

# AS History



## Sample Assessment Materials

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Pearson Edexcel Level 3 Advanced Subsidiary GCE in History (8HI0)

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*First teaching from September 2015*

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*First certification from 2016*

Issue 1



# **Pearson Edexcel Level 3 Advanced Subsidiary GCE in History (8HI0)**

## **Sample Assessment Materials**

First certification 2016

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ISBN 978 1 446 91250 8

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# Contents

<b>Introduction</b>	<b>1</b>
<b>General marking guidance</b>	<b>3</b>
<b>Paper 1: Breadth study with interpretations</b>	
<b>Option 1A: The crusades, c1095–1204</b>	<b>5</b>
<b>Mark Scheme</b>	<b>11</b>
<b>Option 1B: England, 1509–1603: authority, nation and religion</b>	<b>19</b>
<b>Mark Scheme</b>	<b>25</b>
<b>Option 1C: Britain, 1625–1701: conflict, revolution and settlement</b>	<b>33</b>
<b>Mark Scheme</b>	<b>39</b>
<b>Option 1D: Britain, c1785–c1870: democracy, protest and reform</b>	<b>47</b>
<b>Mark Scheme</b>	<b>53</b>
<b>Option 1E: Russia, 1917–91: from Lenin to Yeltsin</b>	<b>61</b>
<b>Mark Scheme</b>	<b>67</b>
<b>Option 1F: In search of the American Dream: the USA, c1917–96</b>	<b>75</b>
<b>Mark Scheme</b>	<b>81</b>
<b>Option 1G: Germany and West Germany, 1918–89</b>	<b>89</b>
<b>Mark Scheme</b>	<b>95</b>
<b>Option 1H: Britain transformed, 1918–97</b>	<b>103</b>
<b>Mark Scheme</b>	<b>109</b>
<b>Paper 2: Depth study</b>	
<b>Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106</b>	
<b>Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89</b>	<b>117</b>
<b>Mark Scheme</b>	<b>129</b>

<b>Option 2B.1: Luther and the German Reformation, c1515–55</b>	
<b>Option 2B.2: The Dutch Revolt, c1563–1609</b>	<b>143</b>
<b>Mark Scheme</b>	<b>155</b>
<b>Option 2C.1: France in revolution, 1774–99</b>	
<b>Option 2C.2: Russia in revolution, 1894–1924</b>	<b>169</b>
<b>Mark Scheme</b>	<b>181</b>
<b>Option 2D.1: The unification of Italy, c1830–70</b>	
<b>Option 2D.2: The unification of Germany, c1840–71</b>	<b>195</b>
<b>Mark Scheme</b>	<b>207</b>
<b>Option 2E.1: Mao’s China, 1949–76</b>	
<b>Option 2E.2: The German Democratic Republic, 1949–90</b>	<b>221</b>
<b>Mark Scheme</b>	<b>233</b>
<b>Option 2F.1: India, c1914–48: the road to independence</b>	
<b>Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’</b>	<b>247</b>
<b>Mark Scheme</b>	<b>259</b>
<b>Option 2G.1: The rise and fall of fascism in Italy, c1911–46</b>	
<b>Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy</b>	<b>273</b>
<b>Mark Scheme</b>	<b>285</b>
<b>Option 2H.1: The USA, c1920–55: boom, bust and recovery</b>	
<b>Option 2H.2: The USA, 1955–92: conformity and challenge</b>	<b>299</b>
<b>Mark Scheme</b>	<b>311</b>

# Introduction

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The Pearson Edexcel Level 3 Advanced Subsidiary GCE in History is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.



Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1A: The crusades, c1095–1204**

Sample assessment materials for first teaching  
September 2015

**Time: 2 hours 15 minutes**

Paper Reference

**8HI0/1A**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

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## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer one question from Section A, one question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## Pearson Edexcel Level 3 GCE

# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1A: The crusades, c1095–1204**

Sample assessment materials for first teaching  
September 2015

**Extracts Booklet**

Paper Reference

**8HI0/1A**

**Do not return this booklet with the question paper.**

*Turn over* ►

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## Extracts for use with Section C.

**Extract 1:** From Jamie Byrom and Michael Riley, *The Crusades*, published 2013.

Earlier crusades responded to appeals for help from Christians in the east. On this occasion the Franks in the crusader states would have preferred not to provoke any further war. After the Treaty of Jaffa in 1192, Acre became the main city in the so-called Kingdom of Jerusalem. Saladin and his heirs ruled the holy city itself and allowed Christians to visit, but this was not enough for Pope Innocent. In August 1198, he issued his call for a new crusade. 5

Innocent called his crusade plans 'the business of the cross'. He adopted a business-like approach to identifying problems that might weaken the Crusade. Many of these problems had grown up over the previous century and other Popes had tried to tackle them, but Innocent believed that his systematic response would help raise the most powerful crusading force yet seen. His mistake was in believing that strengthening papal control of the Crusade would deepen religious commitment and guarantee success. But there was no rush to join the Crusade. 10

**Extract 2:** From Jonathan Phillips, *Holy Warriors: A Modern History of the Crusades*, published 2010.

The execution of the terms of the treaty [of 1201 between Venice and the Crusade's leaders] came to exert an unyielding and pervasive influence on the outcome of the Fourth Crusade. The costs per individual were broadly in line with what the Genoese had charged King Philip during the Third Crusade, but it was the sheer scale of the project that proved the devastating structural flaw that drew the project to its terrible conclusion. The numbers promised [33,500] were massive, particularly given the absence of a major monarch to pull troops along with him. By way of comparison, Frederick Barbarossa had led 12,000–15,000 men on the Third Crusade, while the money required to pay the Venetians amounted to twice the annual income of the English or French crowns. Either the crusaders' envoys must have been confident in promises from people in northern France who planned to take part in the crusade, or else they were breathtakingly – and criminally – optimistic. 15  
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### Acknowledgments

Extract 1 is from J Byrom and M Riley, *The Crusades*, Hodder Education 2013 © Hodder Education, a Hachette UK Company 2014; Extract 2 is from Jonathan Phillips, *Holy Warriors: A Modern History of the Crusades*, Random House, 3rd Edition (March 9, 2010)

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1A)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1A: The crusades, c1095–  
1204

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether religious ideals were the main motive for the Second and Third Crusades.</p> <p>The importance of religious ideals in motivating people to join the crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The concept of the 'just war'</li><li>• Changing attitudes towards penance and the remission of sins</li><li>• The guarantee of a plenary indulgence</li><li>• The influence of preachers promoting the crusades, including Bernard of Clairvaux.</li></ul> <p>The importance of other factors in motivating people to join the crusades should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The growing Muslim threat to the Byzantine Empire</li><li>• The changing concept of knighthood and the growth of chivalric ideals</li><li>• The crusades as an escape from European political problems, including the conflicts involving England, France and Germany</li><li>• The prospect of acquiring riches.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether castles and fortified settlements were the main reason for the survival of the crusader states in the years 1100–44.</p> <p>The importance of castles and fortified settlements in the survival of the crusader states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The building of border castles to compensate for the absence of a natural boundary to the east of the crusader states</li> <li>• The fortification of small settlements to protect inhabitants</li> <li>• The use of castles to protect administrative centres, trade routes and ports</li> <li>• Castles were often established in areas where siege warfare would be very difficult.</li> </ul> <p>The importance of other factors in the survival of the crusader states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The consolidation of the kingdom of Jerusalem by Baldwin I</li> <li>• The protection provided by the military orders, including their support from European rulers and nobility</li> <li>• The establishment of effective government by Baldwin I and Baldwin II</li> <li>• The limited threat from Muslim forces in the years before 1144.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the leadership of the First and Second Crusades was responsible for their different outcomes.</p> <p>The extent to which the leadership of each campaign was responsible for the different outcomes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The leadership of Raymond of Toulouse and Godfrey of Bouillon during the First Crusade</li><li>• Baldwin's leadership and the seizure of Edessa</li><li>• The personal and political rivalries between Louis VII and Conrad III during the Second Crusade</li><li>• Louis and Conrad's failure to consult with the leadership of the crusader states.</li></ul> <p>The importance of other factors in explaining the different outcomes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The vast size of the crusader armies, numbering around 50,000</li><li>• The military failures of Kilij Arslan</li><li>• The unclear aims of the Second Crusade following the collapse of the county of Edessa in 1144</li><li>• The limited assistance provided by Manuel I to the Second Crusade.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the significance of the growth of Muslim military power in the decline and collapse of the crusader states in the years 1146–87.</p> <p>In considering reasons for the decline and collapse of the crusader states, the growth of Muslim military power should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Nur ad-Din's victories in the years 1149–54 and the growing threat he posed to the crusader states</li> <li>• The extension of Saladin's military and political power in both Egypt and Syria in the years from 1169</li> <li>• The siege of Tiberias and the destruction of the crusader states' forces at the battle of Hattin in 1187.</li> </ul> <p>In considering reasons for the decline and collapse of the crusader states, other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decline of crusader power during the reign of the 'leper king', Baldwin IV</li> <li>• Growing divisions within the ruling elite of the crusader states, including the succession crisis of 1185</li> <li>• Lack of support for the crusader states from both Europe and Byzantium.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Fourth Crusade failed because of the mistakes made by Innocent III. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Innocent called a crusade even though Christians in Jerusalem had made no appeals to the west for help</li><li>• Innocent believed that his organisation of the crusade would solve problems that had grown up during the previous century</li><li>• Innocent was convinced that strong papal control of the crusade would increase religious commitment and guarantee success.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• In comparison with previous crusades, the projected numbers for the Fourth Crusade were very high</li><li>• The payments to be made to the Venetians were twice as high as the annual income of the English and French crowns</li><li>• The crusade did not include a leading monarch who could persuade troops to accompany him.</li></ul> <p>Candidates should use their own knowledge of the issues to address the implications of Innocent III's mistakes. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Innocent III did not work with kings or nobles, but expected that they would follow his plans for the crusade.</li><li>• Innocent misjudged the support his measures would elicit he donations boxes set up in churches yielded only meagre funds</li><li>• Innocent was unable to control the noble leaders of the crusade.</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to address other conditional and/or contingent reasons which explain the failure of the Fourth Crusade. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The leadership of the crusade, and the number of crusaders, were both affected by the early death of Thibault of Champagne.</li><li>• The crusade was seriously weakened when many crusaders left the expedition rather than join the Venetians' attack on Zara.</li><li>• The crusade's leaders accepted Alexius's offer to wipe out the Venetian debts in return for restoring his father to the Byzantine throne. This decision led to further splits within the crusading forces.</li></ul>

Write your name here

Surname

Other names

**Pearson Edexcel**

**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1B: England, 1509–1603: authority, nation and religion**

Sample assessment materials for first teaching  
September 2015

**Time: 2 hours 15 minutes**

Paper Reference

**8HI0/1B**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer one question from Section A, one question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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# Pearson Edexcel Level 3 GCE

## History

Advanced Subsidiary

Paper 1: Breadth study with interpretations

Option 1B: England, 1509–1603: authority, nation and religion

Sample assessment materials for first teaching  
September 2015

**Extracts Booklet**

Paper Reference

**8HI0/1B**

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## Extracts for use with Section C.

**Extract 1:** From Graham E Seal and David Smith, *Crown and Parliaments 1558–1689*, published 2001.

Years of sustained warfare imposed a severe burden. In all, by 1603 over 100,000 men were conscripted for military service overseas and the wars cost around £4,500,000 at a time when the ordinary revenues of the crown were no more than £300,000 a year. The result was a dramatic increase in the crown's requests for parliamentary grants of taxation. Whereas in all the previous years of Elizabeth's reign only nine subsidies were voted, no fewer than ten were voted between 1593 and 1601. The crown also collected benevolences from office-holders in 1594 and 1599, and also forced loans in 1590 and 1597.

5

Unfortunately, the country was ill-equipped to respond to such heavy financial demands. England's capacity to pay taxes was eroded by serious disruption of trade with the continent during wartime. This produced widespread hardship, especially among those who worked in the cloth industry. These problems were compounded by a series of bad harvests.

10

**Extract 2:** From Penry Williams, *The Later Tudors: England 1547–1603*, published 1995.

Philip II extracted perhaps 10 per cent of Spain's national income for war, while Elizabeth took only 3 per cent of England's. If the low level of taxation was one reason for English stability, it was not the only one. English society was comparatively unified: English nobles did not have the privileges, especially the exemption from taxation, enjoyed by their counterparts on the Continent; and as a result, the tax burden, while lighter, was more evenly spread. Nor did England suffer from the major famines that struck France in the 1590s which led to peasant risings. In England, the system of poor relief and the regulations for supplying food in times of shortage helped to prevent, or at least limit, destitution.

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### Acknowledgements

Extract 1 is from Graham E Seal and David L Smith, *Crown and Parliaments 1588–1689*, 2001 © Cambridge University Press. Reproduced with permission; Extract 2 is from Penry Williams, *The Later Tudors: England 1547–1603*, Oxford University Press 1998. By permission of Oxford University Press

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1B)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1B: England, 1509–1603:  
authority, nation and religion

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether Henry VIII's lack of a male heir was the main reason for reforms to the English church in the years 1529–40.</p> <p>The role of the lack of a male heir in the reforms to the English church in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Henry's concerns over the lawfulness of his marriage to his brother's wife</li><li>• Henry's intention to divorce Catherine of Aragon and marry Anne Boleyn</li><li>• The king's decision to take control of the church through the legislation of 1533–34, which gave him the power to divorce and remarry.</li></ul> <p>The role of other factors in the reforms to the English church in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Criticisms of the church by humanists and Protestants, including Coverdale and Tyndale</li><li>• The role of reforming figures in the church, including Cranmer</li><li>• The role of Cromwell, including the dissolution of the monasteries and the religious laws of 1536–38</li><li>• Henry's need for money and Cromwell's establishment of the Court of Augmentation.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the role of the gentry and nobility in controlling the regions was the main reason for the lack of popular rebellions in the years 1570–88.</p> <p>The role of noble/gentry control of the regions in explaining the lack of popular rebellions in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growing power of the Elizabethan state in the late sixteenth century, including the power of the Marcher Council and the Council of the North</li> <li>• The increasing power of the nobles in the counties including the office of lord lieutenant</li> <li>• The increased involvement of the gentry in local administration and control, including their powers as justices of the peace, and social issues, including vagrancy.</li> </ul> <p>The role of other factors in explaining the lack of popular rebellions in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growing significance of parliament as a forum for the expression of grievances, which ended gentry involvement in popular rebellions</li> <li>• Increasing confidence in the Elizabethan religious settlement and the use of clergy and preachers to maintain social control</li> <li>• The absence of significant economic issues in the years 1570–88.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which royal power grew in the years 1514–40.</p> <p>The extent of change in royal power in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Wolsey's attempts to strengthen royal power through improved systems of taxation</li><li>• The growing power of the Privy Council under both Wolsey and Cromwell</li><li>• The extension of royal power to the regions through Cromwell's reforms of the Councils of the North and of Wales</li><li>• The growth of royal power over the church, e.g. the Court of Augmentation.</li></ul> <p>The extent of continuity of royal power in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Wolsey made very few changes to the structure of government</li><li>• Wolsey used royal powers on the king's behalf only and Henry reclaimed these on Wolsey's fall</li><li>• Cromwell was concerned to extend royal authority throughout the kingdom rather than increasing royal power itself.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent of changes in English culture in the years 1547–88.</p> <p>The changes in English culture in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth of European, especially Italian, influences on royal and noble houses and the development in Elizabeth's reign of a distinctively English style</li> <li>• The extent to which the 'cult of Gloriana' influenced cultural change, including developments in literature and poetry</li> <li>• The development of London as an artistic centre, including the growing number of playhouses and the work of Shakespeare and Marlowe</li> <li>• Spanish and Flemish influences on music during the reign of Mary, and Italian influences on English composers, including Thomas Tallis.</li> </ul> <p>The continuity in English culture in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was no significant change in the style of English painting, which was largely limited to producing portraits of the queen and the nobility</li> <li>• There was little change in popular culture in rural areas where traditional pastimes remained strongly supported, and beliefs in magic and witchcraft remained strong</li> <li>• Many significant changes in cultural life had already been established before 1547, including the influence of the Renaissance and New Learning</li> <li>• Varying levels of literacy hindered the development of national cultural changes in drama and literature.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the demands of war during the last 10 years of Elizabeth's reign brought real suffering for her subjects. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• The impact of over 100,000 men being conscripted for wars overseas</li><li>• The increase in parliamentary and extra-parliamentary taxation as a result of the deficit between war costs and crown income due to war</li><li>• The disruption of trade caused by war limited the ability of ordinary people to pay taxes and affected standards of living, particularly in the cloth trade</li><li>• The negative impact of the war on living standards was exacerbated by the effects of a series of bad harvests.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Despite the war, the level of taxation in England remained low, leading to internal stability</li><li>• Lower taxation and a lack of major periods of famine led to social stability</li><li>• The system of poor relief in place provided food and limited real suffering during times of hardship, such as war.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which the demands of war brought real suffering. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The multiple subsidies voted by parliament in the 1590s came at a time when inflationary pressures were eroding the value of money wages</li><li>• The disruption to overseas trade caused significant distress in areas such as Norfolk, Suffolk and Essex where the cloth trade played a major role in the local economy</li><li>• The death rate from war and disease was high during the 1590s as men were drafted into suppressing the Irish Rebellion.</li></ul> <p>Candidates should use their own knowledge of the issues to address points which counter and/or modify the view that the demands of war brought real suffering. Relevant points may include:</p> <ul style="list-style-type: none"><li>• London and many southern areas were shielded from high levels of distress by the importation of food supplies from Europe</li><li>• There was no widespread famine in the 1590s. The starvation in Cumbria was largely the result of local agricultural conditions</li><li>• Elizabeth's reforms of local government worked effectively, with local officials charged with tackling food shortages in a fair way</li><li>• Despite all the hardship and distress caused by war, there was no significant organised rebellion against Elizabeth's rule.</li></ul>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1C: Britain, 1625–1702: conflict, revolution and settlement**

Sample assessment materials for first teaching  
September 2015

**Time: 2 hours 15 minutes**

Paper Reference

**8HI0/1C**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer one question from Section A, one question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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# Pearson Edexcel Level 3 GCE

## History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1C: Britain, 1625–1702: conflict, revolution and settlement**

Sample assessment materials for first teaching  
September 2015

**Extracts Booklet**

Paper Reference

**8HI0/1C**

**Do not return this booklet with the question paper.**

*Turn over* ►

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## Extracts for use with Section C.

**Extract 1:** From Edward Vallance, *The Glorious Revolution: 1688*, published 2006.

At the time, 1688–89 was called a revolution and there remains significant evidence to support this view. If the Revolution did not represent the advent of parliamentary 'democracy', it certainly established parliamentary government. Through its increasing control over government expenditure, and later through the Triennial Act, Parliament became a permanent institution at the heart of government. Equally important, the Revolution imposed real limitations on the power of the monarch. Restrictions were placed on the crown as a defence against the likely succession to the throne of more foreign princes. The Act of Settlement, with its limitations upon royal powers of appointment and royal power to wage war independently, effectively ended the threat of royal tyranny.

**Extract 2:** From Angela Anderson, *An Introduction to Stuart Britain, 1603–1714*, published 1999.

The so-called Revolution of 1688 did not introduce government by Parliament. Many of the monarch's powers remained intact, although they were more clearly subject to the rule of law. King William proved an independent and determined ruler. He was inclined to govern through his chosen advisers and reluctant to consult Parliament on many issues.

In fact, these years [1688–1701] saw significant developments in the power of government and its control of resources which, although conditional upon the monarch's cooperation with Parliament, made the monarchy more powerful than ever before. Parliamentary monarchy unlocked [financial] resources that divine right monarchs could only dream of.

In 1690, William had agreed to the Public Accounts Act, which established a Public Accounts Commission to examine government income and expenditure. Such public accountability opened up the way for a new approach to royal expenses and much greater access to national resources in the form of taxation. By the early eighteenth century, the Crown was in receipt of over £5 million a year from taxation, of which roughly a quarter came from customs and excise, and over 30 per cent from the land tax.

### Acknowledgements

Extract 1 is from Edward Vallance, *The Glorious Revolution: 1688*, Abacus 2008 © Little, Brown Book Group; Extract 2 is from Angela Anderson, *An Introduction to Stuart Britain 1603-1714*, Hodder Education 1999. By permission of the author

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1C)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1C: Britain, 1625–1702:  
conflict, revolution and settlement

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether divisions over religious matters were the main reason for the failure of republican government in the years 1649–60.</p> <p>The extent to which divisions over religious matters were the main reason for the failure of republican government in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The aim of the army to impose radical religious reform</li><li>• The growing religious and social radicalism of groups including the Fifth Monarchists, Ranters and Seekers</li><li>• The development of Quaker radicalism in the 1650s</li><li>• The attempts by conservative groups within the Rump and the Protectorate to impose a religious settlement that would restore social order.</li></ul> <p>The extent to which other factors were responsible for the failure of republican government in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The failure of the Commonwealth, who represented only a small minority, to establish a stable political order, including the failure of both the Rump and the Nominated Assembly</li><li>• The problems faced by Cromwell as Lord Protector, including opposition to the Instrument of Government and the rule of the Major-Generals</li><li>• The impact of radical political groups, including the Levellers and the Diggers</li><li>• The continued popularity of the monarchy, including the image of Charles I as a martyr for the principle of monarchy.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the Restoration Settlement of 1660–64 was the main reason for Charles II's difficult relations with his parliaments in the years 1665–81.</p> <p>The extent to which the Restoration Settlement was the main reason for Charles II's difficult relations with his parliaments in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The settlement did not clarify the separate powers of the monarchy and parliament, which led to challenges to royal actions in the 1660s and 1670s</li> <li>• The Clarendon Code led to the persecution of Puritans and dissenters, which was contrary to Charles's attempts at establishing broad religious toleration, including the Declaration of Indulgence in 1672 and parliament's response with the Test Act</li> <li>• The settlement provided the king with an independent income that was insufficient for Charles's needs, and his frequent demands for taxation weakened his relationship with parliament.</li> </ul> <p>The extent to which other factors were responsible for Charles II's difficult relations with his parliaments in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growing suspicion within parliament that Charles and the Duke of York aimed at the imposition of autocratic or absolute rule</li> <li>• The conflict between Charles and parliament over the conduct and outcome of the Anglo-Dutch wars</li> <li>• Parliament's fears over Charles's support of Catholicism and the attempts to alter the succession to the throne through the Exclusion parliaments.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the significance of the Navigation Acts in the expansion of overseas trade in the years 1651–85.</p> <p>The significance of the Navigation Acts in the expansion of overseas trade in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Navigation Act of 1651 was an early attempt to regulate colonial trade and led to a huge increase in the number of English ships trading across the Atlantic with the American colonies</li><li>• The Dutch agreed to respect the Navigation Acts after the war of 1652–54, leading to growing British trade in areas including the Baltic and the Far East</li><li>• The Navigation Act of 1660 provided further controls over colonial trade, which benefited English traders and commercial interests.</li></ul> <p>The significance of other factors in the expansion of overseas trade in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Cromwell's treaty with Portugal in 1654 gave English shipping access to the trade of the Portuguese empire</li><li>• The seizure of Jamaica from Spain in 1655 and of New Amsterdam from the Dutch in 1664 opened up new markets for trade</li><li>• The re-export of colonial goods to Europe increased substantially in the years 1651–85, with a corresponding development of domestic processing industries</li><li>• The triangular slave trade provided a further boost to trade overall.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the structure of British society changed in the years 1650–85.</p> <p>The extent to which the structure of British society changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The expansion of domestic and foreign trade led to the development of a new class of entrepreneurs and of a commercial and banking class</li> <li>• London saw the rise of a small but very wealthy class of merchants</li> <li>• The development of a consumer society in London and other large towns led to the development of a new class of small shopkeepers and traders</li> <li>• Religious and legal changes led to some changes in the status of women.</li> </ul> <p>The extent to which the structure of British society remained unchanged in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The traditional aristocracy and its influence in society remained largely unchanged during the years of republican rule and the Stuart restoration</li> <li>• Although there was widespread change in agriculture, existing social structures remained largely intact in rural areas</li> <li>• Foreign migration to the cloth towns of East Anglia did not affect local social structures</li> <li>• Limited industrial and trading developments in Ireland and Scotland left their social structures largely intact.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Glorious Revolution limited the power of the monarchy. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Parliament became the centre of government, e.g. control over expenditure and the passage of the Triennial Act 1694</li><li>• Restrictions were placed on the crown to reduce the potential impact of future foreign succession to the throne</li><li>• The Act of Settlement 1701 limited the royal power to appoint government positions and to start wars without parliamentary consent.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Although subject to some legal limitation, many of the powers of the monarch remained, e.g. William was able to choose favoured advisers and did not always consult parliament</li><li>• William III asserted himself as king through his independence and determination</li><li>• The new style of parliamentary monarchy allowed the king to increase crown income.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which the Glorious Revolution limited the power of the monarchy. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Bill of Rights 1689 removed the king's power to suspend the law or dispense individuals from its effects and put other limitations on his power</li><li>• The financial reforms from 1689 restructured government finances and provided parliamentary scrutiny of government income and expenditure</li><li>• The Mutiny Act 1689 and the Triennial Act 1694 ensured regular parliamentary elections and annual parliamentary sessions</li><li>• The Act of Settlement 1701 weakened the concept of hereditary monarchy by providing for the Hanoverian succession to the throne.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which the power of the monarchy was <i>not</i> limited. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Many of the demands limiting royal power that were made in the Declaration of Rights of 1689 were not implemented</li><li>• William III remained free to choose his own ministers and advisers</li><li>• The monarch remained free to decide on issues of war, peace and foreign policy.</li></ul>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1D: Britain, c1785–c1870: democracy, protest and reform**

Sample assessment materials for first teaching  
September 2015

**Time: 2 hours 15 minutes**

Paper Reference

**8HI0/1D**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

--

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer one question from Section A, one question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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# Pearson Edexcel Level 3 GCE

## History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1D: Britain, c1785–c1870: democracy, protest and reform**

Sample assessment materials for first teaching  
September 2015

**Extracts Booklet**

Paper Reference

**8HI0/1D**

**Do not return this booklet with the question paper.**

*Turn over* ►

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## Extracts for use with Section C.

**Extract 1:** From Zerbanoo Gifford, *Thomas Clarkson and the Campaign Against Slavery*, published 1996.

It was, and is, widely believed that Clarkson's arguments were decisive.

To his contemporaries, Thomas Clarkson was the driving force behind the campaign to end the horrors of slavery. It took Clarkson's vision and persistence to turn the fight against slavery into the leading political issue of the day.

Through the efforts of this man, the abolition campaign was on everyone's mind from 1785 until after the end of the slave trade in the British Empire in 1807. His researches unmasked the violence inherent in the whole operation of the slave trade to a horrified public. His great personal effort was instrumental in ensuring that the compassion of the majority of people in Britain outweighed the self-interest of a few people.

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**Extract 2:** From Richard S Reddie, *Abolition!: The Struggle to Abolish Slavery in the Colonies*, published 2007.

No matter how far Clarkson travelled, how many people he interviewed and how many hearts he managed to change, only parliament at the end of the day had the ability to ban the slave trade, and this was where Wilberforce's influence became critical. By late 1787, Wilberforce had begun his anti-slavery activities in parliament in earnest. He had contacted and received support from sympathetic MPs about his intention to introduce a motion on the subject of the abolition of the slave trade in the next session of parliament. In a letter to a colleague around the time, he wrote: 'The cause of our poor Africans goes on most prosperously. I trust there is little reason to doubt that the motion for the abolition of this horrid traffic will be carried in parliament.'

15

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In 1784, Wilberforce's good friend William Pitt had become prime minister, and Wilberforce spent his time persuading him to outlaw Britain's involvement in the trade.

## Acknowledgements

Extract 1 is from Zerbanoo Gifford, *Thomas Clarkson and the Campaign Against Slavery*, Anti-Slavery International 1996. By permission of the publisher; Extract 2 is from Richard S Reddie, *Abolition!: The Struggle to Abolish Slavery in the British Colonies*, Lion Books 2007 © 2014 Lion Hudson PLC

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1D)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1D: Britain, c1785–1870:  
democracy, protest and reform

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether government repression was the main reason for the failure of trade societies in the years 1799–1824.</p> <p>The importance of government repression in the failure of trade societies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The use of government legislation deterred individuals by making combination a criminal offence</li><li>• Troops were often used to disperse mass meetings and crowds, e.g. the Scottish weavers' strike, 1820</li><li>• Governments used spies and agent provocateurs to undermine union organisation</li><li>• The effectiveness of trade societies was undermined by the need to organise in secret.</li></ul> <p>The importance of other factors in the failure of trade societies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The number of trade societies grew in the years to 1820, despite severe government repression, by becoming friendly societies</li><li>• The structure and organisation of trade societies undermined their effectiveness, e.g. small membership of specific trades, local rather than national</li><li>• The opposition of employers and the threat of unemployment deterred combination</li><li>• Individual workers were often preoccupied with their own survival in a time of war and economic uncertainty.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether fairer representation of the new industrial cities was the main consequence of the Great Reform Act in the years 1832–52.</p> <p>The effect of the Great Reform Act on the representation of the new industrial cities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Towns in industrial areas, e.g. Leeds, Birmingham and Manchester gained MPs for the first time</li> <li>• Over 140 seats were redistributed, many allocated to industrial areas</li> <li>• The extension of the franchise created more voters, including those living in industrial areas</li> <li>• Rotten boroughs disappeared and many constituencies represented larger urban populations.</li> </ul> <p>The importance of other consequences of the Great Reform Act and/or limitations for the representation of the new industrial cities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Continued limitations to representation led to further demands for political reform, e.g. Chartism</li> <li>• Registration of voters led to political parties becoming more organised at a local level in constituencies</li> <li>• An increase in contested elections led to political parties developing national policies to reflect their main ideas and attract voters, e.g. the Tories became Conservatives</li> <li>• The new industrial towns and their inhabitants remained relatively poorly represented even after 1832, e.g. many of the redistributed seats were allocated to county constituencies.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the provision of poor relief in the first decade after 1834 was different from provision in the years 1785–1833.</p> <p>The extent to which the provision of the poor relief was different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Act abolished the provision of outdoor relief for the able-bodied</li><li>• Parishes were organised into poor law unions to increase the efficiency of provision</li><li>• Workhouses were built to enable the implementation of the policy of 'less eligibility'</li><li>• Poor Law Commissioners were appointed to oversee a more uniform system of provision.</li></ul> <p>The extent to which the provision of poor relief remained the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The provision of outdoor relief for the able-bodied continued as it was more practical in times of economic slump or in large urban areas</li><li>• Existing provision continued until workhouses could be built and this often took decades</li><li>• Despite the creation of poor law unions, parishes were still individually responsible for their own poor</li><li>• The concept of 'less eligibility' was a continuation of the view that pauperism was the fault of the pauper and deserved punishment.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the significance of the work of pressure groups in the achievement of factory reform in the years 1833–70.</p> <p>The extent to which the work of pressure groups was significant in the achievement of factory reform in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The effectiveness of the Ten Hour Movement as a pressure group was increased by its ability to gain support from large numbers of people from a wide variety of backgrounds</li> <li>• Pressure groups deployed a variety of methods from pressure within parliament to popular meetings, e.g. the work of Michael Sadler as MP</li> <li>• The work of pressure groups had a national impact, e.g. led to parliamentary investigation and the establishment of Royal Commissions into factory (1840) and mining (1842) conditions</li> <li>• Continuous pressure over the whole period led to a steady amelioration in conditions, e.g. five Factory Acts between 1831 and 1850 steadily reduced active working time to 10-and-half hours.</li> </ul> <p>The extent to which the significance of the work of pressure groups was limited and/or the significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Pressure groups rarely achieved their aims without continued struggle or substantial compromise, e.g. by 1870 only a 10-and-half-hour working day had been achieved</li> <li>• The influence of individuals was sometimes more effective in passing legislation, e.g. Ashley/Shafsbury</li> <li>• The attitudes of many employers and MPs, particularly Conservatives, became more supportive of change from the 1850s.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Thomas Clarkson was the most significant individual in the campaign to abolish the slave trade. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Clarkson was the leading influence on the campaign</li><li>• Clarkson's vision and persistence brought the campaign to national prominence</li><li>• Clarkson's research provided the evidence for the horrific nature of slavery, which persuaded the mass of the British public to support the abolition campaign.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• No matter how influential Clarkson was, it would take someone inside parliament to effect change</li><li>• William Wilberforce had the influence to achieve this, e.g. with MPs and the prime minister</li><li>• He introduced motions to parliament to forward legislation for the abolition of the slave trade.</li></ul> <p>Candidates should use their own knowledge of the issues to address the ways in which Thomas Clarkson was the most significant individual. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Clarkson was instrumental in setting up the Abolition Committee and in persuading Wilberforce to take on the campaign in parliament</li><li>• Clarkson himself provided Wilberforce with the 'facts' he demanded in order to be able to persuade parliament and it took 20 years for Wilberforce's motion to be accepted.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which Clarkson was less significant/and or other individual were more significant. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Clarkson did not have the range of political contacts required to have influence with parliament</li><li>• Clarkson became distrusted by many during the Revolutionary Wars</li><li>• Wilberforce is the campaigner who became a 'national figurehead'</li><li>• Other individuals could be argued to be more significant, e.g. Olaudah Equiano, Granville Sharp.</li></ul>

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Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1E: Russia 1917–91: from Lenin to Yeltsin**

Sample assessment materials for first teaching  
September 2015

**Time: 2 hours 15 minutes**

Paper Reference

**8HI0/1E**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer one question from Section A, one question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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# Pearson Edexcel Level 3 GCE

## History

Advanced Subsidiary

Paper 1: Breadth study with interpretations

Option 1E: Russia 1917–91: from Lenin to Yeltsin

Sample assessment materials for first teaching  
September 2015

**Extracts Booklet**

Paper Reference

**8HI0/1E**

**Do not return this booklet with the question paper.**

*Turn over* ►

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## Extracts for use with Section C.

**Extract 1:** From Martin McCauley, *The Soviet Union, 1917–91*, published 1993.

When Gorbachev took his leave of the Soviet people on 25 December 1991, he did so as a saddened man. The Soviet Union, which he had tried so bravely to reform, was about to pass into history.

Gorbachev had a clear agenda before he took office. In a speech in December 1984, he spoke of the need to make 'deep transformations in the economy and the whole system of social relations'. His intention was to set in motion a revolution, controlled from above. His reforms quickly reached their limits. Gorbachev's intention was not to achieve fundamental changes but to make the existing structures function more efficiently. The state created by Lenin and the centrally planned economy were to remain. He rejected Stalin's legacy and searched for a more humane socialism. However, he never had a clear vision of how political, economic and social reform would interact and allow the USSR to progress. Unfortunately for Gorbachev, public, social and political forces, awakened by *perestroika*, could not be regulated from above.

**Extract 2:** From Robert Service, *The Penguin History of Modern Russia*, published 1997.

Nowhere was Gorbachev's complacency more harmful [to the Soviet Union] than in relation to the 'national question'. Gorbachev was not a pure Russian: he was born to a couple consisting of a Russian and a Ukrainian. He was comfortable with his dual identity, and this produced casualness that gave much offence. For example, when he visited Ukraine in 1986, he spoke about Russia and the USSR as if they were one and the same. Ukrainian national sensitivities were outraged.

The nationalist resurgence in Latvia, Lithuania and Estonia had become more defiant by 1988. Not all the dissenters were calling for outright independence, but the degree of self-government demanded by them was rising. Their example stimulated national movements elsewhere.

### Acknowledgements

Extract 1 is from Martin McCauley, *The Soviet Union 1917–1991*, Longman 1993 © 2014 Taylor & Francis Group; Extract 2 is from Robert Service, *The Penguin History of Modern Russia: From Tsarism to the Twenty-first Century*, Penguin 2009 © Penguin Books Ltd

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1E)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1E: Russia 1917–91: from  
Lenin to Yeltsin

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Stalin's elimination of his opponents in government and party was the main reason for his power in the USSR in the years 1928–53.</p> <p>The importance of the elimination of Stalin's opponents in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Actions against prominent opponents of collectivisation, including Bukharin and Rykov</li><li>• The removal of opponents during the purges of the 1930s, including the purge of Old Bolsheviks</li><li>• The show trials of 1936, including the execution of Kamenev, Zinoviev and Bukharin</li><li>• The domestic impact of the assassination of Trotsky in 1940.</li></ul> <p>The importance of other factors which enhanced Stalin's power in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The creation of a network of Stalinist influence in party and government</li><li>• The expansion of the powers of the secret police and the development of a climate of fear</li><li>• Controls established over the people of the USSR, including propaganda, the Stalin personality cult and the control of arts and the media</li><li>• Stalin's leadership during the Great Patriotic War.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the failure of Khrushchev's industrial reforms was the main reason for economic problems in the USSR in the years 1964–82.</p> <p>The role played by the failure of Khrushchev's industrial reforms in the economic problems in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The attempts to reduce centralised decision making failed</li> <li>• Opposition to change from both the bureaucracy and the party thwarted most of Khrushchev's reforms</li> <li>• The changing priorities of the Seven-Year Plan of 1959, including the promotion of light industries and consumer goods.</li> </ul> <p>The role played by other factors in the economic problems should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The quest for stability under Brezhnev and the <i>Politburo's</i> hostility to reform</li> <li>• The shifting of funds from investment in industry to high expenditure on the armed forces</li> <li>• The limited attempts to reform agriculture, leading to dependence on imported grain in the late 1970s.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which government policy towards arts and culture changed in the years 1917–64.</p> <p>In considering the extent of change, the significant features of government policy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The changing attitude towards artistic freedom and experimentation, 1917–c1929, including <i>Proletkult</i></li><li>• The end of experimentation and the imposition of Socialist Realism on all features of art and culture from c1929</li><li>• Change as a result of the 'Khrushchev Thaw': the growth of nonconformist art in the 1950s: the <i>avant-garde</i>; the decision to publish <i>One Day in the Life of Ivan Denisovich</i>.</li></ul> <p>In considering the extent of continuity, the significant features of government policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The continuation of government control over arts and culture and the suppression of free expression throughout the period</li><li>• Maintaining uniformity through the persecution of prominent individuals under Stalin, including Mandelstam, Akhmatova and Shostakovich</li><li>• Khrushchev's public opposition to nonconformist art.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that government social policy succeeded in improving the lives of people in the USSR in the years 1953–85.</p> <p>The extent to which government social policy improved the quality of life should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The universal system of social security, including the maintenance of full employment and social benefits</li> <li>• Attempts to provide adequate housing for all</li> <li>• Government action to ensure sufficient food supplies for towns and cities</li> <li>• The extension of educational provision, including pre-school and higher education.</li> </ul> <p>The limitations and failures of government policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The poor quality of prefabricated housing built under Khrushchev and Brezhnev</li> <li>• The limited changes in the status of women in society and the workplace</li> <li>• The prevalence of shortages of consumer goods and of many foodstuffs.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that fall of the Soviet Union came about primarily because of the failure of Gorbachev's reform programme. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Gorbachev's reforms quickly reached their limits</li><li>• Gorbachev's intention was not to allow fundamental reforms which threatened the Leninist state and the centrally planned economy</li><li>• He was unable to regulate the forces unleashed by <i>perestroika</i>.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Gorbachev's complacency towards the 'national question' was harmful to the Soviet Union</li><li>• The nationalist resurgence in the Baltic Republics was accompanied by demands for increased autonomy</li><li>• The example of the Baltic Republics stimulated national movements elsewhere within the Soviet Union.</li></ul> <p>Candidates should use their own knowledge of the issues to address the effects of Gorbachev's reforms. Relevant points may include:</p> <ul style="list-style-type: none"><li>• <i>Perestroika</i> dramatically weakened the Soviet economy, leading to severe shortages of food and consumer goods</li><li>• <i>Glasnost</i> encouraged a new political culture that brought Soviet politics into disrepute.</li></ul> <p>Candidates should use their own knowledge of the issues to address other conditional and/or contingent reasons which explain the fall of the Soviet Union. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The political and economic condition of the USSR in 1985 and the extent to which its problems were systemic</li><li>• The growth of nationalism in Eastern Europe, strengthening nationalist forces in the USSR</li><li>• The weakening of Communist Party authority in the USSR as a consequence of the extensive challenge to communist power in satellite states in Eastern Europe.</li></ul>

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Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1F: In search of the American Dream: the USA,  
c1917–96**

Sample assessment materials for first teaching  
September 2015

**Time: 2 hours 15 minutes**

Paper Reference

**8H10/1F**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

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## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer one question from Section A, one question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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# Pearson Edexcel Level 3 GCE

## History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1F: In search of the American Dream: the USA,  
c1917–96**

Sample assessment materials for first teaching  
September 2015

**Extracts Booklet**

Paper Reference

**8HI0/1F**

**Do not return this booklet with the question paper.**

*Turn over* ►

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## Extracts for use with Section C.

**Extract 1:** From Paul Johnson, *A History of the American People*, published 1997.

Reagan made good his promise to cut taxes. The Economic Recovery Tax Act of 1981 reduced the highest tax rate to 50 per cent and included across-the-board tax reductions of 25 per cent. There were other reductions in taxes on capital gains, estates, and gifts. It was followed by the Tax Reform Act of 1986, which greatly simplified the entire tax structure. These successes acted as a potent stimulant to business. Reagan took over in January 1981 and by the beginning of 1983 the nation was in full recovery. The growth continued throughout Reagan's second term, then into his successor's and well into the 1990s, the longest continual expansion in American history. Inflation, which had been 12.5 per cent, fell to 4.4 per cent in 1988. Unemployment fell to 5.5 per cent as 18 million new jobs were created. Interest rates were down too.

**Extract 2:** From John Ehrman and Michael W Flamm, *Debating the Reagan Presidency*, published 2009.

Critics [in the 1980s] pointed out that the recovery was not as strong as the supply-siders and Reagan himself promised and that dangers lurked ahead. They noted that the average annual growth rate for GNP from 1980 to 1989, 2.9 per cent, was only a hair's breadth above the previous rate of 2.8 per cent. Also, personal income growth was slow, productivity growth and investment were weak and many of the newly created jobs did not pay well. Furthermore, the United States ran huge trade deficits throughout the Reagan years, as the value of imports exceeded exports by hundreds of billions of dollars, and the country was transformed from being a net creditor to a debtor state. Some economists warned that these problems meant that the ultimate result of Reagan's policies would not be continued strength, but eventually, a severe economic crisis.

### Acknowledgements

Extract 1 is from Paul Johnson, *A History of the American People*, Harper Perennial 1997; Extract 2 is from J Ehrman and M Flamm, *Debating the Reagan Presidency*, Rowman & Littlefield Publishing Group 2009. Printed with permission of the publisher.

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1F)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1F: In search of the  
American Dream: the USA,  
c1917–96

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether, in the 1920s, the main effect of the economic boom on US society was the development of a car-owning culture.</p> <p>The importance of a car-owning culture as an effect of the economic boom of the 1920s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Increasing production and rising income allowed many Americans to buy cars for the first time</li><li>• Increased production and advertising made the ownership of cars more desirable, e.g. the 'Middletown' report suggested that owning a car was more important than having a bathroom with a bath tub</li><li>• The building boom and the construction of suburbs meant that many Americans needed a car, e.g. to travel to work or to shop</li><li>• An increase in leisure time led to the growth of car-based activities, e.g. long-distance summer vacations and day trips.</li></ul> <p>The importance of other effects of the economic boom on US society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• An overall increase in consumerism, e.g. the use of household appliances, money spent on popular entertainment, buying shares</li><li>• An increase in urbanisation and suburbanisation as more people moved to live in towns</li><li>• The development of a suburban lifestyle, e.g. homes with gardens and modern appliances</li><li>• Changes to social values both positive and negative, e.g. increased individual freedom and choice, inequalities encouraging criminal activity.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the impact of US involvement in the Second World War was the main reason for improvements in the position of black Americans in the years 1945–55.</p> <p>The impact of US involvement in the Second World War as a reason for improvements in the position of black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The experience of fighting for 'liberation' in Europe and Asia inspired black American servicemen to fight against racism in America</li> <li>• Unequal and unjust treatment of black American soldiers during the War and its immediate aftermath inspired challenges to legal segregation, e.g. voter rights, education and transportation</li> <li>• The war economy encouraged many black Americans to migrate to northern cities, where increased wages and larger communities encouraged activism</li> <li>• Black American veterans took advantage of the GI Bill of Rights to gain a better education.</li> </ul> <p>The importance of other reasons for improvements in the position of black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The work of the NAACP and their civil rights lawyers, e.g. Thurgood Marshall</li> <li>• The role of Supreme Court judgments in supporting challenges to legal segregation, e.g. interstate bus travel, segregated schooling</li> <li>• Support from Truman, including the use of Executive Orders, e.g. racial equality in the armed forces, the President's Committee of Civil Rights.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the USA became a more tolerant society in the 1960s and 1970s.</p> <p>Evidence which supports the suggestion should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The impact of the civil rights movement and civil rights legislation, e.g. on voting rights, segregation, and discrimination in employment</li><li>• Increased women's liberation, e.g. equal pay in the workplace and the Supreme Court Roe v Wade judgment on abortion</li><li>• The counter-culture movement in the 1960s rejected conformity, bringing greater tolerance, e.g. the development of a gay rights movement</li><li>• The depiction of a more diverse society in popular culture, e.g. positive portrayals of minority groups and women, the influence of black-American music.</li></ul> <p>Evidence which suggests that social tolerance remained unchanged and/or society grew less tolerant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Discriminatory practices towards minorities continued, e.g. affirmative action was not practised and discrimination against hispanic Americans and Native Americans were hardly challenged</li><li>• Continued discrimination against women and progress stalled, e.g. lack of affirmative action, the failure to ratify the Equal Rights Amendment Act</li><li>• In the late 60s and early 70s a conservative backlash against counter-culture ideals emerged, e.g. Richard Nixon's appeal to the 'silent majority'</li><li>• Much of American society remained deeply conservative, e.g. towards sexual liberation, as reflected in popular entertainment, particularly on television.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the American people's trust in the presidency changed in the years 1933–80.</p> <p>The extent to which the American people's trust in the presidency changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The trust in the presidency that had been encouraged by the leadership style of Roosevelt became less certain, particularly from the late-1960s onwards, e.g. Lyndon Johnson's leadership with regard to Vietnam</li> <li>• From the mid-1960s some Americans became more willing to actively challenge the policies of American presidents, e.g. anti-draft protests</li> <li>• The news media encouraged Americans to be more critical of the presidency from the late 1960s, e.g. Woodward and Bernstein on Watergate</li> <li>• The rising expectations of Americans in the years 1945–64 were increasingly unable to be fulfilled by presidents beset by war and economic turndown.</li> </ul> <p>Aspects of continuity in the American people's trust in the presidency should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Americans continued to support the presidential system throughout the period – voter turnout in elections remained at over 50 per cent, voter turnout in the 1930s was similar to that of the 1970s</li> <li>• Opponents were willing to challenge presidents throughout the period, not just in later years, e.g. conservative criticism of the New Deal, anti-communist criticism of Truman</li> <li>• News coverage of presidential elections throughout the period strengthened trust in the benefits of the presidency</li> <li>• General support for the presidency was maintained, even during the more difficult times of the 1970s, e.g. support for Nixon's Cold War policy despite the ongoing Watergate scandal.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Reagan's economic policies strengthened the US economy in the years 1981–96. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Reagan's tax policies encouraged business growth</li><li>• The longest run of economic expansion in American history began in 1983 and lasted until well into the 1990s</li><li>• Inflation and interest rates fell</li><li>• Unemployment rates fell.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Average GDP growth only increased by 0.1 per cent each year in the 80s</li><li>• Measurements of growth, such as increase in personal income, productivity and investment were weak</li><li>• Many newly-created jobs did not pay well</li><li>• As a result of a trade deficit, the US became a debtor nation, which could cause an economic crisis in the future.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which Reagan's economic policies strengthened the US economy in the years 1981–96. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Federal deregulation encouraged business growth</li><li>• Increased optimism led to a growth in consumer confidence and a credit boom</li><li>• Far from there being a severe economic crisis in the future, the economy boomed under Clinton with inflation, interest rates and unemployment being at their lowest for 20 years in 1996.</li></ul> <p>Candidates should use their own knowledge of the issues to address evidence that counters the view that Reagan's economic policies strengthened the economy in the years 1981–96. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Reagan's policies created a huge national debt of \$2.6 trillion, much of which was from spending on defence</li><li>• Bush Sr. and Clinton had to develop economic policies influenced by economic weaknesses created during the Reagan presidency, e.g. Bush increased taxes</li><li>• During the Bush Sr presidency there was a short but significant recession</li><li>• Prosperity returned for reasons other than Reagan's policies, e.g. lower oil prices.</li></ul>

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Surname	Other names
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**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1G: Germany and West Germany, 1918–89**

Sample assessment materials for first teaching  
September 2015

**Time: 2 hours 15 minutes**

Paper Reference

**8HI0/1G**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

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## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer one question from Section A, one question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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# Pearson Edexcel Level 3 GCE

## History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1G: Germany and West Germany, 1918–89**

Sample assessment materials for first teaching  
September 2015

**Extracts Booklet**

Paper Reference

**8HI0/1G**

**Do not return this booklet with the question paper.**

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## Extracts for use with Section C.

**Extract 1:** From Gordon A Craig, *Germany 1866–1945*, published 1992.

The basic principles of foreign policy were formulated in *Mein Kampf*\* – a dynamic policy was the only possible one for a country in Germany's position. The acquisition of new living space in Eastern Europe was essential to the future of the German race and must motivate German policy. Such a course involved a high risk of war, particularly with France, and must be accepted and prepared for. These were things that Hitler took very seriously indeed. That they were not merely a jumble of idle thoughts was shown by the fact that in 1928 Hitler wrote another book, which was never released to the public and was not discovered until after the Second World War, in which he repeated them, somewhat more concisely and categorically.

\**Mein Kampf* – published 1925–26

**Extract 2:** From Donald Cameron Watt, *How War Came*, published 2001.

Many historians believe that Hitler, filled with a vision of German dominance of the world, took successive steps which unfolded in a long-developed programme, which he set in action once he had achieved power. However, there is nothing in Hitler's previous record to show that he was capable of so long and sustained an effort of foresight and planning. Nor, despite the popularly-held beliefs to the contrary, is there anything in his one published work, *Mein Kampf*, which can be identified as a programme to which his later actions were to conform. *Mein Kampf* is an explanation of Hitler's political ideas and methodologies, not a programme in any meaningful sense of the word, and still less a 'blueprint' for aggression. Such programmatic elements as can be found in Hitler's foreign policy after 1933 were imposed upon him by external factors, not his own internal vision.

## Acknowledgements

Extract 1 is from Gordon A Craig, *Germany 1866–1945*, Oxford University Press 1980. By permission of Oxford University Press; Extract 2 is from DC Watt, *How War Came*, Pimlico 2001 © 2014 The Random House Group

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1G)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1G: Germany and West  
Germany, 1918–89

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether economic problems were the main consequence of the Treaty of Versailles for Germany in the years 1919–33.</p> <p>The economic impact of the Treaty of Versailles on Germany in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The links between reparations, the hyperinflation of 1923 and standards of living</li><li>• The impact of territorial losses and the Ruhr occupation on German industrial and agricultural capacity</li><li>• The economic consequences of the need for foreign loans</li><li>• The impact of reparations renegotiations, such as the Dawes Plan and the Young Plan, on the ability of the Weimar Republic to deal with the effects of the Great Depression.</li></ul> <p>Other impacts of the Treaty of Versailles on Germany should be analysed and evaluated should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The rise of political extremism in response to the terms of the Treaty, e.g. the reaction of right-wing nationalist groups to the loss of land, the appeal of the Nazi Party</li><li>• Political instability caused by a lack of trust in the democratic politicians who signed the Treaty and agreed to the War Guilt Clause</li><li>• The political challenges encouraged by economic difficulties created by the Treaty, e.g. hyperinflation in 1923 and unemployment after 1929</li><li>• The cultural and social experimentation and decadence encouraged by the psychological effects of the terms of the Treaty on many German people.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the use of terror was the main reason for the survival of the Nazi regime in the years 1933–45.</p> <p>The importance of the use of terror for the survival of the Nazi regime in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The use of terror and intimidation in the establishment of Nazi rule in the years 1933–34, including the Night of the Long Knives</li> <li>• The use of terror to suppress dissent, including the use of ordinary prisons and concentration camps</li> <li>• The creation of a climate of fear and arbitrary use of power to maintain popular consent</li> <li>• The increasing use of intimidation to maintain Nazi control during the war years.</li> </ul> <p>The importance of other reasons for the survival of the Nazi regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The implementation of popular economic and social policies, particularly in the period 1933–39</li> <li>• The effective use of propaganda and censorship in maintaining consent</li> <li>• Genuine support for Nazi beliefs and/or the general apathy of many German people towards Nazi rule</li> <li>• The popular desire to fight for the survival of Germany, despite Nazi rule, during the period 1939–45.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the role of women in society changed during the years of the Weimar Republic and Nazi rule (ie 1919–45).</p> <p>Evidence that supports the idea of change during the Weimar and Nazi periods should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Increasing numbers of working women and the liberalisation of attitudes towards women's social behaviour during the Weimar period</li><li>• A return to more conservative values after 1933 and the encouragement of a domestic role for women through the Nazi policy of <i>Kinder, Küche, Kirche</i></li><li>• The impact of the necessities of war after 1942 on the contribution of women to the war economy and the home front.</li></ul> <p>Evidence that supports the idea of continuity in the role of women and/or the limitations to change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Traditional conservative attitudes towards the domestic role of most women across the whole period including that of the Weimar Republic</li><li>• The relatively high percentage of working women in Germany across the whole period, including Nazi Germany, before the partial mobilisation of women during the war</li><li>• The reluctance of many women to embrace Nazi policies towards women</li><li>• The reluctance of Hitler to support the full mobilisation of women in the wartime economy.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far rising living standards were responsible for political stability in the Federal Republic in the years 1949–89.</p> <p>The role of rising living standards in bringing political stability should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The extent to which the improvement in living standards during the 'economic miracle' of the 1950s and 1960s increased support for the newly-established democratic constitution</li> <li>• The reluctance of many, often older, German voters to undermine their own standard of living by support for potentially destabilising small or extreme parties</li> <li>• The maintenance of relatively high standards of living for most Germans allowed governments to implement social welfare measures that contributed to political stability.</li> </ul> <p>The role of other factors contributing to political stability should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The successful implementation of a democratic constitution including limitations on the powers of the president and chancellor, and the influence of extreme parties</li> <li>• The dominant position of the two main political groupings, the CDU and the SPD, and the strengths of leaders such as Adenauer, Brandt and Kohl</li> <li>• The underlying fear of the consequences of political extremism and unrest</li> <li>• The strengths of the German economy as a whole.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler had a masterplan for his foreign policy, which led to the outbreak of war in 1939. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Hitler's masterplan was written down in <i>Mein Kampf</i> and reiterated in a second unpublished book written in 1928</li><li>• Hitler's plan required an aggressively active foreign policy</li><li>• Hitler's plan included the acquisition of living space in eastern Europe and the likelihood of war with France.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Hitler had neither the track record or the ability to produce a masterplan</li><li>• <i>Mein Kampf</i> did not put forward a programme for future foreign policy but was at most a series of ideas</li><li>• Any actions after 1933 were influenced by events rather than planned.</li></ul> <p>Candidates should use their own knowledge of the issues to address the existence of a masterplan. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The implementation of a 'dynamic' foreign policy from the beginning of the Nazi regime in 1933 with early attempts to reverse the Treaty of Versailles, including withdrawal from the disarmament conference and League of Nations, and rearmament</li><li>• A seemingly programmatic policy of German expansion in the takeover of Austria, the Sudetenland and Czechoslovakia, and the invasion of Poland</li><li>• Systematic preparations in Germany for war.</li></ul> <p>Candidates should use their own knowledge of the issues to address alternative explanations for Hitler's foreign policy in relation to the outbreak of war and/or limitations to the execution of a masterplan. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Hitler followed an opportunistic foreign policy taking advantage of situations as they presented themselves, e.g. political instability in Austria resulted in <i>Anschluss</i></li><li>• Hitler was encouraged to follow a 'dynamic' foreign policy by the appeasement policy followed by France and Britain in the 1930s</li><li>• Hitler's war preparations did not envisage a major war with the western powers breaking out over German expansion eastwards.</li></ul>

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Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1H: Britain transformed, 1918–97**

Sample assessment materials for first teaching  
September 2015

**Time: 2 hours 15 minutes**

Paper Reference

**8HI0/1H**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

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## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer one question from Section A, one question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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# Pearson Edexcel Level 3 GCE

## History

**Advanced Subsidiary**

**Paper 1: Breadth study with interpretations**

**Option 1H: Britain transformed, 1918–97**

Sample assessment materials for first teaching

September 2015

**Extracts Booklet**

Paper Reference

**8HI0/1H**

**Do not return this booklet with the question paper.**

*Turn over* ►

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## Extracts for use with Section C.

**Extract 1:** From Leslie Hannah, *Crisis and Turnaround? 1973–1993*, published 1995.

In the 1980s, the clearest indicator to ordinary people of the productivity increase was the rapid and sustained rise in earnings of those in work. Indeed the rise in real earnings was the most rapid on record. Consumption increased even more rapidly. Easy credit, rising imports and an expected decline in inflation permitted a spending spree which peaked in the artificial and unsustainable boom of the late 1980s. With the employed workforce rising from 22.5 million in 1979 to 26.9 million at the peak in 1989 (the bulk of the increase being among women and in the service industries), more people were becoming better-off faster than in any previous decade in British history. 5

**Extract 2:** From Norman Lowe, *Mastering Modern British History*, reprinted 1998.

[In the 1980s,] successive income tax reductions, particularly in 1988, benefited the rich more than the poor: the richest 20 per cent gained by almost a third, whereas the poorest 20 per cent gained only 1 per cent in income. Higher direct taxes such as VAT meant that people on low incomes had to pay the same VAT increases as those on the highest incomes, for example on commodities like petrol, and they were therefore relatively worse off. Although the wages of most people in work rose, salaries of top people rose by much more than those of skilled workers. By 1993, the gap between the highest and lowest wages was the widest since records began. According to a study of social inequality, between 1979 and 1991, the incomes of the bottom sixth of the workforce actually fell. 10

Tighter regulations made it more difficult for young people to get social security benefits, and it was no surprise when beggars began to appear on the streets again. With unemployment running permanently at around 3 million, it seemed that Thatcherite policies had created, or at least been unable to prevent, the emergence of a permanent 'underclass' for whom there was no longer any role in society. 20 25

### Acknowledgements

Extract 1 is from Leslie Hannah, '*Crisis and Turnaround? 1973–1993*' in Paul Johnson (Ed), *20th Century Britain: Economic, Social and Cultural Change*, Longman 1995; Extract 2 is from Norman Lowe, *Mastering Modern British History*, Palgrave Macmillan 2009, reproduced with permission of Palgrave Macmillan

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1H)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 1H: Britain transformed,  
1918–97

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li><li>• Judgement on the view is assertive, with little or no supporting evidence</li></ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li><li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li><li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li><li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li><li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li></ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li><li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li><li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li></ul>

## Section A: indicative content

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether a failure to modernise was the main reason for the decline of traditional industries in Britain in the 1920s and 1930s.</p> <p>The importance of the failure to modernise in causing the decline of traditional industries in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• An outdated industrial infrastructure, e.g. old factory buildings made it difficult to compete</li><li>• Decreased productivity due to industrial owners failure to promote greater efficiency and mechanisation</li><li>• Mining, in particular, and textiles suffered from the use of outdated machinery</li><li>• The reluctance of the government and the banking industry to provide investment.</li></ul> <p>The importance of other factors in the decline of traditional industries in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The export markets lost during the First World War were not regained, often due to the protective tariffs of competitor nations</li><li>• The return to the Gold Standard in 1925–31 made exports more expensive</li><li>• A lack of demand during the economic crash of 1929–33, particularly in iron and steel industry</li><li>• Factors specific to traditional industries, e.g. alternative forms of energy such as oil and gas undermined the coal industry.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether, in the 1950s and 1960s, the main consequence of the increase in car ownership was a growth in leisure and entertainment activities.</p> <p>The contribution of increased car ownership to the growth in leisure and entertainment activities in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Easier access to holiday destinations, particularly the newly developing holiday camps and more remote areas such as Cornwall and West Wales</li> <li>• Development of tourist and leisure facilities catering for day trips and Sunday drives</li> <li>• Development of new activities, particularly caravanning, which by the end of the 1960s made up 20 per cent of all holiday accommodation</li> <li>• The opening up of countryside activities to urban car owners.</li> </ul> <p>The importance of other consequences of increased car ownership in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Economic consequences, e.g. it created job opportunities in car manufacturing, road building; the decline of the railways</li> <li>• A changing living and working environment, e.g. growth of suburbs, commuting and supermarket shopping</li> <li>• A changing environmental landscape, e.g. road and motorway building, suburban housing and new towns</li> <li>• An increase in social divisions, e.g. widening opportunities less accessible to those who could not afford cars.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far educational opportunities widened in the years 1918–45.</p> <p>The extent to which educational opportunities widened in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• More children stayed at school longer, e.g. the school leaving age was raised from 12 to 14 in 1918 (Fisher Act) and 15 in 1944 (Butler Act)</li><li>• A move towards a national education policy, which resulted in the 1944 Act providing for secondary education available to all, free of charge and without restrictions</li><li>• The creation of an 'educational ladder' for working class children, which included grants and scholarships for secondary and university education</li><li>• Greater opportunities for a university education, e.g. expansion of 'red bricks' and the inclusion of women.</li></ul> <p>The extent to which educational opportunities were limited in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Expansion of opportunity was limited in the years 1918–45, e.g. no major educational legislation was passed between 1918 and 1944 and local authority control restricted national change</li><li>• Post-14 secondary education remained limited for working-class children and few gained university places</li><li>• University education remained mainly male and middle class, e.g. the proportion of women in higher education was under 25 per cent and Cambridge did not grant full degrees to women.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which government policies on immigration changed in the years 1945–79.</p> <p>The extent to which immigration policies changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Change in government policies from active encouragement of immigration in the 1950s to increasingly restrictive policies in the 1960s and 1970s, e.g. the Commonwealth Immigrants Act 1962</li> <li>• Changes were made to UK citizenship regulations based on ancestry rather than place of birth</li> <li>• New Commonwealth immigration in particular was increasingly restricted, e.g. the British Nationality Act of 1948 gave full British citizenship to all inhabitants of the Commonwealth, but the 1962 Act ended free immigration for former colonial subjects</li> <li>• By 1979, would-be immigrants required guaranteed jobs in the UK before applications were granted.</li> </ul> <p>The extent of continuity in immigration policies in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Britain continued to support immigration throughout the period because of a need for workers and the effects of outward migration</li> <li>• Changes in legislation barely affected 'white' immigration, e.g. Irish people were exempt from the 1962 Act</li> <li>• Britain still had to acknowledge ties to the former colonies, e.g. the lifting of the 1971 Act to allow over 25,000 Ugandan Asians to flee Idi Amin.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that people in Britain became 'better-off' as a result of Thatcher's economic policies. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Increased productivity saw an increase in real earnings</li><li>• Consumer spending increased and there was a credit boom</li><li>• A rise in employment led to more people becoming better off.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Income tax reductions and higher VAT increased the gap between rich and poor</li><li>• Agrees that there were wage increases, but these increases favoured managers rather than skilled workers</li><li>• Young people were affected by limits to social security and homelessness increased</li><li>• Unemployment remained high throughout the period.</li></ul> <p>Candidates should use their own knowledge of the issues to address the ways in which Thatcher's economic policies made people better-off. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Homeownership grew, e.g. people who lived on council estates were encouraged to buy their previously rented policies</li><li>• Deregulation encouraged both product and consumer choice, e.g. the telephone and communications industry.</li></ul> <p>Candidates should use their own knowledge of the issues to address areas in which Thatcher's economic policies were less successful at raising living standards. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Increasing consumer demand led to inflation and increased prices</li><li>• Interest rates were raised to 15 per cent in October 1989, which severely affected homeowners</li><li>• Many new jobs were part time or casual, which were poorly paid and had little security.</li></ul>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

Advanced Subsidiary

Paper 2: Depth study

Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom,  
c1053–1106

Option 2A.2: England and the Angevin Empire in the reign of Henry II,  
1154–89

Sample assessment materials for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8H10/2A**

**You must have:**

Sources Booklet (enclosed)

Total Marks

--

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Choose EITHER Option 2A.1 (Question 1) OR Option 2A.2 (Question 2), for which you have been prepared.

### Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into the authority of the Archbishop of Canterbury in the English church after 1066?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into the reasons for the conflict between church and state during the reign of William II?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

---

**(Total for Question 1 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]

**Choose EITHER Option 2A.1 (Question 1) OR Option 2A.2 (Question 2), for which you have been prepared.**

**Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89**

**Answer Question 2, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 5\*.**

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into Henry II's restoration of royal power in 1154?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

**(8)**

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 4 for an enquiry into the reasons for the outbreak of the Great Rebellion in 1173?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

**(12)**

**(Total for Question 2 = 20 marks)**

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[\*Note that in the live question paper, the answer for part (b) will start on page 7]





## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

### Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

**EITHER**

- 3 How accurate is it to say that, in 1066, Duke William of Normandy had a better claim to the throne of England than any other claimant?

**(Total for Question 3 = 20 marks)**

**OR**

- 4 How accurate is it to say that castle building was the main way in which William I established Norman control over Anglo-Saxon England?

**(Total for Question 4 = 20 marks)**

**OR**

- 5 How far were the military weaknesses of Robert Curthose responsible for his defeat by Henry I in Normandy in 1106?

**(Total for Question 5 = 20 marks)**

---

### Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

**EITHER**

- 6 To what extent had Henry II established his control over Scotland, Wales and Ireland by 1172?

**(Total for Question 6 = 20 marks)**

**OR**

- 7 How far was Henry II responsible for the conflict with the church in the years 1162–70?

**(Total for Question 7 = 20 marks)**

**OR**

- 8 How accurate is it to say Henry II's legal reforms were the main way in which he extended his authority across England in the years from 1158?

**(Total for Question 8 = 20 marks)**

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# Pearson Edexcel Level 3 GCE

## History

Advanced Subsidiary

Paper 2: Depth study

Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom,  
c1053–1106

Option 2A.2: England and the Angevin Empire in the reign of Henry II,  
1154–89

Sample assessment materials for first teaching  
September 2015

Source Booklet

Paper Reference

**8H10/2A**

**Do not return this booklet with the question paper.**

Turn over ►

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**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106**

**Source for use with Question 1a.**

**Source 1:** From *The Anglo-Saxon Chronicle*, Version A. The *Anglo-Saxon Chronicle* is a collection of the histories of the Anglo-Saxons, which was recorded by scribes in English monasteries. Several versions exist. Version A is the oldest. It was written in the monastery at Winchester, which was under the authority of the See of Canterbury. This is the entry for 1070. Here, the writer is describing Lanfranc's understanding of the authority of the Archbishop of Canterbury.

This year Lanfranc became Archbishop of Canterbury. The same year Thomas\*, who was chosen Bishop of York, came to Canterbury, to be invested there according to ancient custom. But when Lanfranc desired confirmation of his obedience with an oath, Thomas refused and said that he ought not to do it. Whereupon, Archbishop Lanfranc was angry. Thomas departed without consecration. Soon after this, it happened that the Archbishop Lanfranc went to Rome, and Thomas went with him. There the Archbishop Lanfranc began to show with clear distinction, that what he desired, he desired by right. With strong arguments, Lanfranc persuaded Pope Alexander and all the council that was collected there to agree; and so they went home. After this came Thomas to Canterbury; and all that the archbishop required of him he humbly fulfilled, and afterwards he received consecration.

\*Thomas of Bayeux was chosen by William I to be Archbishop of York

**Source for use with Question 1b.**

**Source 2:** From Eadmer's *History of Recent Events in England*. Eadmer was an historian, theologian and priest living in England in the years 1060–1126. He was a supporter of Anselm. Here he is writing about the conflict between Anselm and William II in 1095 over recognition of the Pope.

Shortly afterwards when the King was residing at Gillingham, Anselm came to him there and told him of his wish to go to the Pope at Rome to petition for his pallium\*. Whereupon the King said, 'Of which Pope do you wish to ask it?' For there were, at that time, or so it was reported in England, two so-called Popes of Rome. So, when asked by the King of which Pope he intended to petition for the right to wear the pallium, Anselm answered, 'Of Urban.' On hearing this, the King said that he had not yet recognised Urban as Pope and that it had not so far been customary in his time or his father's for anyone to accept a Pope within the realm of England except with the King's permission or in accordance with his choice. If anyone would rob him of this right, it were as good as seeking to take his crown from him. The King, moved to anger, protested that Anselm could not possibly keep at the same time the allegiance he owed to the King and obedience to the Papacy against the King's will.

\*Pallium – an ecclesiastical vestment in the Catholic Church, granted by popes as a symbol of the authority delegated by the Holy See

## Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

### Source for use with Question 2a.

**Source 3:** From William of Newburgh, *The History of English Affairs*. William of Newburgh was an Augustinian canon who lived in England in the years 1136–98. Here he is describing the situation in England when Henry II came to the throne in 1154.

The king reflected that the royal revenues, which, in the time of his grandfather, had been very ample, were greatly reduced. Through the laziness of King Stephen, royal revenues had, for the most part, passed away to numerous other masters. King Henry commanded them to be restored entirely by those who had taken them unlawfully, and brought back to the king. Those men who had hitherto become proprietors in royal towns and villages produced for their defence the charters which they had either forced from King Stephen, or earned by their services: but these claims did not succeed, as the grants of Stephen could not stand against the claims of a lawful king. Highly indignant at first, but afterwards terrified and dispirited, they resigned everything they had usurped, whilst all throughout each county of the kingdom, submitted to the royal will.

### Source for use with Question 2b.

**Source 4:** From *The Annals of Roger of Howden*. Roger of Howden was a monk who was used as a negotiator by Henry II. Historical records show him working for the king from 1174. Here, he is describing the property granted to Henry's youngest son John on his betrothal to the daughter of the Earl of Maurienne.

There also came to Limoges the Earl of Maurienne who desired to know how much territory the King of England (Henry II) intended to grant to his son John. On the king expressing an intention to give John the castle of Chinon, the castle of Lodun, and the castle of Mirabel, his eldest son Henry, would not agree nor allow it to be done. For young Henry was already greatly offended that his father was unwilling to assign to him some portion of his territories, where he, with his wife, might take up their residence. Indeed, he had requested his father to give him either Normandy, or Anjou, or England. He had made this request at the suggestion of Louis the King of France, and of those of the earls and barons of England and Normandy who disliked his father. From this time, young Henry sought pretexts and an opportunity for withdrawing from his father. And young Henry had now become so resentful of having to obey his father's wishes that he could not even talk with him on any subject in a peaceful manner.

### Acknowledgements

Source 1 courtesy of the Avalon Project; Source 2 is from Eadmer, *History of Recent Events in England (Historia Novorum in Anglia)*, translated by Geoffrey Bosanquet, London Cresset Press 1964; Source 3 © Paul Halsall, 2000; Source 4 © Paul Halsall, 1998.

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/2A)  
Advanced Subsidiary

Paper 2: Depth study

Option 2A.1: Anglo-Saxon England  
and the Anglo-Norman Kingdom,  
c1053–1106

Option 2A.2: England and the  
Angevin Empire in the reign of  
Henry II, 1154–89

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the authority of the Archbishop of Canterbury in the English church after 1066.</p> <ol style="list-style-type: none"><li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>It provides evidence of Lanfranc's belief that the Archbishop of Canterbury was superior to the Archbishop of York ('confirmation of his obedience')</li><li>It provides evidence that Lanfranc was determined to enforce his superiority ('departed without consecration')</li><li>It provides evidence that the papacy supported Lanfranc's position ('Pope Alexander, and all the council that was collected there agreed')</li><li>It provides evidence that the Archbishop of York was forced to submit ('humbly fulfilled').</li></ul></li><li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>The writer of the <i>Anglo-Saxon Chronicle</i> may be considered to be relatively impartial when writing about the quarrel between two Norman archbishops</li><li>The chronicler was a monk and therefore may have been more favourable to Lanfranc who was a monk from the Abbey of Bec</li><li>Winchester was under the authority of the Archbishop of Canterbury and this may have made the writer more likely to side with Lanfranc.</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>Lanfranc's determination to assert the primacy of the Archbishop of Canterbury was supported by William I after the rebellions in the north in 1069</li><li>Lanfranc's assertion of Canterbury as the primacy was supported by its monks and justified by the use of forged documents</li><li>Lanfranc's achievement of the primacy was important in enabling him to begin the process of reforming the Anglo-Saxon church.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the conflict between church and state during the reign of William II.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Eadmer was a priest and subject to the influence of the common opinion that William II was a godless man</li> <li>• Eadmer was a supporter of Anselm in the conflict and was likely to write more favourably of his role</li> <li>• The material in this extract suggests the purpose is primarily to record the basis of the conflict.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that the main reason for the quarrel was the right to recognise the Pope ('except with the King's permission')</li> <li>• It suggests that William II was only exercising his customary rights ('in his time or his father's') and that the fault for the quarrel lay elsewhere</li> <li>• It indicates that there was an underlying issue as to the loyalty of the Archbishop of Canterbury ('could not possibly keep at the same time both the allegiance he owed to the King and obedience to the Papacy against the King's will').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• William II regretted his appointment of Anselm, which he had only made when he had fallen ill in 1093, and feared that he would not recover</li> <li>• Monks despised William II because he delayed appointments to clerical offices so that he could benefit from church income</li> <li>• Anselm had recognised Urban as Pope before he had been made archbishop and nothing would change his mind</li> <li>• The wider problems in the church with regard to the legitimacy of the Pope underpinned the quarrel.</li> </ul> </li> </ol>

### Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into Henry II's restoration of royal power in 1154.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It suggests that Henry II was able to assert his authority over those who had acquired royal properties during Stephen's reign ('submitted to the royal will')</li><li>• It indicates that a key feature in the restoration of royal authority was the restoration of royal finances ('commanded them to be restored entirely')</li><li>• It provides evidence that Henry II rejected the legality of any charters or documents issued by Stephen that had given rights to property ('the grants of Stephen could not be permitted to stand against the claims of a lawful king').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• William of Newburgh had lived in England during the Anarchy and Henry II's reign, and so is a good position to comment on the situation in 1154</li><li>• William of Newburgh's use of the phrase 'by those who had taken them unlawfully' to criticise the reduction of royal authority under Stephen indicates that he supported Henry II's attempt to restore royal authority</li><li>• As a monk and chronicler, William of Newburgh was not a close associate of Henry II and thus might be considered to be relatively impartial as an observer.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• The civil war had ended with the Treaty of Winchester in 1153, which created favourable conditions for the re-establishment of royal control</li><li>• Restoration of royal property began with a clear definition of the law – the starting point for 'lawful possession' was the death of Henry I</li><li>• The demolition of illegal castles by Henry to assert his authority over barons, e.g. simultaneous sieges to destroy the castles of Hugh Mortimer, Lord of Wigmore, and to force him into submission.</li></ul></li></ol>

## Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the outbreak of the Great Rebellion 1173.</p> <ol style="list-style-type: none"><li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:<ul style="list-style-type: none"><li>• Roger of Howden was an official working for the king during the period of the Great Rebellion and would be in a good position to know about the events</li><li>• Roger of Howden's focus was on affairs in Ireland – he is likely to have gained his knowledge of the events from King Henry II, and thus write from his point of view</li><li>• The Annals charted the chronicle of the period – chronicles were recorded from the perspective of the chronicler, which leads some historians to question their impartiality.</li></ul></li><li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:<ul style="list-style-type: none"><li>• It suggests that the root of the quarrel was that King Henry II had granted John three castles whilst providing nothing for his eldest son Henry ('greatly offended, that his father was unwilling to assign to him some portion of his territories')</li><li>• It indicates that young Henry was already discontented and seeking an opportunity to make demands when the issue of John's castles arose ('young Henry sought pretexts and an opportunity for withdrawing from his father')</li><li>• It provides evidence that young Henry was goaded into action by his father-in-law Louis, King of France ('request at the suggestion of Louis the king of France')</li><li>• It suggests that discontented barons took the opportunity to escalate the quarrel into rebellion by siding with young Henry ('those of the earls and barons of England and Normandy who disliked his father').</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:<ul style="list-style-type: none"><li>• The Great Rebellion had its roots in Henry II's decision to crown his eldest son as the 'Young King' but not grant either money or power to him despite his enhanced status among Henry's children</li><li>• The role of the family conflict – Henry's younger sons Richard and Geoffrey and his wife Eleanor were angered by their lack of power and sided with young Henry, thus causing it to escalate and spread through the Angevin Empire</li><li>• The ambitions of French King Louis VII – he was determined to gain territory in France at the expense of the Angevin Empire and was seeking every opportunity to achieve this.</li></ul></li></ol>

## Section B: indicative content

### Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that, in 1066, Duke William of Normandy had a better claim to the throne of England than the other claimants.</p> <p>Arguments and evidence that Duke William had the best claim to the throne of England in 1066 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Duke William was Edward the Confessor's cousin whom he had known while he was in exile in Normandy – he was bound to choose a member of his own family</li><li>• Norman sources claim that Harold Godwinson had been sent to swear allegiance to Duke William in 1064–65, renewing Edward the Confessor's promise of the throne made in 1051</li><li>• Duke William had papal approval for his invasion of England</li><li>• Norman sources claim that Harold was a usurper who had broken his oaths and whose coronation was invalid because it was conducted by Archbishop Stigand, whose legitimacy was in doubt.</li></ul> <p>Arguments and evidence that other claimants had a better claim than Duke William of Normandy to the throne of England in 1066 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Kingship in the Anglo-Saxon realm was based on the consent of the people – approval by the witan was necessary</li><li>• Anglo-Saxon sources provide evidence that Harold Godwinson was nominated by Edward the Confessor on his deathbed, approved by the Witan and crowned by Ealred of York, making him the legitimate king</li><li>• Harald Hardrada had a claim to the throne based on a promise made to King Magnus of Norway by Harthacnut and was backed by the support of Tostig</li><li>• Edgar Aetheling was of the royal bloodline, Edward the Confessor's nephew, and may have been brought to England in order to groom him as Edward's successor.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that castle building was the main way in which William I established control over Anglo-Saxon England.</p> <p>Arguments and evidence that castle building was the main way in which William I established Norman control over the Anglo-Saxon England should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The use of the castle as a symbol of conquest and for domination of the local area</li> <li>• The practice of building castles in areas of rebellion, laying waste to the properties of the Anglo-Saxons and building in the centre of a town, e.g. the castle built in Exeter enforced Norman control</li> <li>• The use of Anglo-Saxon labour to build castles</li> <li>• Castles housed knights who were used to crush disturbances in the local area.</li> </ul> <p>Arguments and evidence that other factors played a more important role in the way in which William I established Norman control over Anglo-Saxon England should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Removal of the Anglo-Saxon earls and their replacement with Norman barons meant that, in every shire, the Anglo-Saxons were ruled by a Norman overlord</li> <li>• Introduction of the feudal system that demanded oaths of fealty at every level established Norman control over the population</li> <li>• Use of the legal system to enforce Norman rule, including the introduction of the forest laws and the harsh penalties for any infringements.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far Robert Curthose's military weaknesses were responsible for his defeat by Henry I in Normandy in 1106.</p> <p>Arguments and evidence that Robert Curthose's military weaknesses were responsible for his defeat by Henry I in Normandy in 1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Robert Curthose's inability to defeat his vassals, e.g. Robert Bellême exposed his weakness as a soldier</li> <li>• Lack of military support – Robert Curthose's most important supporters – Robert of Bellême and William of Mortain had been weakened – they had been disinherited in England and banished from the kingdom</li> <li>• Loss of territory – Robert Curthose was forced to cede the territory of Everux to Henry I in 1104, which weakened his position in Normandy</li> <li>• Inferior numbers and tactics – Robert Curthose's army was inferior in number to Henry's at Tinchebrai and his tactic of cavalry charges exposed his flank to attack.</li> </ul> <p>Arguments and evidence that other factors played a more important role in Robert Curthose's defeat by Henry I in Normandy in 1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry I's military strength – he could count on the full feudal levy from all the shires of England as well as cavalry supplied by his allies</li> <li>• Henry I's strength as a diplomat – he established a web of alliances around Curthose's territory, e.g. the Anglo-Flemish alliance 1103</li> <li>• Robert Curthose's political weaknesses – his inability to govern Normandy effectively gave Henry I the opportunity to justify an invasion of Normandy.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Henry II had established his control over Scotland, Ireland and Wales by 1172.</p> <p>Arguments and evidence that Henry II had established control over Scotland, Ireland and Wales by 1172 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Henry II had great success in removing the Scottish threat from England by 1172 – the border was set as it had been in 1136 and Malcolm IV, King of the Scots, did homage to him</li><li>• In spite of initial setbacks until the death of Owain of Gwynedd, Henry II established effective control over Wales by 1170 – he recognised the lords of Gwynedd and Deheubarth as subordinate kings and appointed a justiciar over Deheubarth</li><li>• Henry II extended control over Ireland firstly by encouraging colonisation by Anglo-Norman lords from Wales and by invasion in 1171–72 when he established English overlordship of Ireland.</li></ul> <p>Arguments and evidence that Henry II had <i>not</i> established control over Scotland, Ireland and Wales by 1172 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Control over Scotland was incomplete – William the Lion worked against Henry II and offered his support to Louis VII of France in 1168</li><li>• His lack of control over Scotland was made apparent when William the Lion invaded the north of England in the Great Rebellion 1173–74 – loyalty to Henry II was clearly very weak</li><li>• By 1172 the Irish had given their allegiance to Henry but loyalty to the English crown had no depth, and the Anglo-Norman lords granted lands in Ireland were semi-independent and this was a problem for an absentee overlord.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far Henry II was responsible for the conflict with the church in the years 1162–70.</p> <p>Arguments and evidence that Henry II was responsible for the conflict with the church in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry was responsible for the outbreak of the quarrel – his aims to reform the church and force it to obey the 'ancient customs' meant that a quarrel was inevitable, e.g. Constitutions of Clarendon</li> <li>• Henry's misjudgement in the decision to appoint Thomas Becket as Archbishop of Canterbury with the expectation that Becket would act as his agent meant that the quarrel was bitter and prolonged</li> <li>• Henry was responsible for the escalation and continuation of the quarrel, e.g. charging Becket with embezzling funds from the Chancery in 1164; using the Archbishop of York to crown young Henry in June 1170</li> <li>• Henry was responsible for the murder of Becket in December 1170 – his outburst placed the act on the fringe of a royal mission.</li> </ul> <p>Arguments and evidence that Henry II was <i>not</i> responsible for the conflict with the church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Thomas Becket was responsible for the outbreak of the quarrel, e.g. he refused to sign the Constitutions of Clarendon after telling the bishops that they should affix their seals</li> <li>• Becket was responsible for the escalation of the quarrel – he took refuge in France with Henry's enemy and gained papal support whilst in exile thus making it almost impossible to settle the quarrel</li> <li>• Papal support for Becket's position as archbishop reinforced the authority of the church and challenged Henry's claims to control the English church</li> <li>• Becket's actions in December 1170 were responsible for provoking Henry's outburst and his behaviour in the cathedral invited martyrdom</li> <li>• The bishops and prelates who supported Henry II bear some responsibility for the continuation of the quarrel as they ensured that the church was divided.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Henry II's legal reforms were the main way in which he extended his authority across England in the years from 1158.</p> <p>Arguments and evidence that Henry II's legal reforms were the main way in which he extended his authority across England in the years from 1158 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry's authority was extended by the Assizes of Clarendon and Northampton – testifying under oath became standard procedure in every shire court</li> <li>• Henry's authority was extended by the enhanced role of the sheriff in bringing fugitives to justice – they had the right to hunt down suspects and bring them to trial</li> <li>• The king's authority was extended by the use of itinerant justices in eyre – the conviction rate was higher in the counties that they visited</li> <li>• Henry's authority was extended by the development of precedent law by the Court of the King's Bench at Westminster where itinerant justices recorded their judgements.</li> </ul> <p>Arguments and evidence that other factors played a more important role in extending Henry II's authority across England in the years from 1158 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Financial reforms played a key role in extending the king's authority – the revival of taxation and the reform of the currency, together with the development of the exchequer, were essential to enable Henry to pay for his government</li> <li>• The king's authority over his barons was achieved by Cartae Baronum 1166 – this prevented barons from keeping private armies and ensured they paid all their dues to the king</li> <li>• The king's authority in the shires was enforced most effectively by the Inquest of the Sheriffs in 1170 – malpractices were rooted out and almost all sheriffs were replaced.</li> </ul> <p>Other relevant material must be credited.</p>

Write your name here

Surname

Other names

**Pearson Edexcel**

**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 2: Depth study**

**Option 2B.1: Luther and the German Reformation, c1515–55**

**Option 2B.2: The Dutch Revolt, c1563–1609**

Sample assessment materials for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8H10/2B**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Choose EITHER Option 2B.1 (Question 1) OR Option 2B.2 (Question 2), for which you have been prepared.

### Option 2B.1: Luther and the German Reformation, c1515–55

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into dissatisfaction with the Catholic Church in early sixteenth-century Germany?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into the consequences of Luther's stance on the German Peasants' War of 1525?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

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**(Total for Question 1 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]

## SECTION A

Choose EITHER Option 2B.1 (Question 1) OR Option 2B.2 (Question 2), for which you have been prepared.

### Option 2B.2: The Dutch Revolt, c1563–1609

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

#### 2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the Iconoclastic Fury of 1566?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

#### (b) Study Source 4 in the Sources Booklet before you answer this question.

How much weight do you give the evidence of Source 4 for an enquiry into William of Orange's leadership of the Dutch Revolt in the 1570s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 2 = 20 marks)**

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[\*Note that in the live question paper, the answer for part (b) will start on page 7]





## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

### Option 2B.1: Luther and the German Reformation, c1515–55

**EITHER**

- 3 To what extent was the printing press responsible for the spread of Luther's early challenge to the Catholic Church in the years 1517–20?

**(Total for Question 3 = 20 marks)**

**OR**

- 4 To what extent were the German princes responsible for the survival of Lutheranism in the years 1521–55?

**(Total for Question 4 = 20 marks)**

**OR**

- 5 How far did Luther's influence over the German Reformation decline in the years 1530–40?

**(Total for Question 5 = 20 marks)**

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### Option 2B.2: The Dutch Revolt, c1563–1609

**EITHER**

- 6 How far was the Duke of Alva's government responsible for the outbreak of the Dutch Revolt in 1572?

**(Total for Question 6 = 20 marks)**

**OR**

- 7 To what extent was William of Orange's loss of influence in the Netherlands, in the years 1580–83, due to the unpopularity of his support for the Duke of Anjou?

**(Total for Question 7 = 20 marks)**

**OR**

- 8 How accurate is it to say that the successes of the northern provinces, in the years 1585–1609, were due to Maurice of Nassau's military leadership?

**(Total for Question 8 = 20 marks)**

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# Pearson Edexcel Level 3 GCE

## History

Advanced Subsidiary

Paper 2: Depth study

Option 2B.1: Luther and the German Reformation, c1515–55

Option 2B.2: The Dutch Revolt, c1563–1609

Sample assessment materials for first teaching  
September 2015

**Sources Booklet**

Paper Reference

**8HI0/2B**

**Do not return this booklet with the question paper.**

*Turn over* ►

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**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2B.1: Luther and the German Reformation, c1515–55**

**Source for use with Question 1a.**

**Source 1:** From the *Reformatio Sigismundi*, a Church reform manifesto widely circulated in Germany in the early sixteenth century. The writer remained anonymous to avoid punishment for expressing these views. It was published in eight editions at Augsburg between 1476 and 1522.

It seems to me that great evils have arisen in the western part of Christendom since the rule of celibacy was imposed on priests. It may be a good thing for a man to keep himself pure, but observe the wickedness now going on in the Church! Many priests have lost their livings because of women. Or they are secret sodomites\*. All the hatred existing between priests and laymen is due to this. In sum: parish priests ought to be allowed to marry. In marriage they will live more piously and honourably, and the friction between them and the ordinary people will disappear. 5

\* sodomite – an offensive term for a homosexual

**Source for use with Question 1b.**

**Source 2:** From a letter written by the prominent Lutheran Hermann Muhlport to Stephan Roth, a translator and publisher at Wittenberg, in June 1525. Muhlport was mayor of Zwickau, one of the earliest towns to adopt religious reforms. Luther had dedicated his 1520 publication *On Christian Liberty* to Muhlport.

Doctor Martin [Luther] has fallen into great disfavour with the common people, also with both learned and unlearned. It is true, as Martin writes, that rebellion should be put down, and that secular authority should punish, though they do it without being asked. But, he conceded too much to one side, for the poor were to be strangled. I find that incomprehensible. Martin's remedy is that the peasants should bear more, while the nobility receive the lion's share and yet concede the least. See how violently the nobility will impose all their burdens on the people with the sword and shed the blood of the suffering poor. They cannot protect themselves from hunger because of their poverty. But the nobility will rely on Martin's pamphlet\* to gain them eternal salvation. Dear Christian brother, who will now speak out about the need of the common people in town and village? Whoever speaks out will be accused of being a rebel and everyone will have to keep silent for fear it be said that they are speaking against authority. I know already that in several places more has been imposed upon the poor than before and they are told openly: 'You owe me this; if you do not do it, you are opposing me. I am your lord and have sovereign authority over you.' 10  
15  
20

\* Luther's pamphlet *Against the Robbing and Murderous Hordes of Peasants*, published May 1525

## Option 2B.2: The Dutch Revolt, c1563–1609

### Source for use with Question 2a.

**Source 3:** From an eyewitness description of image breaking in 's-Hertogenbosch (a town in Brabant) in August 1566. The author of this account was a Catholic sister and a member of the Order of St Francis in the town.

News came that the churches, chapels and monastic churches at Antwerp had been destroyed. They [the Calvinists] then started here in St. John's Cathedral, smashing the altars and gilded statues. They relieved themselves in the priests' chests and tore up the books. They entered our church like madmen and smashed everything. In the nuns' choir, they destroyed fine altarpieces and many 5 books, and they took the habits, veils and cloaks. Whenever they came across paintings of our dear Lord, they would destroy these. Above all they could not abide a crucifix. We sisters sat together quite downcast. They said that we could no longer practise witchcraft. Another great throng of people entered the church from outside to continue with the breaking and stealing. 10

### Source for use with Question 2b.

**Source 4:** From a proclamation issued by King Philip II on 15 March 1580. The proclamation was published to all the king's subjects in the Netherlands. Here, the king calls for the elimination of the leader of the revolt, William of Orange, by assassination.

Orange introduced liberty of conscience, or to speak more correctly, confusion of all religion. This led to the Catholics being openly persecuted and driven out. Moreover, he has gained such a hold over our poor subjects of Holland and Zeeland and brought affairs to such a state that nearly all the towns, one after another, have been besieged and taken by the rebels. 15

Therefore, for all these reasons, for his evil doings as chief disturber of the public peace and as a public pest, we outlaw him forever and forbid all our subjects to associate with him or communicate with him. We do declare him to be a wicked traitor and an enemy to ourselves and the country.

We promise, on the word of a King and as a servant of God, to reward the person, 20 either our subject or a foreigner, who can enforce our order and rid us of this plague. By delivering Orange to us dead or alive, or even just killing him, we will give to that person the sum of 25,000 gold crowns, in land or cash at his choice, immediately after the accomplishment of the deed. If this person has committed any crime, we promise to pardon him. Further, if he is not a nobleman, we grant 25 him nobility for his courage.

### Acknowledgements

Source 2 is from Pamela Johnston and Bob Scribner, *The Reformation in Germany and Switzerland*, Cambridge University Press 1993; Source 3 is from John Lotherington (ed.), *Years of Renewal: European History 1470–1600*, Hodder and Stoughton 1988; Source 4 is from H H Rowen, *The Low Countries in Early Modern Times: A Documentary History*, Harper & Row 1972.

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## Mark scheme

### Sample assessment materials for first teaching September 2015

#### GCE History (8HI0/2B) Advanced Subsidiary

#### Paper 2: Depth study

#### Option 2B.1: Luther and the German Reformation, c1515–55

#### Option 2B.2: The Dutch Revolt, c1563–1609

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2B.1: Luther and the German Reformation, c1515–55

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into dissatisfaction with the Catholic Church in early sixteenth-century Germany.</p> <ol style="list-style-type: none"><li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>It provides evidence that Catholic priests are not observing the celibacy rule ('lost their livings because of women', 'are secret sodomites')</li><li>It indicates that such behaviour has led to hostile relations between the priests and the people ('All the hatred... is due to this')</li><li>It suggests that by allowing priests to marry, they would lead more religious lives and enjoy better relations with laypeople ('live more piously and honourably', 'friction... will disappear').</li></ul></li><li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>The document has gone through several editions suggesting that dissatisfaction with the Catholic Church in the early sixteenth century was based on longstanding grievances</li><li>Its circulation in Germany suggests that dissatisfaction with the Catholic Church was widely felt in the early sixteenth century</li><li>The propaganda nature of the source is evident from the use of emotional language to reinforce points ('great evils have arisen', 'observe the wickedness').</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>Complaints were made that many priests were engaging in clerical marriage and providing their illegitimate children with church positions</li><li>Flouting of the celibacy rule did contribute to popular resentment of the Catholic clergy, which could promote support for reform</li><li>Evidence suggests, however, that these abuses were in fact relatively unusual and not that widespread.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the consequences of Luther's stance on the German Peasants' War of 1525.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The author is a disenchanted Luther supporter, so he may be overly critical</li> <li>• The letter was written during the Peasants' War, so potentially offers a limited perspective on the consequences of Luther's stance</li> <li>• It is a private communication, which suggests the author is expressing genuinely held views</li> <li>• As Luther has previously dedicated a work to Muhlport, this suggests that he is a prominent and respected individual, who may be able to provide an informed opinion.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that Luther's stance has lost him popular support ('has fallen into great disfavour with the common people')</li> <li>• It indicates that the nobility will use Luther's arguments to justify their actions against the peasantry on religious grounds ('the nobility will rely on Martin's pamphlet to gain them eternal salvation')</li> <li>• It suggests that Luther's intervention will make it more difficult in future for anyone to defend the interests of ordinary people ('Whoever speaks out will be accused... speaking against authority').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The publication of <i>Against the Robbing and Murderous Hordes of Peasants</i> (1525) lost Luther considerable support among the lower classes, particularly the peasantry</li> <li>• Princes and nobles concluded that Luther's intervention meant he did not oppose their power</li> <li>• Luther's stance in the Peasants' War confirmed that Lutheranism was developing as a conservative movement, with reform initiated and guided from above.</li> </ul> </li> </ol>

## Option 2B.2: The Dutch Revolt, c1563–1609

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the Iconoclastic Fury of 1566.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence of the destruction and looting involved in the Iconoclastic Fury of 1566 ('they destroyed fine altarpieces and many books, and they took the habits, veils and cloaks')</li><li>• It indicates that the Iconoclastic Fury was widespread ('churches, chapels and monastic churches at Antwerp had been destroyed', 'then started here in St. John's Cathedral')</li><li>• It suggests that many people were involved in these acts of destruction ('Another great throng of people... breaking and stealing').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• It is an informed eyewitness account, so has the potential to reveal precise details of the image breaking in 's-Hertogenbosch</li><li>• It offers the perspective of a Catholic victim of the Iconoclastic Fury</li><li>• The language used in the source indicates the wanton mob violence associated with the Iconoclastic Fury ('They entered our church like madmen').</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• The Calvinist rejection of the Catholic practice of having images in churches encouraged the violence, e.g. the role of hedge preaching in the mid-1560s</li><li>• The Iconoclastic Fury was widespread, e.g. in West Flanders alone some 400 churches and convents were sacked</li><li>• Popular participation in the sackings was most apparent in the northern provinces (hundreds could be involved in individual incidents) and there was widespread passive support for image breaking.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into William of Orange's leadership of the Dutch Revolt in the 1570s.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The status of the document (a royal proclamation) calling for Orange's assassination would suggest William had been an effective leader of the Dutch Revolt in the 1570s</li> <li>• The proclamation was issued in 1580, so can potentially reveal information about William's opposition to Spanish rule in the 1570s</li> <li>• The partisan nature of the source is reflected in the negative description of Orange's role in the 1570s ('chief disturber of the public peace', 'wicked traitor').</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• Provides evidence of Orange's leadership of the Dutch Revolt ('he has gained such a hold over our poor subjects of Holland and Zeeland', 'nearly all the towns... have been besieged and taken by the rebels')</li> <li>• It indicates that William's leadership of the revolt was at least partly driven by religious considerations ('Catholics being openly persecuted and driven out')</li> <li>• Suggests that the Spanish King regarded William as the dominant figure in the revolt and thus will offer large rewards to get rid of him ('25,000 gold crowns, in land or cash', 'grant him nobility').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Orange had established himself in the north as a key opponent of Spanish rule by 1572 and created a stable government in Holland and Zeeland</li> <li>• He became a Calvinist in 1573 to keep control of the Sea Beggars</li> <li>• William's leadership gained national prominence through the Pacification of Ghent (1576) and his position as Stadtholder</li> <li>• Nevertheless, there were limits to his leadership in the 1570s, e.g. he was unable to maintain the unity of the Netherlands when the Unions of Utrecht and Arras were formed in 1579.</li> </ul> </li> </ol>

## Section B: indicative content

### Option 2B.1: Luther and the German Reformation, c1515–55

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the printing press was responsible for the spread of Luther's early challenge to the Catholic Church in the years 1517–20.</p> <p>Arguments and evidence that the printing press was responsible for the spread of Luther's early challenge to the Catholic Church in the years 1517–20 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• It facilitated wide circulation of his religious ideas, e.g. Luther published 30 tracts between 1517 and 1520, amounting to some 300,000 copies</li><li>• Since the invention of printing, literacy rates had risen to about 20 per cent in towns – so potentially a large, receptive audience</li><li>• During this early period, Lutheran publications outnumbered Catholic works by twenty to one – indeed the Reformation crisis stimulated the demand for books</li><li>• Luther published not only in Latin (for educated society) but also in German, which was vital for the spread of his ideas.</li></ul> <p>Arguments and evidence that other factors were responsible for the spread of Luther's early challenge to the Catholic Church in the years 1517–20 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Luther was an untiring preacher who pitched the religious message of his sermons to the experiences of his listeners</li><li>• Other Lutheran preachers also reached the illiterate and the educated</li><li>• Luther's message appeared to fit attitudes already held by secular rulers and lay people about the church, e.g. resentment at its wealth</li><li>• The papacy failed to appreciate fully the nature of the early Lutheran threat, which gave it time to spread.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the German princes were responsible for the survival of Lutheranism in the years 1521–55.</p> <p>Arguments and evidence that the German princes were responsible for the survival of Lutheranism in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Frederick the Wise of Saxony made an important contribution, e.g. he refused to carry out the Edict of Worms and provided Luther with a safe haven in Saxony</li> <li>• The conversion of individual princes (e.g. Philip of Hesse in 1526) limited Charles V's real power in Germany and undermined his attempts to suppress Lutheranism</li> <li>• The results of the two Diets of Speyer (1526 and 1529) and the formation of the Schmalkaldic League (1531)</li> <li>• The compromise of the Peace of Augsburg (1555), forced on Charles V by the German princes, which established a bi-confessional Germany.</li> </ul> <p>Arguments and evidence that other factors were responsible for the survival of Lutheranism in these should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Charles V was distracted by other priorities during this period, e.g. the threat from France and the Ottomans</li> <li>• The papacy was also distracted by other conflicts, e.g. with the Emperor, the Italian Wars and the sack of Rome in 1527</li> <li>• The role of the printing press in ensuring the survival of Lutheranism</li> <li>• The success of Luther and many of his followers as preachers.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far Luther's influence over the German Reformation declined in the years 1530–40.</p> <p>Arguments and evidence that Luther's influence over the German Reformation declined in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Luther had to contend with different views on the Eucharist, e.g. the Augsburg Confession 1530</li> <li>• The growing role of the princes, particularly the formation of military groupings to defend Lutheranism, e.g. the Schmalkaldic League</li> <li>• Luther's reputation was damaged over the Philip of Hesse controversy 1540</li> <li>• The growing influence of other reformers such as Philip Melanchthon.</li> </ul> <p>Arguments and evidence that Luther retained influence over the German Reformation in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By 1534 Luther's <i>September Testament</i> had sold 200,000 copies</li> <li>• Luther published his translation of the Old Testament, 1534</li> <li>• Luther's <i>Large Catechism</i> and <i>Small Catechism</i>, which provided a clear statement of the reformed religion, were used in churches and homes</li> <li>• Some princes (e.g. Philip of Hesse and John of Saxony) were committed Lutherans rather than Lutherans-of-convenience.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2B.2: The Dutch Revolt, c1563–1609

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far the Duke of Alva's government was responsible for the outbreak of the Dutch Revolt in 1572.</p> <p>Arguments and evidence that the Duke of Alva's government was responsible for the outbreak of the Dutch Revolt in 1572 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Alva's execution of Egmont and Hoorn alienated many, including William of Orange</li><li>• Alva's use of the Council of Troubles to remove the threat of heresy was resented because it established a reign of terror in the Netherlands, e.g. 9,000 were condemned and 1,000 executed</li><li>• Confiscation of the property belonging to those regarded as heretics was an affront to traditional Dutch liberties</li><li>• Alva's unlawful imposition of the Tenth Penny Tax (1572) to fund his army provoked strong Dutch resistance.</li></ul> <p>Arguments and evidence that other factors were responsible for the outbreak of the Dutch Revolt in 1572 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The resistance of William of Orange, e.g. he established himself in the north as the main opponent of Spanish rule by 1572</li><li>• The role of the Sea Beggars in triggering the revolt, e.g. the seizure of Brill in 1572</li><li>• The insensitive religious stance taken by Philip II in the Netherlands, e.g. on the bishoprics, and the Tridentine Decrees</li><li>• The marginalisation of the Dutch grandees in the 1560s.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which William of Orange's loss of influence in the Netherlands, in the years 1580–83, was due to the unpopularity of his support for the Duke of Anjou.</p> <p>Arguments and evidence that William of Orange lost influence in the Netherlands, in these years, due to the unpopularity of his support for the Duke of Anjou should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Orange was criticised by Calvinists, who strongly objected to the Duke of Anjou because he was a Catholic</li> <li>• Local rulers in Holland rejected Orange's pro-Anjou policy because they feared their independence would be undermined</li> <li>• Orange lost influence among the population of Flanders and elsewhere because they detested the French even more than the Spanish</li> <li>• John of Nassau (Orange's brother) resigned as Stadtholder of Gelderland in 1580 partly because of William's pro-Anjou policy</li> <li>• Anjou's unreliability and ineptness reflected badly on William, e.g. the 'French Fury', 1583.</li> </ul> <p>Arguments and evidence that William of Orange lost influence in the Netherlands, in these years, due to other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By the early 1580s, Parma's skilful diplomacy with Hainault, Walloon Flanders and Artois had extended Spanish authority</li> <li>• Backed by Spanish money and reliable troops, Parma also had considerable military success against the rebels, e.g. he forced the surrender of Brabant and Flanders</li> <li>• The extreme disorganisation of the Union of Utrecht, whose members often acted independently of each other</li> <li>• The Union's military difficulties, including a poor command structure.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the success of the northern provinces, in the years 1585–1609, was due to Maurice of Nassau's military leadership.</p> <p>Arguments and evidence that the successes of the northern provinces in these years were due to Maurice of Nassau's military leadership should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Maurice of Nassau's reorganisation of the army (e.g. military training and more officers) helped to turn the rebellion against Spain into a coherent revolt</li> <li>• His military reforms (e.g. greater use of the musket, arquebus and artillery) helped to make Holland and Zeeland virtually impregnable effectively and made it clear to the Spanish they could not retake the north</li> <li>• He seized key fortress towns such as Breda and strengthened the borders of the Dutch republic with a line of forts</li> <li>• Maurice also achieved key victories at Turnhout 1597 and Nieuwpoort 1600.</li> </ul> <p>Arguments and evidence that successes of the northern provinces in these years were due to other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Philip's English and French ventures in the late 1580s and 1590s contributed greatly to Spain's bankruptcy in 1596, which ultimately forced him to recognise the independence of the United Provinces</li> <li>• The reorganisation of the States General into an effective body under the leadership of Jan van Oldenbarneveldt</li> <li>• The growing wealth and resources of the northern provinces</li> <li>• English assistance (troops and money) to the Dutch in the 1590s contributed to military victories, e.g. Groningen 1594.</li> </ul> <p>Other relevant material must be credited.</p>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 2: Depth study**

**Option 2C.1: France in revolution, 1774–99**

**Option 2C.2: Russia in revolution, 1894–1924**

Sample assessment materials for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8HI0/2C**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A

Choose EITHER Option 2C.1 (Question 1) OR Option 2C.2 (Question 2), for which you have been prepared.

### Option 2C.1: France in revolution, 1774–99

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into the reasons for Robespierre's arrest in July 1794?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into the reasons for the execution of Louis XVI in 1793?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

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**(Total for Question 1 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]

**Choose EITHER Option 2C.1 (Question 1) OR Option 2C.2 (Question 2), for which you have been prepared.**

**Option 2C.2: Russia in revolution, 1894–1924**

**Answer Question 2, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 5\*.**

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into the reasons for the 1905 Revolution?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 4 for an enquiry into opposition to the Provisional government in 1917?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

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**(Total for Question 2 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]





## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

### Option 2C.1: France in revolution, 1774–99

**EITHER**

**3** How far was Louis XVI responsible for the collapse of the absolute monarchy in 1789?

**(Total for Question 3 = 20 marks)**

**OR**

**4** In March 1793 a rebellion broke out in the Vendée.

How accurate is it to say that the revolt of the Vendée did not seriously threaten the Republic?

**(Total for Question 4 = 20 marks)**

**OR**

**5** How accurate is it to say that, in the years 1795–99, the main threat to the survival of the Directory came from the army?

**(Total for Question 5 = 20 marks)**

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### Option 2C.2: Russia in revolution, 1894–1924

**EITHER**

**6** To what extent did Russia change under the Tsarist regime in the years 1906–14?

**(Total for Question 6 = 20 marks)**

**OR**

**7** How far was popular discontent over food shortages responsible for the collapse of the Tsarist regime in 1917?

**(Total for Question 7 = 20 marks)**

**OR**

**8** To what extent did Bolshevik control of Russia, in the years 1917–24, rely on repression?

**(Total for Question 8 = 20 marks)**

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# Pearson Edexcel Level 3 GCE

## History

**Advanced Subsidiary**

**Paper 2: Depth study**

**Option 2C.1: France in revolution, 1774–99**

**Option 2C.2: Russia in revolution, 1894–1924**

Sample assessment materials for first teaching  
September 2015

**Sources Booklet**

Paper Reference

**8HI0/2C**

**Do not return this booklet with the question paper.**

*Turn over* ►

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**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2C.1: France in revolution, 1774–99**

**Source for use with Question 1a.**

**Source 1:** From Pierre-Toussaint Durand de Maillane, *History of the National Convention*, published 1825. Durand de Maillane was a politician during the French Revolution, a member of the Estates General in 1789 and later a member of the National Convention. Here, he is commenting on the events surrounding the fall of Robespierre.

Meanwhile, the Reign of Terror was reaching its end. Robespierre had become unbearable, even to his own accomplices. The members of the committees were in a power struggle with him, and were afraid that sooner or later, they would become his victims. But soon Robespierre, through his speeches and actions, would give 'hope to the damned' who feared sharing the fate of Danton. Every tyrant who threatens but does not strike is himself struck. Those Montagnards\* who had been threatened formed a conspiracy against Robespierre. Only a decree from the Convention could fell this monster. But there were problems. We on the Right, had more votes, but were not the friends of the threatened Montagnards, who had often called for our arrest. However, since no other way existed, the Montagnards turned to us for help.

5  
10

\*Montagnards – a group within the National Convention who had initially backed the Committee of Public Safety

**Source for use with Question 1b.**

**Source 2:** From Saint-Just's speech to the National Convention on 27 December 1792, during the trial of Louis XVI. Saint-Just was a radical politician during the French Revolution and a member of the National Convention. Here, he is commenting at the end of Louis' trial.

Today will decide the fate of the Republic. It is doomed if the tyrant goes unpunished. The enemies of the common good will reappear, meet, and hope. The forces of tyranny will pick up their pieces like a reptile renewing its lost tail. Are bloody laws enforced only against the oppressed, and is the oppressor to be spared?

Louis wishes to be King, to speak as King even while denying it. Louis can only challenge us by proving his innocence. Let Louis explain how the papers you have seen may favour liberty, let him show his wounds, and let us, the People, judge.

Some will say that the Revolution is over; that we have nothing more to fear from the tyrant, and that the law now calls for the death of the betrayer of the people. But, citizens, tyranny is like a reed which bends with the wind and which rises again. What do you call a Revolution? The fall of a throne, the removal of a few abuses? No! The Revolution begins when the tyrant ends.

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## Option 2C.2: Russia in revolution, 1894–1924

### Source for use with Question 2a.

**Source 3:** From a petition to Tsar Nicholas II, drawn up by striking industrial workers. Protesters carried the petition in a huge procession to the Winter Palace in an attempt to deliver it to Tsar Nicholas II on Sunday 9 January 1905. The event became known as Bloody Sunday.

We working men and inhabitants of St. Petersburg, have come to You to seek truth, justice and protection. Our first request was that our employers should discuss our demands with us but this they refused to do. They regarded as illegal our other demands: reduction of the working day to eight hours, the fixing of wage rates in consultation with us, and investigation of our grievances against the factory managements. We have been in bondage\* with the help and cooperation of Your officials. Anyone who dares to speak up in defence of the interests of the working class and ordinary people is jailed or exiled. 5

\*bondage – slavery

### Source for use with Question 2b.

**Source 4:** From a report by Major General Sir Alfred Knox, the British military adviser to the British ambassador to Russia. It was written in April 1917. Having visited the Russian northern fighting front, Knox here considers the Russian army's attitude to the war.

I returned to Petrograd from a visit to the Northern front on April 28. I gave you my opinion of the deplorable state of things at the front. Units have been turned into political debating societies; the infantry refuses to allow the guns to shoot at the enemy; discussions, which betray the Allies and the best interests of Russia, take place daily with the enemy, who laughs at the trusting nature of the Russian peasant soldier. Many senior officers complained that the Government, to which the army has every right to look for support, has left all the burden of dealing with the agitation to the army. 10 15

In Petrograd things are growing worse daily. Tens of thousands of able-bodied Russian men in uniform wander about the streets without a thought of going to the front or working to prepare themselves for the war. Every able-bodied man and most of the women in England and France are straining every nerve to beat the common enemy. This state of affairs will be a disgrace for all time for the Russian people and its Government. 20

### Acknowledgements

Source 1 is from John Hardman, *French Revolution Documents 1792–95*, Barnes & Noble 1973; Source 2 is from M J Mavidal and M E Laurent (eds.), *Archives parlementaires de 1787 à 1860, première série (1787 à 1799)*, Paris: Dupont 1879–1913; Sources 3 and 4 are from David Evans and Jane Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Education 2008.

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/2C)  
Advanced Subsidiary

Paper 2: Depth study

Option 2C.1: France in revolution,  
1774–99

Option 2C.2: Russia in revolution,  
1894–1924

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2C.1: France in revolution, 1774–99

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for Robespierre's arrest in July 1794.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It suggests that Robespierre was blamed for the Terror ('the Reign of Terror was reaching its end') and that this played a key role in his arrest</li><li>• It provides evidence that Robespierre's opponents felt obliged to remove him to protect themselves ('afraid that sooner or later, they would become his victims')</li><li>• It indicates that Robespierre failed to see the seriousness of the opposition forming against him ('Every tyrant who threatens but does not strike is himself struck')</li><li>• It provides evidence that Robespierre had lost support on both sides, making his arrest more likely.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• Durand de Maillane was involved in the events and thus in a good position to know about the circumstances of Robespierre's fall ('the Montagnards turned to us')</li><li>• Durand de Maillane was an opponent of Robespierre as shown in his choice of language ('unbearable', 'tyrant')</li><li>• Durand de Maillane's account is published two decades later; he has had a chance to reflect on the events.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Robespierre was a member of the Committee of Public Safety (CPS), which was responsible for the Terror and his name became most closely associated with it</li><li>• Robespierre intensified the Terror with the execution of the Herbertists and Danton in spring 1794</li><li>• Robespierre lost the support of the CPS when he proposed setting up a police authority under his own control</li><li>• Robespierre's absence from public life in July gave his opponents the opportunity to conspire against him and bring him down in the coup of the Thermidor.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the execution of Louis XVI in 1793.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Saint-Just was a radical politician, a Republican who supported the execution of the king</li> <li>• The tone of the speech demonstrates that its purpose was to persuade the Convention to vote for Louis' execution ('doomed if the tyrant goes unpunished')</li> <li>• Saint-Just is representing an opinion that called for the execution of the king to secure the survival of the Republic.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that Louis' execution is regarded as essential by the radicals if the Revolution is to survive ('The Revolution begins when the tyrant ends')</li> <li>• It suggests that there is clear evidence that Louis is guilty of crimes ('Let Louis explain how the papers you have seen may favour liberty')</li> <li>• It provides evidence that execution is the only possible punishment ('tyranny is like a reed which bends with the wind and which rises again').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Louis was held responsible for the massacre at the Tuileries – the <i>sans-culottes</i>, on whom the Jacobins relied for support, wanted him executed</li> <li>• Louis was condemned as a traitor – correspondence between Louis and the Austrian royal family suggested that Louis was encouraging foreign power to invade to restore the monarchy</li> <li>• <i>Appel nominal</i> – open voting put pressure on the members of the Convention to vote for the death penalty.</li> </ul> </li> </ol>

### Option 2C.2: Russia in revolution, 1894–1924

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for the 1905 Revolution.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence of the workers' demands in 1905 (e.g. negotiations with the employers, an eight-hour day and a greater say over wage rates)</li><li>• It suggests that the employers refused to consider these demands ('regarded as illegal or other demands')</li><li>• It indicates that the Tsarist system also oppressed the workers ('with the help and cooperation of Your officials').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• It was contemporary document and created by working-class people in St Petersburg, so has the potential to reveal the state of proletarian opinion there</li><li>• It is designed as a direct appeal to the Tsar, which suggests a level of worker desperation</li><li>• Its purpose and aims are evident from the use of emotional language to reinforce points ('to seek truth, justice and protection', 'we have been in bondage').</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Reasons for the wave of industrial strikes in St Petersburg in January 1905</li><li>• The violent response of the Tsarist authorities to the working-class march in St Petersburg on 9 January 1905</li><li>• The consequences of Bloody Sunday, e.g. loss of respect for the Tsar, further strikes and social unrest.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into opposition to the Provisional government in 1917.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• As an experienced military officer, the author would be an informed observer of disaffection within the Russian army</li> <li>• The author witnessed the events described at first hand and his purpose as a non-Russian appears to be to provide an objective assessment of opinion in the army</li> <li>• The report is confined to the early part of 1917</li> <li>• It is just one individual's account of anti-government opinion within the Russian army.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence of opposition to the Provisional government in 1917</li> <li>• It provides evidence of army opposition to the Provisional government's pro-war policy ('refuses to allow the guns to shoot at the enemy', 'discussions ... take place daily with the enemy')</li> <li>• It suggests that senior officers were critical of the Provisional government's failure to restore discipline in the ranks ('has left all the burden of dealing with the agitation to the army')</li> <li>• It indicates that soldiers in Petrograd were effectively defying the government by avoiding military service at the front ('Russian men in uniform wander about the streets').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The growing opposition within the army to the Provisional government's pro-war policy between February and October 1917, e.g. demoralisation, desertions</li> <li>• The Petrograd Soviet's opposition to the Provisional government</li> <li>• The opposition of other groups such as peasants and industrial workers</li> <li>• The Bolshevik hostility towards the Provisional government.</li> </ul> </li> </ol>

## Section B: indicative content

### Option 2C.1: France in revolution, 1774–99

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far Louis XVI was responsible for the collapse of the absolute monarchy in 1789.</p> <p>Arguments and evidence that Louis XVI was responsible for the collapse of the absolute monarchy in 1789 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Louis' character – he was indecisive and weak as a ruler, seen as being dominated by his wife, and his determination to maintain his absolute powers meant he was also seen as responsible for all of France's problems</li><li>• Louis was prepared to accept restrictions to his powers, e.g. he agreed to the abolition of <i>lettres de cachet</i> in May 1789, indicating that he was willing to move towards constitutional monarchy</li><li>• Louis' threatened use of military force to put down the revolution, e.g. in June 1789 he ordered troops to Paris and precipitated that revolt of the Parisians</li><li>• His refusal to agree to the changes drawn up by the Assembly – this precipitated the march of the women on Versailles and Louis' return to Paris where he was forced to agree to the constitutional monarchy.</li></ul> <p>Arguments and evidence that reasons other than Louis XVI were responsible for the collapse of the absolute monarchy in 1789 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The impact of the Enlightenment – the development and spread of new ideas challenged absolutism and called for a new contract between the king and his subjects with obligations on both sides</li><li>• Revolutionary activity outside the capital – revolts in both town and countryside forced the Assembly to address grievances which necessitated the dismantling of the <i>ancien regime</i></li><li>• The October Days – pressure from the Paris mob forced the Assembly to subordinate the king to the law and establish a constitutional monarchy.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the revolt of the Vendée did <i>not</i> seriously threaten the Republic.</p> <p>Arguments and evidence that the revolt of the Vendée did <i>not</i> seriously threaten the Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The revolt was very localised and never threatened to spread to the rest of the country</li> <li>• The rebels were not a threat to the survival of the government – they were poorly disciplined and reluctant to move far away from their homes</li> <li>• The republican army crushed the revolt convincingly – tens of thousands of citizens were slaughtered.</li> </ul> <p>Arguments and evidence that the revolt of the Vendée did seriously threaten the Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rebels opposed key policies, including the civil constitution of the clergy, taxation and conscription</li> <li>• Royalist sentiment in the Vendée undermined the republic, e.g. its officials and members of the National Guard were rooted out by the rebels and killed</li> <li>• The Convention had to divert troops from the war front to the deal with the rebels, thus undermining the war effort and increasing the risk of defeat.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the main threat to the survival of the Directory came from the army.</p> <p>Arguments and evidence that the main threat to the survival of the Directory came from the army should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The army kept the Directory in power – it was therefore the most serious threat if it became dissatisfied with the Directory</li> <li>• The army demanded a continuation of the war – this caused financial problems that eventually undermined the Directory</li> <li>• Bonaparte ignored the Directory in his conduct of foreign policy in 1797, e.g. he signed the terms at Leoben without consulting the Directory, which had no choice but to accept</li> <li>• The <i>coup d'état</i> of Brumaire – Bonaparte played the key role in the removal of the Directory and the declaration of a new constitution.</li> </ul> <p>Arguments and evidence that the army was <i>not</i> the main threat to the survival of the Directory should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The system established under the Constitution of Year III with annual elections and no provision for settling disputes between the executive and legislature was unstable and unlikely to last</li> <li>• The army played a key role in the survival of the Directory – it had crushed the Vendemiaire uprising and supported it during its lifetime; it sent troops to defend the Directory in the Coup of Fructidor 1797</li> <li>• The royalist sympathisers increased in strength in the elections – by 1797 the Directory could only rely on the support of a third of its members</li> <li>• The members of the Directory undermined its continued existence, e.g. the Coup of Floreal and Sieyes's actions in the coup of Brumaire.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2C.2: Russia in revolution, 1894–1924

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Russia changed under the Tsarist regime in the years 1906–14.</p> <p>Arguments and evidence for there being changes under the Tsarist regime in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Duma introduced a representative element into the autocracy at national level</li><li>• The October Manifesto (1905) had granted the legal right to form political parties</li><li>• Stolypin's agricultural reforms were designed to stabilise the countryside and modernise agriculture by undermining the commune</li><li>• Financial pressure on the peasantry was lifted with the cancellation of redemption payments.</li></ul> <p>Arguments and evidence that change was limited in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Duma's functions and composition were altered by the government to preserve the Tsarist regime's powers, e.g. the new electoral law of 1907</li><li>• The Tsarist regime continued to rely on repression, e.g. Stolypin's 'pacification' of the countryside, 1906–09, the Lena goldfields massacre 1912</li><li>• Peasant land hunger remained an intractable problem</li><li>• Nicholas II was temperamentally unsuited to the role of a modernising leader after the 1905 Revolution.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far popular discontent over food shortages was responsible for the collapse of the Tsarist regime in 1917.</p> <p>Arguments and evidence that popular discontent over food shortages were responsible for the collapse of the Tsarist regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The crisis of February 1917 began with working-class demonstrations in Petrograd protesting against bread shortages</li> <li>• The Tsarist police warned the government in late 1916 that food shortages in Petrograd were sharply increasing the likelihood of serious riots and disturbances in the city</li> <li>• Food shortages had a pronounced radicalising effect on the Petrograd working class, partly due to the rapid population growth in the city to boost industrial production</li> <li>• By 1917 only half the necessary food supplies were reaching the main cities and towns, which created mounting discontent with the regime among Russia's urban population outside Petrograd too.</li> </ul> <p>Arguments and evidence that other factors were responsible for the collapse of the Tsarist regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Other economic problems (e.g. inflation and the inadequacy of the transport system) led to falling living standards and rising social discontent in the cities</li> <li>• The impact that Russia's poor military performance and Nicholas II's inadequate military leadership had on the standing of the regime</li> <li>• The unpopularity and inept actions of the Tsarina and Rasputin</li> <li>• Alienation of formerly pro-Tsarist groups by 1917, e.g. nobles and some industrialists.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Bolshevik control of Russia, in the years 1917–24, relied on repression.</p> <p>Arguments and evidence that Bolshevik control relied on repression in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Bolsheviks' reliance on the Cheka and the Red Terror</li> <li>• The forced closure of the Constituent Assembly 1918</li> <li>• Their use of economic compulsion, e.g. the policy of War Communism, 1918–21</li> <li>• The ruthless repression of all forms of opposition, e.g. other political parties, Kronstadt mutiny and Tambov rising.</li> </ul> <p>Arguments and evidence that Bolshevik control relied on other factors in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Pragmatic measures to ensure Bolshevik survival, e.g. signing the punitive Treaty of Brest-Litovsk 1918</li> <li>• The NEP, 1921, introduced as an economic concession to stabilise the regime</li> <li>• They gained a measure of popular support during the civil war – many viewed a Bolshevik victory as the best way to protect the 'gains' of the revolution.</li> </ul> <p>Other relevant material must be credited.</p>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 2: Depth study**

**Option 2D.1: The unification of Italy, c1830–70**

**Option 2D.2: The unification of Germany, c1840–71**

Sample assessment materials for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8HI0/2D**

**You must have:**

Sources Booklet (enclosed)

Total Marks

--

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A

Choose EITHER Option 2D.1 (Question 1) OR Option 2D.2 (Question 2), for which you have been prepared.

### Option 2D.1: The unification of Italy, c1830–70

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry about the impact of Garibaldi's expedition to Sicily in 1860?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into Garibaldi's reasons for the expedition to Sicily in 1860?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

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**(Total for Question 1 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]

**Choose EITHER Option 2D.1 (Question 1) OR Option 2D.2 (Question 2), for which you have been prepared.**

**Option 2D.2: The unification of Germany, c1840–71**

**Answer Question 2, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 5\*.**

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into the reasons why Prussia went to war with Austria in 1866?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 4 for an enquiry into the reasons why Prussia won the Austro-Prussian War of 1866?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 2 = 20 marks)**

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[\*Note that in the live question paper, the answer for part (b) will start on page 7]





## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

### Option 2D.1: The unification of Italy, c1830–70

**EITHER**

- 3 How accurate is it to say that little progress was made towards national unity in Italy in the years 1830–48?

**(Total for Question 3 = 20 marks)**

**OR**

- 4 How far was Cavour responsible for the progress made towards the unification of Italy in the years 1852–59?

**(Total for Question 4 = 20 marks)**

**OR**

- 5 To what extent was Italy unified by 1870?

**(Total for Question 5 = 20 marks)**

---

### Option 2D.2: The unification of Germany, c1840–71

**EITHER**

- 6 How far were economic problems in the German states responsible for the outbreak of revolution in 1848?

**(Total for Question 6 = 20 marks)**

**OR**

- 7 How accurate is it to say that the political consequences of the 1848 revolutions in the German states were limited?

**(Total for Question 7 = 20 marks)**

**OR**

- 8 How accurate is it to say that Bismarck provoked war against the French in 1870?

**(Total for Question 8 = 20 marks)**

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# Pearson Edexcel Level 3 GCE

## History

Advanced Subsidiary

Paper 2: Depth study

Option 2D.1: The unification of Italy, c1830–70

Option 2D.2: The unification of Germany, c1840–71

Sample assessment materials for first teaching  
September 2015

**Sources Booklet**

Paper Reference

**8HI0/2D**

**Do not return this booklet with the question paper.**

*Turn over* ►

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**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2D.1: The unification of Italy, c1830–70**

**Source for use with Question 1a.**

**Source 1:** From a speech made by Victor Hugo to the Friends of Sicily in Jersey, 14 June 1860. Hugo was a well-known French author who was a friend and admirer of Garibaldi. He is speaking about Garibaldi's expedition to Sicily in May 1860.

Gentlemen, the earthquake in Sicily which we are witnessing is the work of God. Flaming on high above the scene you may behold Patriotism, Faith, Liberty, Honour and Heroism. It is an eruption that eclipses Mount Etna\*.

Everyone is praising Italy. Let us glorify her. It is in new nations like Italy that the ideas of nationalism are becoming real. Italy now really exists. Where there was once a geographical term, there is now a nation. Where there was a dead body, there is now a living creature. Where there was a ghost, there is now a guardian angel called Liberty, watching over Italy with her wings outstretched. 5

\*Mount Etna – a volcano on the island of Sicily.

**Source for use with Question 1b.**

**Source 2:** From a letter written by Garibaldi to King Victor Emmanuel II, May 1860. Garibaldi was about to embark on his expedition to Sicily.

Sire, the cry of distress which reached my ears from Sicily has touched my heart. I did not advise the revolt of my Sicilian brothers, but from the moment they rose in the name of Italian unity against the worst tyranny of our times, I could not hesitate to place myself at the head of the expedition. 10

Our war cry will always be: *Long Live the unity of Italy! Long live Victor Emmanuel, its first and bravest soldier!* If we fail, I hope that Italy and liberal Europe know that this enterprise was undertaken through unselfish motives and was entirely patriotic. If we succeed, I shall be pleased to adorn Your Majesty's crown with this new, and perhaps most brilliant gem. The condition is, that Your Majesty will prevent his advisers from handing over this province to the foreigner, as he has done with my native city, Nice. 15

I have not told Your Majesty of my project. I was afraid, lest by means of my devotion to his person, Your Majesty might persuade me to abandon it. 20

## Option 2D.2: The unification of Germany, c1840–71

### Source for use with Question 2a.

**Source 3:** From the memoirs of General Helmuth von Moltke, published 1893. Von Moltke was the Chief of the Prussian General Staff, from 1857 to 1888. He wrote extensively about the military campaigns that he was involved in and is here recalling the background to the 1866 Austro-Prussian War.

The war of 1866 between Prussia and Austria did not begin because the existence of Prussia was threatened, nor was it caused by public opinion and the voice of the people. It was a struggle, long foreseen and calmly prepared for. It was recognised as a necessity by the Cabinet, not for territorial expansion, nor for an extension of our influence, nor for material advantage, but for an ideal end – the establishment of power. Not a foot of land was taken from Austria, but she had to renounce all part in the leadership of Germany. Austria had exhausted her strength in conquests south of the Alps, and left the western German provinces unprotected. Austria's centre of gravity lay out of Germany; Prussia's lay within it. Prussia felt itself called upon and strong enough to assume the leadership of the German races. 5  
10

### Source for use with Question 2b.

**Source 4:** From Alexander Malet, *The Overthrow of the Germanic Confederation by Prussia in 1866*, published 1870. Malet was a leading British diplomat, based in Germany in the years 1849–66, and was a friend of Bismarck. He wrote the book after returning to England and retiring in 1866.

The principles on which the chief alterations in the army organisation were based are sound and practical, as was abundantly proved in the campaign of 1866.

The superiority of the armament of Prussia's infantry, and the diversion of a large part of the strength of Austria against Italy, placed Prussia in the campaign of 1866, in a position of advantage. 15

The skill of her commanders was admirably seconded by the courage and endurance of the soldiery. A great social and political revolution was accomplished. The transformation of a whole nation into one vast machine – for such is the Prussian army – is no slight triumph of intelligence, and is worthy of all admiration. It works with perfection. 20

Much has been said of the Prussian needle-gun. It is the first breech-loading arm with which a European army has yet taken the field, and the advantages of this system have been quite sufficiently shown by the Prussian weapon. The advantages which the new method of loading gives to the troops armed with them over their enemies who are armed only with muzzle-loaders are clear. 25

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**Acknowledgements**

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## Mark scheme

### Sample assessment materials for first teaching September 2015

#### GCE History (8HI0/2D) Advanced Subsidiary

#### Paper 2: Depth study

#### Option 2D.1: The unification of Italy, c1830–70

#### Option 2D.2: The unification of Germany, c1840–71

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2D.1: The unification of Italy, c1830–70

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry about the impact of Garibaldi's expedition to Sicily in 1860.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It suggests that the events on Sicily were of major importance and changed the situation in Italy ('the earthquake')</li><li>• It provides evidence that the response to the events was perceived to be positive ('everyone is praising Italy')</li><li>• It suggests it was a step on the road to unification ('there is now a nation').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• The author is speaking within a month of the events on Sicily happening, suggesting there is widespread interest in these events</li><li>• The audience to the speech are 'Friends of Sicily' and likely to support the actions of Garibaldi</li><li>• The author is a 'friend and admirer' of Garibaldi and is therefore likely to speak positively about his actions</li><li>• The language of the source is emotive in order to emphasise the message ('once a dead body... now a living creature', 'guardian angel called Liberty').</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Military success of the expedition in taking Palermo and the island of Sicily, although aided by the discontent of the inhabitants with the regime</li><li>• The subsequent surrender of Naples</li><li>• Garibaldi handed over Sicily and Naples to Victor Emmanuel in October 1860.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into Garibaldi's reasons for the expedition to Sicily in 1860.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Garibaldi was able to inform Victor Emmanuel of his intentions</li> <li>• Garibaldi would have no expectation of this being a private letter</li> <li>• The purpose of the letter seems to be to absolve Victor Emmanuel of any culpability in the event that things went wrong</li> <li>• This was a direct appeal to Victor Emmanuel over the heads of his advisers.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It suggests a desire to help the people of Sicily against an oppressive ruler ('worst tyranny of our times')</li> <li>• It suggests that there was a desire to bring the unification of Italy closer</li> <li>• It provides evidence of the hope that the process of Italian unification would be led by Victor Emmanuel and that he would do the 'right thing'.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The revolt in Palermo in April 1860</li> <li>• Conflicts that had emerged between Garibaldi and Cavour, especially in relation to Nice (Garibaldi's birthplace) being handed over to the French</li> <li>• Cavour's attempts to prevent the expedition.</li> </ul> </li> </ol>

### Option 2D.2: The unification of Germany, c1840–71

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons why Prussia went to war with Austria in 1866.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It indicates that the reasons for the war were long term ('long foreseen')</li><li>• It provides evidence that this was a planned war by Prussia to achieve her purposes ('prepared for')</li><li>• It suggests that the timing was right because of Austrian weaknesses</li><li>• It indicates the existence of a desire to push forward the process of unification – Prussia's 'centre of gravity' 'lay within' Germany.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• As the Chief of the Prussian General Staff, the author would have been aware of key aspects of the conflict</li><li>• There does appear to be some justification of Prussian actions that may be ascribed to the fact the author is Prussian</li><li>• Overall, the tone of the piece appears quite balanced as it does not directly attach blame to Austria for the conflict.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Austria had no allies and was economically in a weak position</li><li>• There is a debate as to whether Bismarck had planned for war or whether he had no clear policy</li><li>• The secret alliance with Italy in 1866.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the reasons why Prussia won the Austro-Prussian War of 1866.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• In theory, the author should be quite neutral in his position as a foreign diplomat</li> <li>• The author had access to high level information in his position as both a diplomat and a friend of Bismarck</li> <li>• The tone of the piece is rather flattering to Prussia; this may be the result of the author's friendship with Bismarck.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• Indicates that improvements were made to the army ('alterations in the army organisation')</li> <li>• Provides evidence of superior weapons, including the needle gun</li> <li>• Suggests that there was effective leadership ('skill of her commanders')</li> <li>• Suggests that the soldiers were effective ('courage and endurance of the soldiery').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The Army Reform Bill 1860</li> <li>• Extensive infantry use of the Dreyse rifle</li> <li>• Effective planning by the army leadership before battle was engaged – the role of von Moltke.</li> </ul> </li> </ol>

## Section B: indicative content

### Option 2D.1: The unification of Italy, c1830–70

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that little progress had been made towards national unity in Italy in the years 1830–48.</p> <p>Arguments and evidence that little progress was made towards national unity in the years 1830–48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The continued strength of the Austrian army in dealing with opposition to its rule, e.g. putting down the 1830–32 revolutions</li><li>• The end of the carbonari with the failure of the 1830–32 revolutions</li><li>• The continuation of the power and influence of the papacy, which was generally opposed to national unity in this period</li><li>• Continuing divisions in the approach towards unity amongst different groups.</li></ul> <p>Arguments and evidence that progress was made towards national unity in the years 1830–48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Revolutions and risings against the ruling powers in various states, 1830–32 and 1848</li><li>• The impact of the contribution of Mazzini throughout the period</li><li>• The founding of Young Italy in 1831 and its subsequent development</li><li>• The role of Balbo and moderate nationalists in Piedmont in creating a climate for change.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far Cavour was responsible for the progress made towards the unification of Italy in the years 1852–59.</p> <p>Arguments and evidence that Cavour was responsible for the progress made towards Italian unification in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As Prime Minister from 1852, Cavour played an important role in the political and economic developments in Piedmont</li> <li>• Ability to draw attention to the needs of Italy, e.g. through the Crimean War</li> <li>• Development of diplomatic relations with Napoleon III at Plombières</li> <li>• The war of 1859 and the acquisition of Lombardy.</li> </ul> <p>Arguments and evidence that Cavour was <i>not</i> responsible for the progress made towards Italian unification in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cavour was only interested in expanding Piedmont, not in unifying Italy</li> <li>• The importance of Napoleon III in providing an army</li> <li>• The role of Napoleon III at Villafranca was more important than that of Cavour.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Italy was unified by 1870.</p> <p>Arguments and evidence that Italy was unified by 1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the aftermath of the 1866 Austro-Prussian War, Italy gained Venetia</li> <li>• When French troops were withdrawn from Rome in 1870, Rome became part of a unified Italy</li> <li>• Rome became the national capital</li> <li>• The establishment of a broadly parliamentary constitution was applied across the peninsula.</li> </ul> <p>Arguments and evidence that Italy was <i>not</i> unified by 1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The dominance of Piedmont and its legal and political systems was disliked by many, especially in the south</li> <li>• Continuing divisions between the north and the south</li> <li>• The position of the papacy – its opposition to the state in a state where many were Catholic was a real issue</li> <li>• Continuing lack of territory that many Italians wanted to be part of their state, such as Nice and Savoy.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2D.2: The unification of Germany, c1840–71

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far economic problems in the German states were responsible for the outbreak of revolution in 1848.</p> <p>Arguments and evidence that economic problems were responsible for the outbreak of revolution in 1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Long-term social and economic problems, such as the rising population, high rents in the countryside and low wages in the towns</li><li>• The short-term impact of poor harvests in 1846–47</li><li>• Problems in the countryside impacted on conditions in the towns and cities, causing distress and unrest.</li></ul> <p>Arguments and evidence that other factors were responsible for the outbreak of revolution in 1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The links between the rise of nationalism and the rise of liberalism with its demands for greater political rights and its appeal to a discontented middle class</li><li>• Proliferation of the nationalist message to a literate middle class via journals, magazines and papers, e.g. <i>Die Deutsche Zeitung</i></li><li>• The impact of the first of the 1848 revolutions in France</li><li>• The role of Baden, whose liberal politicians supported a united Germany.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the political consequences of the 1848 revolutions in the German states were limited.</p> <p>Arguments and evidence that the political consequences of the 1848 revolutions in the German states were limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Since those participating in the revolutions and their aftermath were divided in their political aims, these divisions led to a failure to implement widespread political change</li> <li>• The forms of government that had existed before the revolutions were largely reinstated</li> <li>• The Frankfurt Assembly failed and the German Confederation was re-established</li> </ul> <p>Arguments and evidence that the political consequences of the 1848 revolutions in the German states were <i>not</i> limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An acceptance by the rulers of the German states that there was a need to modernise</li> <li>• The embedding of nationalist ideas</li> <li>• The idea of Prussia leading a move towards unification was created by offering the crown to Frederick William IV, which was reinforced by the creation of the Erfurt Union</li> <li>• The agreement at Olmutz was seen as a humiliation by Prussia, and can be seen as marking the start of Prussia's move towards unification.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Bismark provoked war against the French in 1870.</p> <p>Arguments and evidence that Bismarck provoked war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It has been suggested that Bismarck was planning for war from 1866 and looking for opportunities to provoke the French</li> <li>• The release of the texts of the secret alliances with the southern German states</li> <li>• The exploitation of the opportunity offered by the Hohenzollern candidature, 1868–70</li> <li>• The publication of the amended text of the Ems Telegram 1870.</li> </ul> <p>Arguments and evidence that Bismarck did <i>not</i> provoke war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Bismarck was prepared to change his policies according to the circumstances</li> <li>• It would appear that in 1866 Bismarck thought that a war with France was likely, but was not necessarily planning to provoke one</li> <li>• Bismarck would not agree to Napoleon III's demands for territory and therefore Napoleon was seeking either a military or diplomatic resolution to achieve his aims</li> <li>• Bismarck did not control all the events surrounding the Hohenzollern candidature.</li> </ul> <p>Other relevant material must be credited.</p>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**  
**Paper 2: Depth study**

**Option 2E.1: Mao's China, 1949–76**

**Option 2E.2: The German Democratic Republic, 1949–90**

Sample assessment materials for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8H10/2E**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared. .
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A

Choose EITHER Option 2E.1 (Question 1) OR Option 2E.2 (Question 2), for which you have been prepared.

### Option 2E.1: Mao's China, 1949–76

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry about the ways in which opposition to Mao was treated during the Cultural Revolution (1966–69)?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into actions by young people during the Cultural Revolution?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

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**(Total for Question 1 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]

Choose EITHER Option 2E.1 (Question 1) OR Option 2E.2 (Question 2), for which you have been prepared.

**Option 2E.2: The German Democratic Republic, 1949–90**

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry about the rising of June 1953?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 4 for an enquiry into economic development in the GDR, 1949–59?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 2 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]





## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

### Option 2E.1: Mao's China, 1949–76

**EITHER**

- 3 How accurate is it to say that Mao launched the Hundred Flowers campaign in 1957 in order to destroy opposition to his rule?

**(Total for Question 3 = 20 marks)**

**OR**

- 4 How accurate is it to say that the Great Leap Forward in agriculture (1958–61) was a failure?

**(Total for Question 4 = 20 marks)**

**OR**

- 5 In 1950 the Marriage Law was passed.

To what extent did the position of women in China change in the years 1950–76?

**(Total for Question 5 = 20 marks)**

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### Option 2E.2: The German Democratic Republic, 1949–90

**EITHER**

- 6 How accurate is it to say that the consequences of building the Berlin Wall were beneficial for the GDR in the 1960s?

**(Total for Question 6 = 20 marks)**

**OR**

- 7 To what extent did government control of the GDR in the 1970s rely on repression of opposition?

**(Total for Question 7 = 20 marks)**

**OR**

- 8 How far was the weakness of the economy of the GDR responsible for the collapse of Honecker's government in 1989?

**(Total for Question 8 = 20 marks)**

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# Pearson Edexcel Level 3 GCE

## History

**Advanced Subsidiary**

**Paper 2: Depth study**

**Option 2E.1: Mao's China, 1949–76**

**Option 2E.2: The German Democratic Republic, 1949–90**

Sample assessment materials for first teaching  
September 2015

**Sources Booklet**

Paper Reference

**8HI0/2E**

**Do not return this booklet with the question paper.**

*Turn over* ►

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**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2E.1: Mao's China, 1949–76**

**Source for use with Question 1a.**

**Source 1:** From 'Big Scab Liu Shaoqi Is the Mortal Foe of the Working Class', an article in the *Beijing Review*, published 10 January 1969. Liu Shaoqi was a high-ranking communist official who was removed from his post as Head of State in October 1968. The *Beijing Review* was a newspaper that was published in English for distribution overseas to inform the rest of the world about events in China.

During the last few decades, the big scab Liu Shaoqi engaged in deception and blackmail everywhere and committed countless crimes. He did his best to sell out the leadership of the working class and tried to corrupt the revolutionary soul of the workers' movement. He brutally suppressed the workers' movement in a vain attempt to destroy the proletarian revolution. He is a running dog. He is the mortal foe of the working class. 5

The big scab Liu Shaoqi made use of the power he had stolen and stood completely on the side of the bourgeoisie. He always opposed Chairman Mao's great teachings. He launched an attack against the revolutionaries in a vain attempt to put down the great proletarian Cultural Revolution started by Chairman Mao. 10

The arch scab Liu Shaoqi is the top spy sent by the Jiang Jieshi (Chiang Kai-shek) regime into the ranks of the working class.

**Source for use with Question 1b.**

**Source 2:** From Rae Yang, *Spider Eaters: A Memoir*, published 1998. Rae Yang was sixteen years old when the Cultural Revolution began in 1966 and she joined the Red Guard. Her father was a diplomat who travelled abroad with his family and both her parents were committed communists. She later became disillusioned with the regime and emigrated to the USA.

In the beginning, the Cultural Revolution exhilarated me because suddenly I felt that I was allowed to think and say what was on my mind. At school, the teachers created a contradiction. On the one hand, they wanted us to be smart, rational and analytical. On the other hand, they forced us to be stupid, to be 'the Party's obedient tools'. By doing so, I think, they planted a sick tree; the bitter fruit would soon fall into their own mouths. 15

Looking back, I should say that I felt good about the Cultural Revolution when it started. It gave me a feeling of superiority and confidence that I had never felt before. Yet amid the new freedom and excitement, I ran into things that made me very uncomfortable. I saw a teacher in the fountain, a middle-aged man. 20

His clothes were muddy. Blood was streaming down his head, as a number of students were throwing bricks at him. This teacher survived; another was not so fortunate. Teacher Chen was beaten to death by a group of senior students for his 'crimes'. 25

## Option 2E.2: The German Democratic Republic, 1949–90

### Source for use with Question 2a.

**Source 3:** From a secret report made by a *Pravda* correspondent to his editor about the events of 16–17 June 1953. The report was written on 22 June 1953 and passed on to Nikita Khrushchev, a senior Soviet politician, two days later. *Pravda* was the official paper of the Soviet Communist Party.

In the evening we drove to the city centre to listen in on the discussions among the people. I heard discussions in about ten groups (every group comprised 20 to 40 people). For the most part, specially-prepared Western agitators spoke, passing from one group to another. I followed one and confirmed my finding.

The content of the discussions: eight years have now passed since the end of the war, but there hasn't been any improvement in the life of the East German worker. The SED always feeds us with promises. They constantly urge us to work harder, but with our wages we can't even have a decent meal, not to mention clothing. The SED corrupts individual workers, provides them with good living conditions, so that they betray their comrades.

5

10

The main topics were wages, high prices, lower pensions, housing issues. Among all groups, Western propaganda prevailed.

### Source for use with Question 2b.

**Source 4:** From the introduction to *Ten Years of the German Democratic Republic*, written by Wilhelm Pieck, President of the GDR. It was published in 1959 by the GDR government on the 10th anniversary of its establishment to commemorate the accomplishments and policies of the GDR.

Entirely new industries were built on the basis of socialism, branches that did not exist in Eastern Germany before 1945. Despite occasional shortages of raw materials, new heavy industry developed. The products of the people's industries of the GDR have won a respectable place in international trade. Working farmers everywhere are joining collective farms. This enables them to use new technology provided to them through the governmental machine and tractor stations to develop large-scale socialist agriculture.

15

20

Together with these developments is the continuing growth of the material wealth of the society and of each individual citizen of the GDR. The national income of the German Democratic Republic has nearly doubled since its foundation. Individual consumption has increased to a similar degree. This has created the material foundation for the economic goals established by the Party Congress of the Socialist Unity Party of Germany in July 1958. The goal is to build the economy of the GDR to the point that, by 1961, our per capita consumption of all important foodstuffs and consumer goods will equal that of West Germany.

25

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**Acknowledgements**

Sources 1 and 2 are from Alan Lawrence, *China Since 1919 – Revolution and Reform: A Sourcebook*, Routledge 2003; Source 3 is from Christian F Ostermann (ed.) *Uprising in East Germany, 1953: The Cold War, the German Question and the First Major Upheaval Behind the Iron Curtain*, Central European University Press 2001; Source 4 is from the German Propaganda Archive, Calvin College © Randall Bytwerk.

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/2E)  
Advanced Subsidiary

Paper 2: Depth study

Option 2E.1: Mao's China,  
1949–76

Option 2E.2: The German  
Democratic Republic, 1949–90

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Contextual knowledge is limited and presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Contextual knowledge is limited and presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2E.1: Mao's China, 1949–76

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry about how opposition to Mao was treated during the Cultural Revolution (1966–69).</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence of the nature and range of charges levied, from subverting the revolution, to attacking Mao and spying for the Nationalists</li><li>• Indicates the presence of significant opposition to the Cultural Revolution within government</li><li>• Evidence of Mao's influence, greater than the Head of State.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• It is a contemporary publication with its origin in China but directed at a foreign audience</li><li>• It was published after the removal of the Head of State and designed to provide a justification for this</li><li>• The propaganda nature of the source is evident from the use of extreme and emotional language to reinforce points ('running dog', 'brutally', 'mortal foe'; the repetition of 'big scab').</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• The nature of the Cultural Revolution</li><li>• Attacks on Mao's political enemies: Deng Xiaopong as well as Liu Shaoqi who is mentioned in the source</li><li>• The purging of the CCP membership.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into actions by young people during the Cultural Revolution.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The author participated as a teenager in the events that she is describing</li> <li>• She does appear to have had some reservations about the actions being undertaken, but this may be later justification for events that she participated in</li> <li>• The account may be influenced by her later disillusionment with the regime, as evidenced by her emigration to the USA.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence of the appeal of the Cultural Revolution to the young</li> <li>• It suggests that a key reason for action was the contradictions in the messages the regime was sending out</li> <li>• There was a sense of excitement in participation and some indication that this got out of hand</li> <li>• It provides evidence of violent attacks on teachers and suggests concerted action by groups of students.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The source focuses on treatment of teachers; candidates could extend beyond this to other actions taken by the young</li> <li>• Mao's appeal to the young</li> <li>• Mass rallies of 1966</li> <li>• Attacks on the four 'olds'.</li> </ul> </li> </ol>

### Option 2E.2: The German Democratic Republic, 1949–90

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry about the rising of June 1953.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It suggests that there was a lot of discussion of issues going on. The author went 'to listen in on the discussions' on the streets</li><li>• It provides evidence of the economic issues that were of concern to East Germans ('wages, high prices')</li><li>• It may suggest a large number of people were involved – the author listened in on 'ten groups'</li><li>• It provides evidence that 'Western agitators' were stirring up the problems.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• The observations were provided by someone who witnessed the events and not coloured by being designed for publication</li><li>• As a journalist, the author is a trained observer, accustomed to gathering and communicating information on what was seen and heard</li><li>• The remarks were reported on to Khrushchev – this implies the source was regarded as trustworthy.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• The economic situation and policies in the early 1950s, exacerbated by Ulbricht's 1952 decision to accelerate the building of socialism</li><li>• Broader concerns amongst the population regarding the nature of SED rule</li><li>• The widespread nature of the rising, which incorporated workers with economic demands and a broader social spectrum with political demands.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into economic development in the GDR, 1949–59.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The piece was written with the purpose of extolling the virtues of the GDR on its 10th anniversary</li> <li>• There is some sense of an overview of the first decade of the government</li> <li>• Despite its generally positive tone, there is occasional acknowledgement of problems facing the government.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence of improvements in technology that have been applied to industry and agriculture</li> <li>• It provides evidence of the impact of economic development on the standard of living</li> <li>• It suggests the aims of economic development are political as well as economic</li> <li>• It hints at problems ('occasional shortages').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Industrial planning and developments</li> <li>• The impact of the collectivisation of agriculture</li> <li>• The role played by economic discontent in the 1953 uprising</li> <li>• The disparity in economic conditions in the GDR and FRG.</li> </ul> </li> </ol>

## Section B: indicative content

### Option 2E.1: Mao's China, 1949–76

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Mao decided to launch the Hundred Flowers campaign in 1957 in order to destroy opposition to his rule.</p> <p>Arguments and evidence that Mao launched the Hundred Flowers campaign in 1957 in order to destroy opposition to his rule. Relevant points may include:</p> <ul style="list-style-type: none"><li>• It could be seen as part of a deliberate policy by Mao to bring his enemies into the open</li><li>• 1957 'Contradictions' speech was critical of the way some CCP officials were applying policies</li><li>• Mao's desire to undermine the bureaucrats and their growing power</li><li>• The ability of Mao to purge the party of those who were too critical of it.</li></ul> <p>Arguments and evidence that Mao launched the Hundred Flowers campaign in 1957 because of other reasons should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Mao was extremely popular at this time and therefore was open to the idea that it was an appropriate time to allow greater freedom of expression</li><li>• His fear of being compared with Stalin/links to the Hungarian rising of 1956</li><li>• The need for the contributions the educated could make, especially in science and technology</li><li>• The confused result of contradictory thinking.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the Great Leap Forward in agriculture (1958–61) was a failure.</p> <p>Arguments and evidence that the Great Leap Forward was a failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The reduction in food output and its contribution to the great famine of 1958–62</li> <li>• The application of Lysenko's mistaken ideas about crop yields</li> <li>• The Lushan Conference 1959, and its failure to take decisive action</li> <li>• The ultimate damage caused to Mao's reputation.</li> </ul> <p>Arguments and evidence that the Great Leap Forward in agriculture had some success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Collectivisation achieved the political purposes of the party, namely the first stage in the process of building socialism in the countryside</li> <li>• A new social system in the countryside was implemented</li> <li>• The lack of overt opposition to Mao at the Lushan Conference indicated his control over the party, even if it was achieved through fear.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the position of women in China changed in the years 1950–76.</p> <p>Arguments and evidence that the position of women in China changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Changes in marriage and divorce laws in the 1950 Marriage Law</li> <li>• Changes in land ownership rules in the 1950s</li> <li>• Greater employment opportunities for women</li> <li>• The positive impact on the lifestyle of women in the communes.</li> </ul> <p>Arguments and evidence that the position of women in China did <i>not</i> really change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Changes in land ownership brought about by collectivisation and the negative impact on the lives of women in the communes</li> <li>• Limited changes in attitudes towards women</li> <li>• The restricted roles available to women in the Communist Party and the government</li> <li>• Disruption brought about by the Cultural Revolution.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2E.2: The German Democratic Republic, 1949–90

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the consequences of building the Berlin Wall were beneficial for the GDR in the 1960s.</p> <p>Arguments and evidence that the consequences of building the Berlin Wall were beneficial for the GDR in the 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• It prevented the emigration of skilled workers to the West</li><li>• It ensured that the costs of investment in education would be recouped</li><li>• The GDR claimed it prevented West Berliners buying subsidised goods in East Berlin</li><li>• It contributed to the beginnings of economic growth in the GDR.</li></ul> <p>Arguments and evidence that the consequences of building the Berlin Wall were <i>not</i> beneficial for the GDR in the 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Its impact on public support for the regime, especially amongst families separated by the Wall</li><li>• The negative view created of the regime in the international community</li><li>• The short-term impact on relations with West Germany.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which government control of the GDR in the 1970s relied on repression of opposition.</p> <p>Arguments and evidence that government control of the GDR in the 1970s relied on repression of opposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The methods and activities of the Stasi</li> <li>• Arrest and imprisonment of dissidents within the SED</li> <li>• Control of publications, e.g. 14 history students were removed from Humboldt University in 1972 because they distributed banned books</li> <li>• Official guidelines to be followed in the arts, e.g. the rock band Klaus Renft Combo was banned by the Ministry of Culture in 1975 because its lyrics did not conform to socialist reality.</li> </ul> <p>Arguments and evidence that government control of the GDR in the 1970s did <i>not</i> rely on repression of opposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Creation of an overtly East German identity through, for example, history and sporting achievements</li> <li>• Implementation of a range of social and welfare reforms</li> <li>• Successful improvements to the standard of living.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far the weakness of the economy of the GDR was responsible for the collapse of Honecker's government in 1989.</p> <p>Arguments and evidence that it was the weakness of the economy of the GDR that was responsible for the collapse of Honecker's government in 1989 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growing national debt</li> <li>• The high cost of spending on health and welfare</li> <li>• The poor quality of consumer goods.</li> </ul> <p>Arguments and evidence that other factors were responsible for the collapse of Honecker's government in 1989 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of reforms in the Soviet Union and elsewhere in Eastern Europe</li> <li>• The significance of Gorbachev's lack of support</li> <li>• The role of Protestant opposition groups</li> <li>• Growing emigration from the GDR.</li> </ul> <p>Other relevant material must be credited.</p>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

Advanced Subsidiary

Paper 2: Depth study

Option 2F.1: India, c1914–48: the road to independence

Option 2F.2: South Africa, 1948–94: from apartheid state to  
'rainbow nation'

Sample assessment materials for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8H10/2F**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Choose EITHER Option 2F.1 (Question 1) OR Option 2F.2 (Question 2), for which you have been prepared.

### Option 2F.1: India, c1914–48: the road to independence

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry about Indian attitudes to the British government of India during the First World War?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into the British reaction to events at Amritsar?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 1 = 20 marks)**

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[\*Note that in the live question paper, the answer for part (b) will start on page 7]

Choose EITHER Option 2F.1 (Question 1) OR Option 2F.2 (Question 2), for which you have been prepared.

**Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’**

**Answer Question 2, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 5\*.**

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry about the aims of education for black South Africans?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 4 for an enquiry into the role of the anti-apartheid movement in the 1950s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 2 = 20 marks)**

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[\*Note that in the live question paper, the answer for part (b) will start on page 7]





## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

### Option 2F.1: India, c1914–48: the road to independence

#### EITHER

- 3 How accurate is it to say that little progress was made towards Indian independence in the years 1920–30?

(Total for Question 3 = 20 marks)

#### OR

- 4 How accurate is it to say that the impact of British policy in India, in the years 1930–42, was to weaken Britain's control?

(Total for Question 4 = 20 marks)

#### OR

- 5 How far was the Second World War (1939–45) responsible for the decision to grant independence to India in 1947?

(Total for Question 5 = 20 marks)

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### Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

#### EITHER

- 6 How accurate is it to say that the Sharpeville massacre of 1960 weakened the anti-apartheid movement?

(Total for Question 6 = 20 marks)

#### OR

- 7 How accurate is it to say that strong support for the policies of the National Party among white South Africans continued in the years 1974–83?

(Total for Question 7 = 20 marks)

#### OR

- 8 How far were the economic problems facing South Africa responsible for the ending of apartheid in 1990?

(Total for Question 8 = 20 marks)

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# Pearson Edexcel Level 3 GCE

## History

Advanced Subsidiary

Paper 2: Depth study

Option 2F.1: India, c1914–48: the road to independence

Option 2F.2: South Africa, 1948–94: from apartheid state to  
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Sample assessment materials for first teaching  
September 2015

**Sources Booklet**

Paper Reference

**8HI0/2F**

**Do not return this booklet with the question paper.**

*Turn over* ►

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**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2F.1: India, c1914–48: the road to independence**

**Source for use with Question 1a.**

**Source 1:** From *The Bengalee* newspaper, published 1914 after the outbreak of the First World War. *The Bengalee* was an English language newspaper that was edited by a moderate supporter of the Indian National Congress.

Behind the ranks of one of the finest armies in the world, there stands the people of India. They are ready to co-operate with the British Government in the defence of the Empire. This means for them the complete recognition of their rights as citizens of the freest State in the world. We may have our differences with the British, but in the presence of a common enemy, be it Germany or any other Power, we sink our differences, we forget our little quarrels and close our ranks. We offer all that we possess in defence of the great Empire, to which we are all so proud to belong, and with which the future prosperity and advancement of our people are bound up. 5

**Source for use with Question 1b.**

**Source 2:** From a speech made to the House of Commons by Winston Churchill, 8 July 1920, during the debate on the findings of the Committee of Enquiry into the events at Amritsar in 1919. Churchill was the Secretary of State for War and would later be a vocal opponent of Indian independence.

'I was confronted,' says General Dyer, 'by a revolutionary army' 10

What is the chief characteristic of an army? Surely it is that it is armed. This crowd was unarmed. These are simple tests which it is not too much to expect officers in these difficult situations to apply.

Amritsar is an episode which appears to me to be without precedent or parallel in the modern history of the British Empire. It is an extraordinary event, a monstrous event, an event which stands in sinister isolation. I am told that it 'saved India'. I do not believe it for a moment. The British power in India does not stand on such foundations. It stands on much stronger foundations. Our reign in India, or anywhere else has never stood on the basis of physical force alone. It would be fatal to the British Empire if we were to try to base our rule only upon physical force. The British way of doing things has always meant, and implied, close and effective co-operation with the people of the country. 15 20

## Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

### Source for use with Question 2a.

**Source 3:** From a statement made by Hendrick Verwoerd in the South African Parliament, 7 June 1954. Verwoerd was Minister of Native Affairs from 1950–58. Here he is describing the government’s education policy.

The school must equip the Bantu pupil to meet the demands which the economic life of South Africa will impose upon him.

The Bantu teacher must be integrated as an active agent in the process of the development of the Bantu community. He must learn not to feel above his community, with a consequent desire to become integrated into the life of the European community. My department’s policy is that education should stand with both feet in the reserves and have its roots in the spirit and being of Bantu society. The Bantu must be guided to serve his own community in all respects. There is no place for him in the European community above the level of certain forms of labour. Within his own community, however, all doors are open.

5

10

### Source for use with question 2b.

**Source 4:** From an interview with Wolfie Kodesh, 1963. Kodesh attended the Congress of the People, which involved a range of different anti-apartheid groups and met on 25–26 June 1955 to create a new vision for South Africa in the future. He was a white Communist Party activist. Here, he is talking about the creation of the Freedom Charter, which was drafted shortly before the meeting of the Congress of the People.

We went right into the countryside to all the places we had known before – a whole network. We got resolutions from women, from farm workers, the tot system\* people, the whole lot. We even got resolutions written on the back of cigarette boxes, pieces of cardboard or paper. It was a very difficult task because people were not used to expressing themselves. The volunteers had to go out and explain to people carefully ‘Look here, I am not telling you what to say, you tell me what you want.’

15

The demands varied from being able to get a uniform at work, for the wives to be able to live with their husbands and not be separated, to much more comprehensive and political ideas such as a vote for all. It therefore became the most comprehensive and widespread list of resolutions and demands for what the people wanted.

20

\*tot system – a system used to pay some African farm workers in alcohol rather than money

### Acknowledgements

Source 1 is from the Bengalee Newspaper, published 1914; Source 2 © UK Parliament; Source 3 is from Nancy Clarke and William Worger, *South Africa: The Rise and Fall of Apartheid* © 2011 Routledge. Reproduced by permission of Taylor & Francis Books UK; Source 4 is from J Pampallis, *Foundations of the New South Africa*, Cape Town: Maskew Miller Longman 1991.

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## Mark scheme

### Sample assessment materials for first teaching September 2015

#### GCE History (8HI0/2F) Advanced Subsidiary

#### Paper 2: Depth study

#### Option 2F.1: India, c1914–48: the road to independence

#### Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Contextual knowledge is limited and presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2F.1: India, c1914–48: the road to independence

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry about Indian attitudes to the British government of India during the First World War.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence of support for Britain in fighting the First World War</li><li>• It indicates a commitment to continued membership of the British Empire</li><li>• It acknowledges the existence of differences between India and Britain.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• It is a contemporary publication with its origin in India</li><li>• It was published at the outset of the First World War, revealing enthusiastic support for the Empire in the war against Germany</li><li>• The publisher was a nationalist, but moderate in his views.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• More than one million Indians were in the armed forces during the First World War</li><li>• The Indian army fought on a range of fronts – Western Front, Gallipoli and Mesopotamia</li><li>• Gandhi expressed similar support for the British during this period</li><li>• Some attitudes changed as the war progressed.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the British reaction to events at Amritsar.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The author is participating in a debate in the House of Commons about the enquiry into events at Amritsar</li> <li>• As Secretary of State for War, Churchill was responsible for the army and would therefore be well informed about the issues</li> <li>• As someone who later opposed independence, his criticisms of the actions taken by the British here have real weight.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It suggests there is some disagreement about the events, as seen by his definition of 'an army' and the phrase 'I am told'</li> <li>• The language used indicates that Churchill personally is outraged ('monstrous event')</li> <li>• It indicates that some believed it 'saved India'</li> <li>• It suggests that Churchill believed that it had the potential to damage relations with India and ran counter to the 'British way of doing things'.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Support for Dyer's actions was expressed by many British living in India</li> <li>• Support for Dyer's actions was also found in sections of the British press</li> <li>• The findings of the Hunter Committee presented Dyer in a very negative light.</li> </ul> </li> </ol>

### Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry about the aims of education for black South Africans.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It suggests that education is seen as serving the economic purpose of the state ('meet the demands which the economic life of South Africa will impose')</li><li>• It provides evidence of the desire to reinforce acceptance of apartheid amongst all Africans, whatever their level of education ('no place for him in the European community above the level of certain forms of labour')</li><li>• It suggests that education will raise aspirations within the African community where 'all doors are open'.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• It is a contemporary source, originating from a member of the South African government, responsible for 'Native Affairs'</li><li>• It demonstrates the 'official' position on education</li><li>• Verwoerd was trying to make the policy appear acceptable in its impact on Africans</li><li>• He was indirectly aiming to appeal to white South Africans.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Verwoerd's role as Minister of Native Affairs</li><li>• The Bantu Education Act of 1954</li><li>• Success of the NP in the elections of 1953 and 1958 shows that its policies were successful in attracting white support.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the role of the anti-apartheid movement in the 1950s.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Kodesh participated in anti-apartheid activities in the 1950s and the tone of the piece suggests his level of commitment</li> <li>• He is recalling events from 1955 within a decade of their taking place</li> <li>• He has a particular political stance that may impact on his views.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It suggests that it was well organised ('a whole network')</li> <li>• It provides evidence of support from a range of different types of people ('the whole lot')</li> <li>• It suggests that those asking the questions for the Freedom Charter were aiming to empower ordinary people ('you tell me what you want')</li> <li>• It provides evidence that it operated as a mechanism for relaying the varying demands of the people ('the most comprehensive and widespread list of resolutions and demands').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The Defiance Campaign</li> <li>• The Freedom Charter and its demands</li> <li>• The role played by various anti-apartheid organisations, e.g. the ANC and PAC.</li> </ul> </li> </ol>

## Section B: indicative content

### Option 2F.1: India, c1914–48: the road to independence

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that little progress was made towards Indian independence in the years 1920–30.</p> <p>Arguments and evidence that little progress was made towards Indian independence in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The need for the salt <i>satyagraha</i> in 1930 suggests that not much had changed</li><li>• Many middle-class Indians were alienated from the nationalist cause by the tactics employed by Gandhi, 1920–22</li><li>• Any concessions being made by the British were limited and aimed to undermine opposition to the Raj rather than making fundamental change to the system.</li></ul> <p>Arguments and evidence that progress <i>was</i> made towards Indian independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• <i>Satyagraha</i> of 1920–22 and 1930 were promoting support for the process of independence</li><li>• The findings of the Simon Commission and the Irwin Declaration both showed a British commitment to move towards independence, albeit slowly</li><li>• The First Round Table Conference in 1930 gave Indians the opportunity to participate in discussions about future developments.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the impact of British policy in India, in the years 1930–42, was to weaken Britain's control.</p> <p>Arguments and evidence that the impact of British policy in India in these years was to weaken Britain's control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Each concession made by Britain led to further concessions, which cumulatively weakened Britain's control</li> <li>• The success of Congress in the 1937 elections enabled it to take a fuller part in provincial government</li> <li>• The response to Linlithgow's declaration of war revealed that Indians would no longer accept the rule of the Raj without question</li> <li>• The failure of the 1942 Cripps Mission, which offered too little too late to India – limited concessions to India were no longer sufficient.</li> </ul> <p>Arguments and evidence that the impact of British policy in India in these years did <i>not</i> weaken Britain's control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The ongoing exploitation of 'divide and rule' to control India, e.g. at the Round Table Conferences</li> <li>• The impact of the 1935 Government of India Act was to tighten Britain's control, e.g. the Viceroy maintained ultimate control, as shown by Linlithgow's declaration of war in 1939</li> <li>• The impact of the 1935 Government of India Act was reinforced by the failure of the Muslim League in the 1937 elections.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the Second World War (1939–45) was responsible for the decision to grant independence to India in 1947.</p> <p>Arguments and evidence that the Second World War was responsible for the decision to grant independence to India in 1947 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Independence as a reward for India's contribution to the war effort – two-and-a-half million Indians had been in the armed forces during the war</li> <li>• The economic impact of the war on Britain – not only had Britain incurred debts of nearly £3 billion fighting the war, but there were the further financial costs of post-war reconstruction</li> <li>• The continuing impact of nationalist sentiment during the war, e.g. through the Quit India Campaign.</li> </ul> <p>Arguments and evidence that other factors were responsible for the granting of independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Victory in the 1945 election for Attlee and the Labour government who were more sympathetic to calls for Indian independence</li> <li>• The role played by Mountbatten in bringing forward the timetable for independence in light of the increasing communal violence</li> <li>• The role played by Congress and its response to the Cabinet Mission</li> <li>• The role played by Jinnah with his demands for the creation of Pakistan and calls to action, e.g. through Direct Action Day.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the Sharpeville massacre of 1960 weakened the anti-apartheid movement.</p> <p>Arguments and evidence that the Sharpeville massacre of 1960 weakened the anti-apartheid movement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The ANC and the PAC were both banned</li><li>• Mass arrests of many leading campaigners, e.g. PAC president Robert Sobukwe, with a total of about 18,000 arrested</li><li>• Many leading campaigners went into exile to avoid arrest, e.g. Mandela and Tambo</li><li>• The increase in police powers to deal with African challenges to the state.</li></ul> <p>Arguments and evidence that the Sharpeville massacre of 1960 did <i>not</i> weaken the anti-apartheid movement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The lack of support for the policies of the South African government was made clear</li><li>• Protests continued throughout 1960, culminating in a march by 30,000 Africans on the South African Parliament</li><li>• There was international condemnation and there were calls for the end of apartheid</li><li>• The ANC and PAC decided to change direction from non-violent protest to direct military action through MK and Poqo.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that strong support for the policies of the National Party among white South Africans continued in the years 1974–83.</p> <p>Arguments and evidence that strong support for the policies of the National Party among white South Africans continued in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite some attempts to create breakaway parties that took a more moderate line on apartheid in the 1970s, e.g. the Democratic Party, such attempts met with little success, suggesting strong support for the NP</li> <li>• Continued support is seen by the performance of the National Party in elections in this period – support in the elections of 1974, 1977 and 1984 never dropped below 50 per cent</li> <li>• Support went hand-in-hand with economic success throughout the period, e.g. \$30 billion was invested by approximately 2,500 foreign companies</li> <li>• Botha's 'total strategy' and new approach to apartheid were designed to keep control and to offer the appearance, but not the reality, of change.</li> </ul> <p>Arguments and evidence that strong support for the policies of the National Party among white South Africans did <i>not</i> continue in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Not all white South Africans supported the policies of the National Party. There were a number of other parties, e.g. the anti-apartheid Progressive Federal Party, the largest opposition party which won 17/165 seats in the 1977 election</li> <li>• Opposition by key anti-apartheid campaigners (e.g. Joe Slovo) continued as it became increasingly obvious that the NP's policies could not be sustained</li> <li>• Botha's reforms, especially the new constitution proposed in 1983, were seen as a threat to white minority rule and led to the creation of a successful pro-apartheid breakaway party in 1982 – the Conservative Party</li> <li>• By the 1980s, the NP's share of the vote, although still high, was beginning to fall.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far economic problems facing South Africa were responsible for the ending of apartheid in 1990.</p> <p>Arguments and evidence that the economic problems facing South Africa were responsible for the ending of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A foreign boycott of investment in South Africa had contributed to the economic problems</li> <li>• Trade sanctions, both by individual companies (e.g. IBM) and by international organisations (e.g. the European Community) were beginning to have an impact and exacerbate existing economic problems</li> <li>• Population increase had led to a rise in unemployment.</li> </ul> <p>Arguments and evidence that other factors were responsible for the ending of apartheid should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Role played by anti-apartheid organisations</li> <li>• The contributions of Mandela and de Klerk</li> <li>• The role played by opposition to apartheid from the Commonwealth and the UN</li> <li>• The use of sporting sanctions.</li> </ul> <p>Other relevant material must be credited.</p>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

Advanced Subsidiary

Paper 2: Depth study

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

Sample assessment materials for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8H10/2G**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Choose EITHER Option 2G.1 (Question 1) OR Option 2G.2 (Question 2), for which you have been prepared.

### Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5\*.

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into the nature of fascist support in Italy in 1922?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into support for the Italian fascist regime in the 1930s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

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**(Total for Question 1 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]

**Choose EITHER Option 2G.1 (Question 1) OR Option 2G.2 (Question 2), for which you have been prepared.**

**Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy**

**Answer Question 2, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 5\*.**

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into the Asturias rising of 1934?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 4 for an enquiry into the reasons for Spanish neutrality in 1940-41?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

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**(Total for Question 2 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]





## SECTION B

**Answer ONE question in Section B on the option for which you have been prepared.**

**You must start your answer to your chosen question on the next page.**

### **Option 2G.1: The rise and fall of fascism in Italy, c1911–46**

#### **EITHER**

- 3** How far was Italy's economic weakness responsible for her poor performance in the First World War?

**(Total for Question 3 = 20 marks)**

#### **OR**

- 4** To what extent did church-state relations improve in fascist Italy in the years 1929–39?

**(Total for Question 4 = 20 marks)**

#### **OR**

- 5** To what extent was Mussolini's foreign policy successful in the years 1935–39?

**(Total for Question 5 = 20 marks)**

---

### **Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy**

#### **EITHER**

- 6** How far was foreign intervention responsible for the defeat of the Republican forces in the Spanish Civil War (1936–39)?

**(Total for Question 6 = 20 marks)**

#### **OR**

- 7** To what extent did Franco's control over Spanish society, in the years 1939–56, rely on propaganda?

**(Total for Question 7 = 20 marks)**

#### **OR**

- 8** To what extent did the Spanish economy change in the years 1960–75?

**(Total for Question 8 = 20 marks)**

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# Pearson Edexcel Level 3 GCE

## History

Advanced Subsidiary

Paper 2: Depth study

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

Sample assessment materials for first teaching  
September 2015

**Sources Booklet**

Paper Reference

**8HI0/2G**

**Do not return this booklet with the question paper.**

*Turn over* ►

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**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2G.1: The rise and fall of fascism in Italy, c1911–46**

**Source for use with Question 1a.**

**Source 1:** From Benito Mussolini's article *Fascism and the countryside*, which was published in *Gerarchia* (a fascist journal) in May 1922. Here, Mussolini considers rural support for the Italian fascist movement.

Economic motives have drawn masses of rural populations to Fascism in impressive numbers. But this alone is not enough to explain the 'liking' of the new rural lower middle class for Fascism. Psychological factors also played a role. It is certain that most political secretaries of the small rural Fasci are military veterans or officers used to exercising command. It is therefore undeniable that rural Fascism gains much of its moral strength from the war and from victory. At the same time Fascism keeps alive this moral force. Now Fascism is transforming rural inactivity into active participation for the nation. 5

**Source for use with Question 1b.**

**Source 2:** From a lecture given in Moscow in 1935 by Palmiro Togliatti, the Italian Communist Party leader. Togliatti, a prominent opponent of Mussolini's regime, lived in exile in the Soviet Union for most of the 1930s. Here, he recognises the appeal of the *Dopolavoro* to Italian workers.

What do the local Dopolavoros do? They carry on a whole series of activities. The benefits the workers have are many. They get special terms, reductions for theatre and movie tickets, discounts on food and clothing bought in certain department stores, and on outings. Then they also have some form of welfare. In some cases, the Dopolavoro tends to take on a mutual aid role and assists, for example, needy families of disabled workers, etc. 10

It's time to stop thinking the workers shouldn't engage in sports. Even the smallest advantages are not scorned by the workers. The worker also looks for the smallest thing he can find in order to improve his lot. Just being able to sit in a room and listen to the radio in the evening is something that brings pleasure. We cannot be critical of the worker who agrees to enter this room for the mere fact that the Fascist symbol is on the door. 15

We must remember that the Dopolavoro is fascism's broadest organisation. 20

## Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

### Source for use with Question 2a.

**Source 3:** From a statement issued by one of the 'provisional revolutionary committees' established in the northern Spanish mining region of Asturias during the left-wing uprising there in 1934. Socialists, anarchists and communists organised these revolutionary committees, which took over local towns and villages. They also declared Asturias a socialist republic.

Brothers: the enemies of our class interests are using their evil ploys and attempting to undermine the spirit of the Asturian workers, whose magnificent efforts have placed them at the head of Spain's working class revolution.

Reports are circulating that here in Asturias the uprising has been suppressed, and the counter-revolutionary government announces that elsewhere in Spain all is quiet. Today, though, we can report the airbase at Leon\* has fallen to the revolutionary workers there, who are preparing to send forces to assist us. Against the unbreakable will of the Asturian working class, the forces of Fascism are powerless. For each of us who falls, we will exact justice on the hundreds of hostages we hold.

5

10

\*Leon – a city in northern Spain, approximately 120 kilometres from Asturias

### Source for use with Question 2b.

**Source 4:** From *Hitler's Interpreter* by Paul Schmidt, published 1951. Schmidt worked as a translator in the German Foreign Ministry from 1923 to 1945. He served as Hitler's personal translator and interpreter during the German Nazi regime. Here, Schmidt provides an eyewitness account of Franco's meeting with Hitler at Hendaye (a town in south-west France) in October 1940.

Short and stout, with dark skin and lively black eyes, the Spanish dictator sat in Hitler's train carriage. It was at once clear to me that Franco, a prudent negotiator, was not going to be nailed down. Hitler began by giving the most glowing account of the German position. 'England is clearly decisively beaten,' he said. He proposed the immediate conclusion of a treaty and asked Franco to come into the war in January 1941. Hitler then offered Gibraltar to Spain and somewhat more vaguely, colonial territories in Africa also. At first, Franco said nothing at all but then he undertook evasive action. Spain was short of food. The country needed wheat, several thousand tons immediately. Was Germany in a position to deliver this, Franco asked, with what seemed to me a slyly watchful expression. Spain needed modern armaments. Apart from this it was not consistent with Spanish national pride to accept Gibraltar, taken by German soldiers, as a present. Franco was of the opinion that England might possibly be conquered by Germany but then the British government and fleet would continue the war from Canada with American support. Hitler became more and more restless. The conversation was obviously getting on his nerves.

15

20

25

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**Acknowledgements**

Source 1 is from Benito Mussolini, 'Fascism in the Countryside 1922' quoted in Roger Griffin (ed.) *Fascism*, Oxford University Press 1995; Source 2 is from P Togliatti, *Lectures on Fascism*, Lawrence & Wishart 1976. By permission of the publisher; Source 3 is from Christopher J Ross, *Spain since 1812*, Hodder Education 2009; Source 4 is from Paul Schmidt and R H C Steed (ed.), *Hitler's Interpreter: The Secret History of German Diplomacy 1935-1945*, Macmillan 1951.

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/2G)  
Advanced Subsidiary

Paper 2: Depth study

Option 2G.1: The rise and fall of  
fascism in Italy, c1911–46

Option 2G.2: Spain, 1930–78:  
republicanism, Francoism and  
the re-establishment of democracy

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the nature of fascist support in Italy in 1922.</p> <ol style="list-style-type: none"><li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>It suggests sections of the rural population, including the lower middle class and former military personnel, supported fascism by 1922, apparently 'in impressive numbers'</li><li>It indicates that this rural support base was mobilised partly due to economic factors and partly due to the psychological impact of the First World War ('gains much of its moral strength from the war and from victory')</li><li>It suggests that fascism has kept alive the moral force created by the war implying that the war was the origin of Italian fascism; it also claims that fascism has incorporated the rural population into national life for the first time.</li></ul></li><li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>It was written by the fascist leader who, because of his position, could offer an informed view about the 1922 membership</li><li>Mussolini would have an obvious interest in presenting an 'optimistic' account of the extent of fascist membership and discussing their motives in idealistic terms</li><li>It was published in a fascist journal, so designed to serve as political propaganda for the movement.</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>The impact of fascist <i>squadristo</i> in the early 1920s</li><li>The role played by the <i>biennio rosso</i> (two red years) in transforming the fortunes of the fascist movement in the early 1920s</li><li>Fascism's social base in the early 1920s including small farmers, peasants, the <i>agrari</i>, the urban lower middle class, students, industrialists and manual workers.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into popular support for the Italian fascist regime in the 1930s.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• It was written by a prominent political opponent so reinforces the claim that the regime was able to generate popular support for fascist rule</li> <li>• Togliatti's lecture was given in exile, which raises the issue of accuracy of the information presented</li> <li>• The lecture was delivered in 1935, so cannot shed light on the later 1930s</li> <li>• The content only focuses on the <i>Dopolavoro</i>, so potentially offers a restricted view of popular support.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It suggests that <i>Dopolavoros</i> achieved a level of popular support for the regime because they offered Italian workers a range of activities, benefits and welfare assistance ('whole series of activities', 'The benefits... are many' and 'some form of welfare')</li> <li>• It provides evidence that the <i>Dopolavoros</i> were successful partly because they provided the Italian worker with small things to 'improve his lot', such as access to the radio which secured a level of compliance</li> <li>• It suggests broad appeal and hence a measure of success in generating a range of popular support ('fascism's broadest organisation').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Mass membership of the <i>Dopolavoro</i>, e.g. four million in 1939</li> <li>• The range of activities (e.g. sports, cinema, theatre companies, orchestras and libraries) and lack of overt political indoctrination meant that the <i>Dopolavoro</i> encouraged general acceptance of the Italian fascist regime</li> <li>• The focus on leisure and the informal class segregation associated with the <i>Dopolavoros</i> meant they could neither instil fascism's militaristic values nor foster a real sense of national community</li> <li>• Other methods used by the regime in an attempt to generate popular support, including control over education and the press, the fascist youth movement (ONB), and the cult of the <i>Duce</i>.</li> </ul> </li> </ol>

**Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy**

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the Asturias rising of 1934.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence that the rising was undertaken by Asturian workers</li><li>• It indicates the presence of important opposition to the Asturias rising, e.g. the government</li><li>• It suggests that the resolve of the Asturian workers was strong enough to overcome the forces of counter-revolution.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• It is a contemporary statement produced by participants in the rising</li><li>• It was produced at a point when the government was taking countermeasures, so potentially a renewed rallying call to the Asturian workers</li><li>• Propaganda nature of the source is evident from the use of emotional language to reinforce points ('evil ploys', 'magnificent efforts', 'unbreakable will', 'forces of Fascism are powerless').</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Reasons for the rising, e.g. slump in the demand for coal led Asturian mine owners to cut wages and jobs</li><li>• The extent of the rising – within a few days the rebels had taken control of most of the province</li><li>• The Madrid government's military response.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into Spanish neutrality in 1940–41.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The author participated in the meeting he is describing</li> <li>• As a senior translator and interpreter, the author was used to observing high level political conversations and negotiations</li> <li>• Given the author's official role, the account has the potential for anti-Franco bias ('evasive action', 'slyly watchful expression')</li> <li>• It is an account of just one meeting on the issue of Spanish entry into the war.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that Spanish neutrality was based on economic ('short of food'), military ('needed modern armaments') and strategic considerations (if defeated, Britain would continue the war 'from Canada with American support')</li> <li>• It suggests that Franco was a shrewd negotiator who was unwilling to accept Hitler's optimistic assessment of the war at face value</li> <li>• It indicates Hitler's frustration that Franco would not accept German terms for Spain's entry into the war.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• During this meeting, Franco made territorial demands that Hitler could not accept and so Spain stayed neutral</li> <li>• Initially, Spanish neutrality favoured Nazi Germany, e.g. Franco sent the Blue Division to fight against the Soviet Union in 1941</li> <li>• At the same time, Franco concluded that the outcome of the war was uncertain and he did not cut his ties with the western allies.</li> </ul> </li> </ol>

## Section B: indicative content

### Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far economic weakness was responsible for Italy's poor performance in the First World War.</p> <p>Arguments and evidence that economic weakness was responsible should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The small size of Italy's industrial base in 1915 gave it a weak economic foundation on which to embark on a large-scale war</li><li>• The massive cost of the war could not be borne – Italy spent 41 billion lire and the national debt increase five-fold between 1914 and 1919</li><li>• Inflation led to prices quadrupling between 1913 and 1918 which fuelled social discontent, e.g. bread riot in Turin in 1917</li><li>• Equipment shortages continued to affect the army because Italy relied on imported fuel and raw materials.</li></ul> <p>Arguments and evidence that other factors were responsible for Italy's poor performance in the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Harsh discipline in the Italian army contributed to low morale, e.g. 55,000 deserted between early 1917 and early 1918</li><li>• Poor military leadership led to poor performance, e.g. defeat at Caporetto, October 1917</li><li>• The Italian economy cannot be held responsible because the 'industrial mobilisation' system under General Alfredo Dallolio worked relatively well and food production was maintained at 95 per cent of the pre-war level</li><li>• The negative impact of political and social divisions on the Italian war effort (e.g. interventionists against 'defeatists', soldiers against 'shirkers' and peasants against workers).</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which church-state relations in fascist Italy improved in the years 1929–39.</p> <p>Arguments and evidence that church-state relations improved should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Lateran Pacts negotiated between the fascist regime and the Catholic Church in 1929</li> <li>• After 1929 the Church generally provided valuable support for the regime, epitomised by the official slogan 'For Pope and Duce'</li> <li>• The Catholic hierarchy applauded Mussolini's military ventures in Abyssinia and Spain in the 1930s as campaigns against heathenism and communism</li> <li>• Catholic priests became involved in fascist initiatives such as the ONB and campaigns against the decadence of modern dancing, fashion and films.</li> </ul> <p>Arguments and evidence that church-state relations did <i>not</i> improve should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The fascist government closed down Catholic Action in 1931 because the authorities viewed it as a sanctuary for Catholic anti-fascism; an uneasy church-state compromise regarding the activities of Catholic Action was negotiated later that year</li> <li>• The 1931 papal encyclical, which condemned the regime's 'pagan worship' of the state and declared fascism and Catholicism to be incompatible</li> <li>• Catholic criticism of the regime's growing racial intolerance and anti-Semitic laws in 1937–38</li> <li>• Resurgence in Catholicism during the 1930s (e.g. Catholic schools, Catholic Action membership and Catholic student federation, FUCI) offered many Italians an alternative to the fascist vision of society and hampered Mussolini's drive to create a regimented fascist nation.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Mussolini's foreign policy was successful in the years 1935–39.</p> <p>Arguments and evidence that Mussolini's foreign policy was successful in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• War in Abyssinia, 1935–36, generated great popular support in Italy, enhanced Mussolini's reputation and appeared to initiate the new fascist 'Roman Empire'</li> <li>• Italian intervention in the Spanish Civil War backed the victorious Nationalists and established friendly relations with Franco's regime</li> <li>• Mussolini's presence at the 1938 Munich Conference confirmed Italy as one of the 'big four', with the <i>Duce</i> being courted by the other great powers</li> <li>• Italy's growing links with Nazi Germany (e.g. the 1936 Axis Agreement and the 1939 Pact of Steel) was an essential precondition of challenging British domination of the Mediterranean.</li> </ul> <p>Arguments and evidence that Mussolini's foreign policy was <i>not</i> successful in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Italian intervention in Abyssinia and Spain was very costly in financial and military terms, e.g. the Abyssinian campaign cost 39 billion lire and over 200,000 Italian casualties, including 12,000 dead</li> <li>• Italy could not prevent Austria falling under German domination in 1938</li> <li>• As Italy was the junior partner in the Axis, Germany took the initiative in foreign policy development in the late 1930s; the increasingly close relationship with Germany was not popular with ordinary Italians, the King or the Pope</li> <li>• Mussolini's increasingly anti-British stance (e.g. the Anti-Comintern Pact, role at Munich) was not popular with the Italian elite.</li> </ul> <p>Other relevant material must be credited.</p>

**Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy**

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far foreign intervention was responsible for the defeat of the Republican forces in the Spanish Civil War (1936–39).</p> <p>Arguments and evidence that foreign intervention was responsible for the defeat of the Republican forces should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• German and Italian aircraft transported Franco's troops from Morocco to southern Spain in 1936 to assist the rebellion</li><li>• Italian equipment boosted Nationalist morale after a series of Republican victories in 1937</li><li>• Foreign armaments delivered in 1939 enabled Franco to crush Catalonia</li><li>• Italy and Germany provided a large amount of aid and arms and Western multinational companies provided Franco with vital resources such as oil.</li></ul> <p>Arguments and evidence that other factors were responsible for the defeat of the Republican forces should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The disunity of the Republicans and the cohesion of the Nationalists</li><li>• The superiority of the Nationalist military structure and organisation</li><li>• The negative impact of Britain's non-intervention stance on the Republican war effort</li><li>• Drawbacks associated with Russian aid to the Republican side, e.g. cost and quality.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Franco's control over Spanish society, in the years 1939–56, relied on propaganda.</p> <p>Arguments and evidence that Franco's control over Spanish society in these years relied on propaganda should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of a cult of personality portraying Franco as Spain's 'messiah'</li> <li>• The Catholic Church backed the Franco regime and used its considerable influence to persuade Spanish Catholics to accept Franco's actions</li> <li>• Extensive press censorship gave the government the power to control newspaper content</li> <li>• Government propaganda films celebrating Franco's achievements were screened before every feature film.</li> </ul> <p>Arguments and evidence that Franco's control over Spanish society relied on other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The regime's use of terror resulted in thousands of executions and created a climate of fear</li> <li>• A corporatist economy helped to control the Spanish working class and won the loyalty of many Falangists</li> <li>• Economic autarky was also popular with the Falangists</li> <li>• Franco introduced legal measures to curtail the freedom of Spanish women.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the Spanish economy changed in the years 1960–75.</p> <p>Arguments and evidence that the Spanish economy changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The free market policies of the technocrats opened up the Spanish economy</li> <li>• From 1960, Spain attracted large sums in foreign investment and loans which helped to modernise the Spanish economy</li> <li>• Emigration to north-west Europe lowered Spanish unemployment</li> <li>• Spain experienced a tourist boom and a consumer boom during this period.</li> </ul> <p>Arguments and evidence that the Spanish economy did <i>not</i> change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Economic inequality persisted in Spanish society</li> <li>• House building failed to keep pace with demand in urban areas</li> <li>• Government investment tended to favour tourist areas rather than other parts of Spain</li> <li>• Spain's 'economic miracle' had little impact on low wages and poverty in the rural regions.</li> </ul> <p>Other relevant material must be credited.</p>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**

**Paper 2: Depth study**

**Option 2H.1: The USA, c1920–55: boom, bust and recovery**

**Option 2H.2: The USA, 1955–92: conformity and challenge**

Sample assessment materials for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8H10/2H**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A

Choose EITHER Option 2H.1 (Question 1) OR Option 2H.2 (Question 2), for which you have been prepared.

**Option 2H.1: The USA, c1920–55: boom, bust and recovery**

**Answer Question 1, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 5\*.**

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into the relationship between white Americans and black Americans in the first half of the 1950s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into the reasons why President Truman wanted to improve the treatment of black Americans in 1947?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 1 = 20 marks)**

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[\*Note that in the live question paper, the answer for part (b) will start on page 7]

Choose EITHER Option 2H.1 (Question 1) OR Option 2H.2 (Question 2), for which you have been prepared.

**Option 2H.2: The USA, 1955–92: conformity and challenge**

**Answer Question 2, parts (a) and (b).**

**You should start the answer to part (a) on page 4.**

**You should start the answer to part (b) on page 5\*.**

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into American attitudes to the use of the motor car in the late 1950s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 4 for an enquiry into the position of women in American society in the 1960s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 2 = 20 marks)**

[\*Note that in the live question paper, the answer for part (b) will start on page 7]





## SECTION B

**Answer ONE question in Section B on the option for which you have been prepared.  
You must start your answer to your chosen question on the next page.**

### **Option 2H.1: The USA, c1920–55: boom, bust and recovery**

#### **EITHER**

- 3** How accurate is it to say that all groups in the USA experienced an economic boom in the 1920s?

**(Total for Question 3 = 20 marks)**

#### **OR**

- 4** How accurate is it to say that the First New Deal of 1933–35 was a success?

**(Total for Question 4 = 20 marks)**

#### **OR**

- 5** To what extent did employment opportunities for women change in the years 1941–55?

**(Total for Question 5 = 20 marks)**

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### **Option 2H.2: The USA, 1955–92: conformity and challenge**

#### **EITHER**

- 6** How accurate is it to say that, in the years 1960–63, President Kennedy's domestic achievements were limited?

**(Total for Question 6 = 20 marks)**

#### **OR**

- 7** In 1965 the Voting Rights Act was passed.

To what extent did the civil rights movement change in the years 1965–68?

**(Total for Question 7 = 20 marks)**

#### **OR**

- 8** To what extent was President Reagan's social policy influenced by the Religious Right in the 1980s?

**(Total for Question 8 = 20 marks)**

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# Pearson Edexcel Level 3 GCE

## History

Advanced Subsidiary

Paper 2: Depth study

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Option 2H.2: The USA, 1955–92: conformity and challenge

Sample assessment materials for first teaching

September 2015

**Sources Booklet**

Paper Reference

**8HI0/2H**

**Do not return this booklet with the question paper.**

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**PEARSON**

**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2H.1: The USA, c1920–55: boom, bust and recovery**

**Source for use with Question 1a.**

**Source 1:** From Anne Moody's autobiography, *Coming of Age in Mississippi*, published 1968. Anne Moody was a black American who was fifteen years old in August 1955 when black American Emmett Till was killed by white men in Mississippi. Here she is recalling her reaction to his death.

I was fifteen years old when I began to hate people. I hated the white men who murdered Emmett Till and I hated all the other whites who were responsible for the countless murders Mrs. Rice (my teacher) had told me about and those I vaguely remembered from childhood. But I also hated Negroes. I hated them for not standing up and doing something about the murders. In fact, I think I had a stronger resentment toward Negroes for letting the whites kill them than toward the whites. Anyway, it was at this stage in my life that I began to look on Negro men as cowards. I could not respect them for smiling in a white man's face, addressing him as Mr. So-and-So, saying yessuh and nossuh when, after they were home behind closed doors, that same white man was any other name more suitable than mister. 5 10

**Source for use with Question 1b.**

**Source 2:** From President Truman's speech to the NAACP on 29 June 1947 during his campaign for the 1948 presidential election. With this speech, Truman became the first president to address the NAACP.

It is my deep conviction that we have reached a turning point in the long history of our country's efforts to guarantee freedom and equality to all our citizens. Recent events in the United States and abroad have made us realize that it is more important today than ever before to ensure that all Americans enjoy these rights. 15

Our immediate task is to remove the last remnants of the barriers which stand between millions of our citizens and their birth right. There is no justifiable reason for discrimination because of ancestry, or religion, or race, or color.

We must not tolerate such limitations on the freedom of any of our people and on their enjoyment of basic rights which every citizen in a truly democratic society must possess. 20

Every man should have the right to a decent home, the right to an education, the right to adequate medical care, the right to a worthwhile job, the right to vote, and the right to a fair trial in a fair court. 25

We must ensure that these rights – on equal terms – are enjoyed by every citizen.

## Option 2H.2: The USA, 1955–92: conformity and challenge

### Source for use with Question 2a.

**Source 3:** From Hanoach Bartov, *Four Israelis and All America*, published 1961. Bartov was an Israeli writer who lived in Los Angeles in 1958–60 while working as a correspondent for the Israeli newspaper, *Lamerchv*. Here, he is describing his time in America for his Israeli readers.

Our immediate decision to buy a car sprang from healthy instincts. Only later did I learn from bitter experience that in California, death was preferable to living without one. At first perhaps people relished the freedom and independence a car provided. You get in, sit down, and grab the steering wheel, your mobility exceeding that of any other generation. Why bother parking, getting out, getting in, getting up and sitting down, when you can simply drive in? Mailboxes have their slots facing the road, at the level of the driver's hand. That is how dirty laundry is deposited, electricity and water bills paid. That is how love is made, how children are taken to school. That is how the anniversary wreath is laid on the graves of loved ones. There are drive-in movies. And, yes, we saw it with our own eyes: drive-in churches. Only in death is a man separated from his car and buried alone.

### Source for use with Question 2b.

**Source 4:** From the National Organization for Women's Statement of Purpose. This statement outlined the principles of the National Organization for Women and was adopted at its first national conference in Washington DC on 29 October 1966.

We organize to initiate or support action, in any part of this nation, to break through the silken curtain of prejudice and discrimination against women in government, industry, the professions, and every other field of importance in American society. Enormous changes taking place in our society make it both possible and urgently necessary to advance the unfinished revolution of women toward true equality, now. It is no longer either necessary or possible for women to devote the greater part of their lives to child-rearing.

Despite all the talk about the status of American women in recent years, the actual position of women in the United States has declined, and is declining, to an alarming degree. Although 46.4 per cent of all American women between the ages of 18 and 65 now work outside the home, working women are becoming increasingly – not less – concentrated on the bottom of the job ladder. As a consequence, full-time women workers today earn on average only 60 per cent of what men earn. That wage gap has been increasing over the past twenty-five years in every major industry group.

### Acknowledgements

Source 1 is from Clayborne Carson (Ed.), *Eyes on the Prize: Civil Rights Reader Documents, Speeches and Firsthand Accounts from the Black Freedom Fighters, 1954–1990*, Prentice Hall 1992; Source 2 is from Harry S. Truman, 'Address Before the National Association for the Advancement of Colored People' June 29, 1947 in *Public Papers of the Presidents: Harry S. Truman 1947*, Washington DC: GPO 1963; Source 3 is from *Arbahh Israelim Vekhol Amerikah* © Hanoach Bartov; Source 4 is taken from <http://www.now.org/history/purpos66.html>

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Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/2H)  
Advanced Subsidiary

Paper 2: Depth study

Option 2H.1: The USA, c1920–55:  
boom, bust and recovery

Option 2H.2: The USA, 1955–92:  
conformity and challenge

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2H.1: The USA, c1920–55: boom, bust and recovery

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the relationship between white and black Americans in the first half of the 1950s.</p> <ol style="list-style-type: none"><li>The value could be identified in terms of the following points of information from the source, and the inferences that could be drawn and supported from the source:<ul style="list-style-type: none"><li>It provides evidence that black Americans were subject to great violence at the hands of white people ('responsible for the countless murders')</li><li>It suggests that black Americans' relationships with white Americans were developed in an atmosphere of fear in which black Americans had to show their obedience to white people in public</li><li>It indicates that some black Americans also considered their own people to bear a great responsibility for the way they were treated by white Americans ('stronger resentment toward Negroes for letting the whites kill them').</li></ul></li><li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>Anne Moody was in a good position to comment on the relationship between black and white Americans because she lived in Mississippi and experienced events at first hand</li><li>The source offers the perspective of teenage Anne and indicates her teacher played a role in encouraging her attitude towards whites</li><li>The recollection of events may have been affected by the subsequent development of views within in the civil rights movement – Anne admits to 'vaguely remembering'.</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>Discrimination towards black Americans was particularly harsh in Mississippi where the Jim Crow laws were rigorously enforced</li><li>The murder of Emmett Till galvanised public outrage – the open cask funeral allowed everyone to see what had happened to him and encouraged deep resentment of whites</li><li>The murderers of Emmett Till were never convicted – the court case was notorious because the all-white jury drank wine whilst listening to the evidence and reached a verdict within an hour.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the reasons why President Truman wanted to improve the treatment of black Americans in 1947.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The address is part of Truman's presidential campaign and should be treated as electioneering</li> <li>• Truman's decision to address the NAACP is evidence that he wanted to secure the votes of black Americans</li> <li>• The address was made as the Cold War was being ushered in – Truman is also emphasising America's commitment to democracy for an international audience.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that Truman's understanding of democracy was that black and white Americans would have equal social and political rights ('every citizen in a truly democratic society must possess')</li> <li>• It indicates that events of the Second World War were a motivating factor in Truman's desire to improve the treatment of black Americans ('Recent events in the United States and abroad')</li> <li>• Reference to 'limitations on the freedom of any of our people and on their enjoyment of basic rights' provides evidence of the unequal nature of US society at this time.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Impact of the contribution of black Americans to the war effort and the Double V campaign in raising the importance of equality for all American citizens</li> <li>• The context of the Cold War and the fear that black Americans could regard communism as preferable to democracy in the achievement of equal treatment</li> <li>• Truman's commitment is confirmed by the publication of the report <i>To Secure these Rights</i> and a programme of reform including desegregation of the Armed Forces in 1948.</li> </ul> </li> </ol>

## Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into American attitudes to the use of the motor car in the late 1950s.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It suggests that the car was essential to life in California ('death was preferable to living without one')</li><li>• It provides evidence that use of the motor car enabled citizens to enjoy a wider experience than previous generations ('your mobility exceeding that of any other generation')</li><li>• It provides evidence that people significantly adapted their way of life to the their motor cars ('Why bother parking, getting out, getting in, getting up and sitting down, when you can simply drive in?')</li><li>• It indicates that facilities were adapted to the use of the motor car ('There are drive-in movies. And, yes... drive-in churches').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• Bartov is in a good position to know about the importance of the motor car in America because he lived there for two years and became dependent on the use of a car while he was there</li><li>• Bartov is an Israeli writer describing his experiences for an Israeli audience; his cultural background is different to that of US citizens and this impacts on his attitude</li><li>• The tone of Bartov's source is satirical ('Only in death is a man separated from his car').</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Car sales increased rapidly in the 1950s</li><li>• The car became essential as many Americans settled in suburbs and depended on cars to transport them into the city for work and school</li><li>• The federal government supported the automobile culture by providing funding for road building, e.g. the Interstate Highway Act 1956</li><li>• By the late 1950s some of the middle class were becoming more critical of the motor car, which allowed sprawling suburbs that destroyed a sense of community.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the position of women in American society in the 1960s.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• This statement was drawn up by an organisation with a campaigning purpose</li> <li>• It is designed to outline the issues that confronted women in their struggle for equality in this period</li> <li>• The purpose of the document means that it will necessarily focus on the problems confronting women rather than progress made.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that the role of women in society is changing ('It is no longer either necessary or possible for women to devote the greater part of their lives to child-rearing')</li> <li>• It indicates that discrimination against women was more covert than overt by the 1960s ('the silken curtain of prejudice and discrimination')</li> <li>• It suggests that economic discrimination is the key problem for female equality ('increasingly – not less – concentrated on the bottom of the job ladder').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The foundation of NOW was a key development in the women's movement in the 1960s</li> <li>• Second wave feminism began in the 1960s with a focus on sexuality, family, the workplace, reproductive rights, <i>de facto</i> inequalities, and official legal inequalities.</li> <li>• Progress was made in women's employment in the 1960s, e.g. the Equal Pay Act 1963, which established equality of pay for men and women performing equal work</li> <li>• The Equal Pay Act did not cover the professions and executives.</li> </ul> </li> </ol>

## Section B: indicative content

### Option 2H.1: The USA, c1920–55: boom, bust and recovery

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that all groups in the USA experienced an economic boom in the 1920s.</p> <p>Arguments and evidence that all groups in the USA experienced the economic boom in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1920s was a period of full employment, low taxes, low inflation and cheap credit, which benefitted all Americans</li><li>• More Americans moved into the towns and cities where they could find employment in the new manufacturing industries, producing consumer goods that were in great demand</li><li>• Women benefitted from the increasing availability of domestic appliances that reduced their domestic chores and allowed them more leisure time.</li></ul> <p>Arguments and evidence that some groups in the USA <i>did</i> not experience an economic boom should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• There were significant problems in the agricultural sector – falling orders led to falling prices and, together with overproduction caused by mechanisation, this led to falling incomes for farmers</li><li>• There were great inequalities in wealth – the top 5 per cent of the population earned 33 per cent of the income, while 60 per cent of Americans earned less than \$2000, and that 40 per cent were below the poverty line.</li><li>• Old industries like coal and textiles did not share in the boom of the 1920s</li><li>• There were few career opportunities for women and as a group they earned less than men and were more likely to be sacked by employers</li><li>• Most Native Americans and black Americans did not share in the boom.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the First New Deal of 1933–35 was a success.</p> <p>Arguments and evidence that the First New Deal of 1933–35 was a success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decision to take America off the gold standard was beneficial – financial markets stabilised</li> <li>• Public works schemes provided employment that enabled those involved to earn a living wage and pay their bills, e.g. the CWA provided work for four million people in 1933</li> <li>• The New Deal schemes were beneficial for conservation and building the infrastructure, e.g. sewers, roads and airports</li> <li>• The TVA set up in 1933 began a modernisation of the area with the construction of dams and encouragement to use efficient, modern farming practices like contour farming.</li> </ul> <p>Arguments and evidence that the First New Deal of 1933–35 was <i>not</i> a success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact on unemployment was limited, for example by the end of 1934 there were still 22 million unemployed</li> <li>• The AAA did not cure the problems in agriculture – the deduction in overproduction was the result of a drought rather than federal policies</li> <li>• There was a lot of criticism of the New Deal as a result of raised hopes that were not fulfilled</li> <li>• Many states were opposed to expenditure on relief and delays in provision were common.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which employment opportunities for women changed in the years 1941–55.</p> <p>Arguments and evidence that employment opportunities for women changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the war, many women were employed in munitions factories in jobs that had previously been 'men-only'</li> <li>• The FEPC introduced efforts to limit discrimination against women in the workplace</li> <li>• Women joined uniformed groups including the Women's Army Auxiliary Corps and the Marine Corps Women's Reserve</li> <li>• Labour shortages in the early 1950s led the Department of Labor to create programmes to train and educate women to fill professional positions and proposed training women for non-traditional jobs.</li> </ul> <p>Arguments and evidence that employment opportunities for women did <i>not</i> change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Most women returned to their domestic roles in 1945 voluntarily</li> <li>• The efforts that had been made to keep women's pay rates high were nothing more than protection of the rates of pay for men who would return to the jobs after the war</li> <li>• Discrimination against the employment of black American women persisted during the war years and limited their employment opportunities</li> <li>• In the early 1950s most employment opportunities for women continued to be in low paid clerical work and in the service industries.</li> </ul> <p>Other relevant material must be credited.</p>

## Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that in the years 1960–63 President Kennedy's domestic achievements were limited.</p> <p>Arguments and evidence that President Kennedy's domestic achievements in these years were limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Kennedy lacked sufficient support to achieve very much – Congress was dominated by Republicans and Southern Democrats who opposed radical change</li><li>• Health insurance for the elderly – plans failed because Congress refused the funds</li><li>• Education: improvements to elementary and secondary schools were rejected by Congress</li><li>• Civil rights: Kennedy was slow to respond to the civil rights movement and concerned about the march on Washington 1963.</li></ul> <p>Arguments and evidence that President Kennedy <i>did</i> achieve success in his domestic policy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Kennedy challenged the American people and government to put a man on the Moon – in May 1961 the first American went into space and in February 1962 the first American orbited the Earth</li><li>• Kennedy made improvements in social justice, e.g. he raised the minimum wage and increased social sbenefits</li><li>• Kennedy helped poor farmers, e.g. he provided funds to impoverished rural areas for projects like the expansion of rural electrification and soil conservation</li><li>• Kennedy advanced civil rights for black Americans, e.g. they were promised a Civil Rights Bill in 1963 after the Birmingham campaign.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the civil rights movement changed in the years 1965–68.</p> <p>Arguments and evidence that the civil rights movement changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After the passing of the Voting Rights Act in 1965, the focus turned to <i>de facto</i> discrimination in the north of the USA</li> <li>• The radicalisation of the SNCC and CORE and the development of Black Power – in 1966, both groups expelled their white members; SNCC dropped 'non-violent' from its name</li> <li>• King widened the movement to include other races and poor white Americans, e.g. in the Poor People's Campaign.</li> </ul> <p>Arguments and evidence that the civil rights movement did <i>not</i> change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Martin Luther King continued to call for non-violence in the struggle for equality and used it in the Chicago campaign</li> <li>• The movement led by Martin Luther King continued to use the methods it had employed in the 1950s and early 1960s – mass marches, e.g. Selma, Chicago march through Cicero; the Poor People's Campaign</li> <li>• Black Americans continued to be represented by a wide variety of different groups, e.g. SCLC, NAACP, SNCC, Black Panthers.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which President Reagan's social policy was influenced by the Religious Right in the 1980s.</p> <p>Arguments and evidence that President Reagan's social policy was influenced by the Religious Right in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Some of Reagan's political support came from the Religious Right, e.g. the Moral Majority founder blessed the Republican National Convention in 1984</li> <li>• Reagan appointed many conservative judges to the Supreme Court who opposed abortion and stood for traditional values</li> <li>• Reagan persuaded Congress to outlaw Medicare and Medicaid funded abortions for poor women and supported advice centres, sometimes called chastity clinics because they advised abstinence</li> <li>• Nancy Reagan spearheaded the 'Just Say No' campaign against drug use by children.</li> </ul> <p>Arguments and evidence to counter the suggestion that President Reagan's social policy was influenced by the Religious Right should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Congress was more liberal and would not provide the two-thirds majority needed for constitutional amendments such as banning abortion</li> <li>• Reagan was a political realist – he did not cut programmes such as Social Security and Medicare because it would be unpopular with elderly voters</li> <li>• Reagan did not endorse the Family Protection Act, which called for the prohibition of abortion, restoration of school prayer and single-sex sport, even though the Religious Right pressurised him to do so</li> <li>• The Religious Right would never vote Democrat – Reagan did not have to pass legislation to keep its support.</li> </ul> <p>Other relevant material must be credited.</p>

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