of characteristics of Roman vis-a-vis Celtic art will be given credit.
- 6 In areas free of villas and large towns villages main settlement foci (eg in fenland, Cheviots and uplands, parts of S. Downs): describe form of village and its environment-conditioned architecture: review of evidence for its social and economic life (eg crops, animal husbandry, metalworking) and set these in local rural context (field systems, open pasture, relationship to other villages/farms, to market towns). Some villa-linked villages were for estate workers (eg Stanwick), a newly recognised category.
- 7 Early colonies (Colchester, Lincoln, Gloucester) used existing military defences, replaced by own wall in 1st century: Silchester has very early defences (Cogidumnus' capital). Most medium-sized towns given earthwork defences with stone or timber gates and ditches by late 2nd century, converted to stone in 3rd century (no special historical horizon); external bastions added in 4th century, before 370. London has improved riverside wall in late 4th century.
- 8 Discuss: a. classical temples/classical deities, imperial cult (Bath, Colchester, Verulamium); b. Romano-Celtic type/native deities including description of form of RC temple; c. minor shrines (round, square, esp. in N); d. Mithras and Mithraea; e. Christianity and Christian places of worship.
- 9 Stagnation equals trough between Antonine and Constantinian building booms: lack of datable 3rd century pot, hence poor dating of site development. Against pessimistic view: military rebuilding on HW forts to c.240 (inscriptions); early 3rd



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century use of London waterfront; Antonine stone buildings would need little major repair; political vigour of Gallic Empire/coinage, start of Saxon Shore fort system. 'Stagnation' could be gap in knowledge.

- 10 a. Historical/documentary/epigraphic sources; b. coins and their contexts;
c. pottery; d. C¹⁴, dendro and other scientific aids. All to be used with caution, ideally in combination.

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A. The Assessment Objectives

The assessment objectives are as follows:

- (1) The ability to plan and undertake effective historical research.
- (2) The ability to demonstrate a knowledge of the principal sources for the topic that is being investigated and an ability to evaluate and interpret this material as historical evidence.
- (3) The ability to show a knowledge of and assess different historical approaches to, interpretations of, and opinions about the topic that is being investigated.
- (4) The ability to formulate and present a clear, concise, logical and relevant argument.

No specific weightings apply to these objectives as it is recognised that each Study will display differing qualities depending on the nature of the Study undertaken.

B. Requirements of an History Individual Study

An Individual Study must:

- (1) Focus on a particular historical problem that is expressed in the form of a question that has been approved by a team leader.
- (2) Result from research, drafting, writing and final presentation which the candidate has undertaken on his or her own, apart from the permitted, limited preliminary guidance given by teachers. (The preliminary guidance that is permitted is defined in the Notes for the Guidance of Teachers.)
- (3) Be properly presented as required by the Notes for Guidance, ie. with a title page, a contents page, a list of illustrations (where appropriate), an introduction and main chapters, a conclusion, and with footnotes and a bibliography;
- (4) Be no less than 4000 words and no more than 5000 words in length.
- (5) Be supported by the candidate's working notes, that will be made available to the examiner at the interview.

C. Marking Individual Studies: before the interviews

Examiners are asked to mark studies before the interviews giving a general mark (maximum 99) for the study as a whole.

A rigid marking scheme is neither desirable nor practicable.

Normally each study should be marked as a whole, bearing in mind the above assessment objectives and requirements. It is not intended that examiners should isolate qualities that meets these assessment objectives and requirements and reward them separately. It is appreciated that different studies that are awarded the same or similar mark will display very different combinations of qualities, and marking should, therefore, be flexible.

However, the following should provide useful guidance to examiners of the appropriate marks to be awarded:

1. Mark bands relating to the assessment objectives.
2. Guidance about candidates who ignore the requirements of the Individual Study.

1. Mark bands relating to the assessment objectives

Marks will be awarded for the following aspects of an Individual Study:

(a) Planning and research

(i) Defining an historical problem, reading and making notes

Candidates will be rewarded for identifying and defining a specific historical problem and planning and undertaking appropriate research (Assessment Objective 1).

Mark Bands:

- 0–29** For studies written by candidates who have put very little or no thought into defining their question and who display very little or no evidence of initiative in planning their research. Candidates in this mark band will have done little work, perhaps having consulted only one source. Their working notes will be non-existent.
- 30–39** For studies written by candidates who have put a little thought into defining their question and who display a little evidence of initiative in planning their research. Candidates will have done little work, perhaps having consulted only one source. Their working notes will be very scrappy or consist only of a draft of the final study.
- 40–49** For studies written by candidates who have conducted a limited amount of research, consisting of reading two or three textbooks and/or consulting a very narrow range of local records. The working notes are likely to be brief and not very well-organised.
- 50–59** For studies based on slightly more extensive research but still largely on general books or textbooks. The working notes will be well-organised, and show evidence of slightly more reading than studies in the previous mark band.
- 60–69** For studies that display evidence of a fair amount of initiative and thought in the planning stage. The research will be more extensive than that in the 50–59 mark band and will include a range of sources like monographs and/or articles that provide much more than basic information and which focus on particular issues. The working notes will be well organised and will relate to all aspects of the question.
- 70–79** For studies that display evidence of much initiative and thought at the planning stage. The research will have been fairly comprehensive. Most major aspects of the question will have been considered and appropriate specialist works and sources will have been consulted. The working notes will be full, clearly attributed and well organised.
- 80–89** For studies that have been thoroughly prepared and are based on comprehensive research. The extent of the research will be obvious in the candidate's working notes and often these will be organised in such a way that it is clear that the candidate has focused on the question in the planning and research stage as well as in the final study.

- 90–99 Quality of the planning and research will be outstanding. The candidate will have demonstrated some originality in approaching his or her historical problem and will have consulted an extensive range of sources, which will be reflected in the working notes.

(ii) Evaluating evidence

Candidates will be rewarded for approaching their sources critically. They will be expected to go beyond treating them merely as sources of information and to judge them as evidence in the context of the question in the title of their study. They should also show a knowledge of and an ability to assess different historical approaches to, interpretations of, and opinions about the topic that is being investigated (Assessment Objectives 2 and 3).

Mark bands:

- 0–29 For studies by candidates who have given very little or no thought to the nature of historical evidence. Such candidates, for example, may have very little or no idea of the difference between primary and secondary sources and may attach the same weight to all pieces of information regardless of their origins. They will have very little or no knowledge of the historiographical background of their topic.
- 30–39 For studies by candidates who show some evidence of having attempted to understand the nature of historical evidence, even if there is no evidence in their studies that they have been successful.
- 40–49 For studies by candidates who may have given a little thought to the nature of historical evidence with some success, but who nevertheless do not show much evidence in their studies of differentiating between primary and secondary sources, of evaluating different kinds of evidence or being aware of different historical interpretations of their topics.
- 50–59 For studies by candidates who put their primary emphasis on undifferentiated information-gathering but who occasionally make evaluative comments, for example by identifying gaps in the evidence or by referring (if only in passing) to differing historical interpretations.
- 60–69 For studies by candidates who show a clear knowledge of some of the major sources for studying their topics and who make judgements about the reliability of the evidence. They will also have some knowledge of the changing historiography of their topic where appropriate.
- 70–79 For studies by candidates who have evaluated evidence in a consistent and systematic way and who do not accept sources at face value but question their validity. They will also be aware of changing historical interpretations of their topics where appropriate.
- 80–89 For studies in which the evaluation of historical evidence is a central concern. When evidence is presented to support or question a hypothesis it will be judged against clear criteria. Candidates will also be concerned to place their studies in the context of changing historical interpretations of their topics where appropriate.
- 90–99 For studies that display an outstanding awareness of the value and limitations of the primary and secondary sources on which they are based.

(b) Formulating and presenting a clear, coherent, logical and relevant argument:

Candidates will be rewarded for expressing themselves clearly, for organising their material in an effective and relevant way to answer the questions in their titles, for presenting logical and consistent arguments. They will also be rewarded for the freshness and originality of their judgements (Assessment Objective 4).

Mark bands

- 0–29** For studies that consist of disorganised material that bears very little or no relation to the questions in their titles.
- 30–39** For studies that are very disorganised and in which the arguments are unclear. Typically such studies will have material that bears only little relevance to the questions in their titles. Any judgements they contain will probably be trite and/or largely copied unthinkingly from one of the few sources the candidates had used.
- 40–49** For studies that, though often sensibly divided into chapters and fairly clearly written and containing accurate factual knowledge relating to the questions in the titles, do not provide direct, consistent and clear relevant answers to the questions. Typically such studies will focus on narratives rather than on analyses of relevant issues.
- 50–59** For studies by candidates who clearly have made a more determined attempt than those who only reach the 40–49 mark bands to provide analytical answers to their questions. However, such candidates will display only limited qualities of analysis and conceptual understanding. For example, (at best) ‘why?’ questions may be presented in list form, where different causes are presented but interdependence or relative importance are not seriously considered. At worst, attempts at historical analysis in studies in this mark band are not sustained but degenerate sooner or later into historical narrative.
- 60–69** For studies, the greater part of which focus clearly on the questions in their titles. They are written by candidates who can present relevant arguments and show evidence of attempting to make their own judgements. Often, though, the quality of historical judgements will be deficient in some way—possibly they may be naive or inadequately supported.
- 70–79** For studies by candidates who have given careful thought to the structure of their studies, so that they are designed to answer the questions in their titles. The candidate’s writing will be relevant, logical and clear and judgements will be clearly supported. Nonetheless, the candidate’s work will fall short of the highest standard in some way—possibly important lines of argument will be missed, or gaps in factual knowledge may be revealed.
- 80–89** For a study that is carefully structured so that arguments develop throughout the course of the study. Answers will be thorough and relevant and will almost invariably adopt an analytical rather than a narrative approach. The best studies will be authoritative and all in this grade band will show evidence of the candidates’ confidence in selecting relevant information and evidence. The study will not only be well written and coherent, providing an answer to the title question, but will show the candidate’s ability to make independent judgements.
- 90–99** For studies of outstanding quality. The studies in this mark band will not only demonstrate all the qualities expected of an A grade candidate but also a real originality in their approach to the question in the title of their Individual Study and in the conclusions reached.

2. Guidance about candidates who fail to fulfil the requirements of the Individual Study.

It is the responsibility of team leaders to ensure that candidates attempt an Individual Study that is focused on a particular historical problem that is expressed in the form of a question. Although examiners are encouraged to award generously positive qualities in Individual Studies, they should adjust the marks of studies that fail to fulfil the other requirements of the Individual Study Scheme (see Section B above) using the following guidelines:

- (a) Cases in which there is evidence that the Individual Study is not the work of the candidate should be reported to the Team Leader.

- (b) Team Leaders should be consulted if a candidate has attempted a question other than that approved.
- (c) The following rules should be used for guidance regarding studies that ignore the word length requirement:

Overlength Studies

The Subject Syllabus SS3, states that studies should not exceed 5000 words in length. It may be appropriate to adjust the marks of studies of greater length but it is difficult to lay down precise rules for this as an excess may be due to well-directed zeal or mere verbosity. All such adjustments must be indicated on the mark sheet. The following rules may be used for guidance:

- (i) The bibliography and appendices should be excluded from the grand total.
- (ii) An excess of up to 500 words should not lead to an adjustment.
- (iii) Exceptionally, an excess of up to 2000 words need not be adjusted if the examiner feels that the study is coherent and does not give an impression of redundancy, and that a very good and concisely written study would have been spoilt by further condensation.
- (iv) A rough scale of -1% adjustment per 100 words in excess of 5500 is suggested for studies which could have been curtailed, up to a maximum of 10%. Please indicate wherever you have had to apply this rule on the mark sheet so that the study can be looked at again at the Award.

Shortweight Studies

In recent years this has become a growing problem with studies of 2–3000 words becoming more common. Frequently such studies will fail adequately to fulfil the objectives. Examiners should take account of shortfall when assessing studies. The following should be used for guidance when marking shortweight studies:

- (i) Studies of 4000 words and over should not be adjusted.
- (ii) Studies of between 3–4000 words should normally be awarded marks in the D or E range or below.
- (iii) Studies of under 3000 words should normally be awarded N or U marks.
- (iv) Candidates will be limited in their final mark for failure to present their studies properly, as required by the 'Notes for the Guidance of Candidates'. However, studies that have no footnotes and (at best) a perfunctory bibliography usually fall into the 0–39 mark band and those with brief or incomplete footnotes and bibliographies in the 40–49 mark band for failure to meet some of the above assessment objectives. They should not be doubly penalised for failure to meet this requirement.

D. Marking Individual Studies: the interviews

1. Interviews should average about 15 to 20 minutes per candidate. Centres have been asked to ensure that all candidates' notes are available to you during the whole visit so that you can check how much each candidate has been able to achieve on his or her own initiative. The interview also provides an opportunity to check on the candidate who has been helped too much in his

work by an over-zealous teacher. A gross infringement of the regulations should be reported to the Syndicate and to the Chief Examiner.

2. The interview is not an oral examination (like, for example, those in modern languages) in which the candidate's performance is given marks. It is a sequel to the marking of the individual study that the examiner has already undertaken, and its purpose is to test this original assessment by questioning the candidate. In many cases, the mark will be confirmed. On the other occasions, the removal of minor doubts will lead to the mark being increased by not more than 5%; similarly, the corroboration of such doubts may entail a reduction of not more than 5%.

Very occasionally, however, examiners may decide to alter their marks more substantially. A candidate may, for example, reveal by fluent answers greater understanding than is apparent in the essay. On the other hand, scrutiny of the notes and questioning of the candidate may prove plagiarism deserving a reduction of an assessment that had assumed authenticity. In extreme cases, the reduction may be very large—from, perhaps, a high grade to below 40%. Such reductions should immediately be reported to the Team Leader.

The original assessment will also need to be reconsidered if the candidate fails to produce his working notes at the interview. Examiners are asked to attempt to discover the reason for such failure and to ensure that if possible the notes are posted to them immediately for scrutiny. If after this opportunity the notes are still not forthcoming the candidate should be penalised, especially if the lack of notes causes the examiner to suspect the originality of the study. In these cases too, the reduction of marks may sometimes be very severe.

Instances of all such adjustments greater than 5% should be fully explained on the Examiner Working Mark Sheet, or in an attached note.

3. **No comment should be made either to the candidate or to the teaching staff about the performance of individual candidates, nor should any criticisms be made of the choice of subject to the candidates.** If requested, examiners should feel free to make constructive general comments and, if they feel competent to do so, to offer advice on suggested topics for future years.

E. Marking Individual Studies: the final assessment

1. In making the final assessment examiners should calculate a numerical mark based on the above mark bands relating to the assessment objectives and the guidance regarding both the requirements of an individual study and the interview.

However, a study of this kind is distinct from answering a series of examination questions in that it should display qualities of overall design and coherence. It also gives more opportunities for initiative and originality in that the candidate is responsible for the choice of subject and the form of approach. It is therefore worth reiterating

the point that in reaching a final assessment examiners should take account of the individual assessment objectives, but that each set of mark bands **should not** automatically assume a third of the weighting of the Study. Examiners **should make an overall assessment of the Individual Study**, bearing in mind the following standards:

| | |
|-------|-----------|
| 0–29 | (Grade U) |
| 30–39 | (Grade N) |
| 40–49 | (Grade E) |
| 50–59 | (Grade D) |
| 60–69 | (Grade C) |
| 70–79 | (Grade B) |
| 80–99 | (Grade A) |

2. When making final assessments examiners should not expect their mark distribution to reflect the mark distribution for this examination as a whole, since each examiner receives only a small sample and studies can vary greatly from school to school. However, examiners are encouraged to reward quality positively. Examiners must remember that they are usually marking the work of 18 year old pupils who are also taking two written History papers and often two other Advanced Level subjects as well.
3. The reasons behind examiners' assessments should be made very clear on the working mark sheets that must accompany the marked Individual Studies that are sent to the team leaders for moderation. Examiners are asked to provide fairly full notes explaining the mark awarded for each candidate.

Comments should be especially detailed for studies that are hard to assess, or where a large change in an earlier judgement is made as a result of the interview.



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