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A Level History



Sample Assessment Materials

Pearson Edexcel Level 3 Advanced GCE in History (9HI0)

First teaching from September 2015

First certification from 2017

Issue 1

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Pearson Edexcel Level 3 Advanced GCE in History (9HI0)

Sample Assessment Materials

First certification 2017

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Introduction

The Pearson Edexcel Level 3 Advanced 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	Candidate Number

History

Advanced
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
9HI0/1A

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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SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

1 To what extent did the initial aims of the First and Second Crusades change during the course of each crusade?

(Total for Question 1 = 20 marks)

OR

2 How accurate is it to say that, in the years 1100–65, the crusader states became stable and well governed?

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 To what extent were the papacy's religious and political ambitions in Europe responsible for the First, Second and Third Crusades?

(Total for Question 3 = 20 marks)

OR

4 How far was growing Muslim unity during the twelfth century responsible for the outcomes of the Second and Third Crusades?

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that the Fourth Crusade failed because 'Innocent's conception of crusading was fundamentally flawed' (*Extract 1, line 11*)?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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Pearson Edexcel Level 3 GCE

History

Advanced

Paper 1: Breadth study with interpretations
Option 1A: The crusades, c1095–1204

Sample assessment materials for first teaching
September 2015
Extracts Booklet

Paper Reference
9HI0/1A

Do not return this booklet with the question paper.

Turn over ▶

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Extracts for use with Section C.

Extract 1: From Thomas Asbridge, *The Crusades: the war for the Holy Land*, published 2012.

During the first years of his pontificate, Innocent III set out to re-centre the machinery of crusading in Rome, hoping to turn holy war into an endeavour governed by the papacy. The indulgence offered to crusaders was reconfigured, so that those taking the cross were given a firm promise of 'full forgiveness of their sins'. Innocent also tried to create a new financial system that placed the onus for crusade funding on the Church. Donation chests were set up in churches across Europe, into which parishioners were expected to place coins in support of the war effort. Yet, despite Innocent's confidence in his vision, all his efforts produced only a muted response; the anticipated hordes of enthusiastic warriors did not enlist, and the donation chests failed to fill.

In fact, Innocent's conception of crusading was fundamentally flawed. Absolutist in tone, it made no provision for collaboration between the Church and the leaders of secular society. The pope imagined that he would simply bend the kings and lords of Christendom to his will. He probably believed that the aristocracy would flock to his cause of their own accord. But he was wrong, and this lapse of judgement would have tragic consequences.

Extract 2: From Marco Meschini, *The 'Four Crusades' of 1204*, published 2008.

Doge Enrico Dandolo subordinated the greater goals of the crusade to his own interests. Until September 1202 the Venetians were only partners in a commercial enterprise. For them the provision of shipping, which they took care of extremely well, was important. The Venetians took up the cross only *after* the proposition to attack Zara had been accepted by the commanders of the crusade. The vow of the crusade was for them a veil behind which they hid diverse interests. But these events had another consequence as well. The crusade became in a sense more 'Venetian' in terms of numbers and the effect that the men of Venice would have on its future. The question of Zara assumes the character of a test for the real crusading passions of the Venetians. Zara demonstrated how the demands of religion were subordinated to the goals of the Venetian Republic.

Acknowledgements

Extract 1 is from Thomas Asbridge, *The Crusades: the war for the Holy Land*, Simon & Schuster Ltd 2012;
Extract 2 is from Thomas F Madden (Ed.), *The Fourth Crusade: Event, Aftermath and Perceptions*, Ashgate Publishing Ltd 2008.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/1A)
Advanced

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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.
1	**1–3**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**8–12**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**13–16**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	**17–20**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on the extent to which the initial aims of the First and Second Crusades changed during the course of each crusade. The extent to which the initial aims of the First and Second Crusades remained unchanged during their course should be analysed and evaluated. Relevant points may include: • First Crusade: Alexius I Comnenus' appeal to Urban II for assistance against the Seljuk Turks • First Crusade: Urban II's appeal at Clermont for European help in protecting the Christians of Byzantium • First Crusade: Urban's call, made in the months after Clermont, for the liberation of Jerusalem • Second Crusade: Eugenius III's appeal in *Quantum praedecessores* mentioned the need to protect eastern Christians from the Muslims, and to recover Edessa. The extent to which the initial aims of the First and Second Crusades changed during the course of each crusade should be analysed and evaluated. Relevant points may include: • First Crusade: Baldwin of Boulogne's decision to abandon the crusade and take personal control of Edessa • First Crusade: Bohemund of Taranto's decision to rule over Antioch • Second Crusade: Changing aim through changing circumstances: Louis VII's finances became depleted, making it difficult for him to sustain the projected campaigns against Muslim forces • Second Crusade: The council at Acre in June 1148 decided to attack the Muslim city of Damascus rather than campaign in Syria on behalf of the Christian population. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1100–65, the crusader states became stable and well governed. Arguments and evidence in support of stability and good government should be analysed and evaluated. Relevant points may include: • The territorial extent of the states of Outremer and the economic and social links between them • The securing of important seaports for maintaining economic and military links with Europe • The development of trade with Muslim cities • Patterns of settlement and European migration • The defences provided by castles and by the military orders • The effective government of Baldwin I, Baldwin II and Baldwin III. Arguments and evidence against stability and good government should be analysed and evaluated. Relevant points may include: • The absence of natural and defensible boundaries to the east of Outremer • The small number of European migrants and settlers • The fall of Edessa in 1144 • The failure by Europe and Byzantium to provide effective support for Outremer • The declining power of the rulers, e.g. the conflict between Baldwin III and Queen Melisende • Growing divisions within the ruling elite. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the extent to which the papacy's religious and political ambitions in Europe were responsible for the First, Second and Third Crusades. The role of the papacy's religious and political ambitions in Europe should be analysed and evaluated. Relevant points may include: • The concept, increasingly promoted by the papacy, of the just war • The conflict between Urban II and Henry IV over the investiture controversy: Urban hoped to divert Germany's ambitions towards the crusades • The significance of the papal reform movement and the idea of universal papal primacy • Papal attempts to stem violence and disorder throughout Europe by channelling violence into crusading • The aim of diverting European rulers away from conflicts with fellow Christians. Other factors contributing to the First, Second and Third Crusades should be analysed and evaluated. Relevant points may include: • The attraction of a plenary indulgence to all crusaders • The role of the preachers in inspiring people to join a crusade • The aim of the Second and Third Crusades to protect the states of Outremer • The quest for riches or settlement • The changing ambitions of the knights and the ideas of chivalry • The idea for many of the crusade as a pilgrimage. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how far growing Muslim unity during the twelfth century was responsible for the outcomes of the Second and Third Crusades. The growth of Muslim unity as a factor in explaining the outcomes of the Second and Third Crusades should be analysed and evaluated. Relevant points may include: • Muslim weaknesses in 1100: the importance of Muslim political and religious divisions, especially between the Sunni Seljuk Turks and the Shi'ah Fatimids of Egypt • Zingi's growing military and political power and the conquest of Edessa in 1144 • Growing Muslim unity and military power under Nur ad-Din, including his victories in 1149–54 • The extension of Saladin's political power in Egypt and Syria and the growth of his armed forces • The role of Saladin's forces in resisting the armies of the Third Crusade. The role of other factors should be analysed and evaluated. Relevant points may include: • The personal and political rivalries between Louis VII and Conrad III • Manuel I's failure to assist the Second Crusade. • The decision to attack Damascus in 1148, and the final failure of the Second Crusade • The impact of the death of Frederick Barbarossa for the Third Crusade • Richard I's decision to attack Sicily and Cyprus • Richard I's leadership of the crusade after Philip II's return to France. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Fourth Crusade failed because Innocent's conception of crusading was fundamentally flawed. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Innocent III tried without success to centralise the working of the Fourth Crusade in Rome and place it under his own control • Despite the promise of a plenary indulgence, people were unenthusiastic about joining the crusade • Innocent failed to secure the collaboration of European rulers and nobility, which had damaging consequences for the crusade. Extract 2 • Doge Enrico Dandolo and the Venetians were only prepared to join once the leaders agreed to divert their forces into an assault on Zara • The Doge and the Venetians increasingly took control over the course of the crusade as a whole • What had begun as a substantial commercial enterprise for Venice became a way of furthering the ambitions of the Republic. Candidates should relate their own knowledge to the material in the extracts to support the view that the Fourth Crusade failed because Innocent's conception of crusading was fundamentally flawed. Relevant points may include: • The determination by Thibault of Champagne and his supporters to make their own decisions on the crusade without consulting Innocent III [relevant to Extract 1] • Thibault's death meant that the number of knights and others joining the crusade from France was far smaller than expected [relevant to Extract 1] • The number of crusaders overall did not meet Innocent III's expectations, with only 12–13,000 reaching Venice [relevant to Extract 1] • Innocent was unable to rely on the support of European rulers. Richard I died in 1199, and the German Emperor Henry VI's death provoked a succession crisis within the Empire [relevant to Extract 1]. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Fourth Crusade failed because Innocent's conception of crusading was fundamentally flawed. Relevant points may include: • The ambitions of the Doge and the Venetians to expand their commercial interests in the Byzantine Empire, which had limited their ability to trade in recent years [relevant to Extract 2]

Question	Indicative content
	• The Venetians supported the idea of attacking Egypt in order to develop trading links in the Mediterranean [relevant to Extract 2] • The Venetians showed little enthusiasm for the religious aims of the Fourth Crusade [relevant to Extract 2] • Despite his advanced age and blindness, the Doge Enrico Dandolo became an important figure in the crusade, and influenced the decisions taken by its leaders [relevant to Extract 2] • Additional evidence, e.g. the role of Alexius IV in using the crusaders to support his attempt to take control of the Byzantine Empire; the crusaders' assault on Constantinople and the sack of the city.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/1B

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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SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

1 How accurate is it to say that economic problems were primarily responsible for the discontent with Tudor rule in the years 1536–49?

(Total for Question 1 = 20 marks)

OR

2 How far was religious change in the years 1547–63 driven by the personal religious beliefs of successive monarchs?

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☐ **Question 2** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How significant was royal and noble patronage in cultural change in the years 1509–88?

(Total for Question 3 = 20 marks)

OR

4 How accurate is it to say that there were major changes in the role of parliament in the years 1529–88?

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that the last years of Elizabeth's reign were marked by desperate suffering to which her government had no answer?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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History

Advanced

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

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Do not return this booklet with the question paper.

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Extracts for use with Section C.

Extract 1: From J E Neale, *Elizabeth and her Parliaments Volume II 1584–1601*, published 1957.

Since the dissolution of the 1593 Parliament, the domestic history of England had been weighted with misfortune. Even during the meeting of that Parliament, there was concern about the severity of the plague in London. The following year, 1594, was the first of five continuous years of scarcity. Great storms of wind in March were followed by torrential rains in May, June and July. There was a fair harvest in August, but destructive rain in September; and the price of grain soared. Scarcity continued in 1595; in London there were food riots. A similar tale came with 1596.

Though the government attempted to relieve the situation by buying foreign grain, the grain market was not then a flexible, international one; indeed, within England itself, it was local rather than national. Crop failure therefore meant starvation for the poor. The strain reached breaking point in one county – Oxfordshire – in the autumn of 1596, when some exasperated, foolhardy men planned a rising. They talked of attacking the gentry, cutting their throats and marching on London to make common cause with the apprentices, who had demonstrated their rebellious mood the year before. There were food riots elsewhere in this and other years.

Extract 2: From Paul Johnson, *Elizabeth I*, published 1974.

Among other things, the 1601 parliament summarised and codified the social legislation, on poverty and employment, which had been one of Elizabeth's abiding interests. This legislation embodied the experience of local communities, like London and Norwich, in tackling the problems of economic disruption, homelessness and population growth. It translated them into a countrywide scheme, part of the nation-building process of unification which she had done so much to promote. It testified to the resilience of Elizabethan government, and of the Queen herself, in facing the challenge of fundamental social issues during a period when war was straining the energies of the nation.

Elizabeth's last parliament was critical, active and vigorous in viewing the shortcomings of society. But it still had a strong sense of partnership with the monarchy, and gratitude to the remarkable woman who had made this partnership possible. At the dissolution, on 19 December, the Speaker, John Croke, drew attention to the fact that England, alone of Europe, had known nothing but internal stability throughout her reign.

Acknowledgements

Extract 1 is from J E Neale, *Elizabeth I and Her Parliaments 1584–1601, vol. II*, Jonathan Cape 1957. Reprinted by permission of The Random House Group Limited; Extract 2 is from Paul Johnson, *Elizabeth I: A Biography*, Holt, Rinehart & Winston 1974. © The Orion Publishing Group Ltd.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/1B)
Advanced

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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.
1	**1–3**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**8–12**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**13–16**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	**17–20**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on the suggestion that economic problems were primarily responsible for the discontent with Tudor rule in the years 1536–49. The role of economic problems in the discontent with Tudor rule in the years 1536–49 should be analysed and evaluated. Relevant points may include: • Poor harvests, including those of 1535, and the consequent high price of food • The prospect of increased taxation in the years 1536–49 • The economic concerns expressed by the northern gentry over Henry VIII's Statute of Uses • The impact of the growth of population in the 1540s, which contributed to the increase in poverty and vagrancy • The extensive debasement of the coinage led to inflation and real hardship among the poor. The role of other factors in the discontent with Tudor rule in the years 1536–49 should be analysed and evaluated. Relevant points may include: • Protests against religious changes in 1536, including the lead given by church leaders to the rebels • Rebellions occurred in areas where there was a lack of strong noble families to keep control • Growing fears among the traditional ruling aristocracy that their position was being undermined by the promotion of new men, e.g. Paget and Cromwell • The extent to which religious change weakened traditional views on authority and obedience • The impact of the dissolution of the monasteries in these years on local life and customs. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how far religious change in the years 1547–63 was driven by the personal religious beliefs of successive monarchs. The role of the personal religious beliefs of successive monarchs in driving religious change in these years should be analysed and evaluated. Relevant points may include: • Henry VIII left his heirs an ambivalent religious settlement • Edward VI's intense Protestantism and its impact on religious reform during his reign, including his personal influence as Supreme Head of the church • Mary's long-standing loyalty to Catholicism, which influenced her decision to repeal all religious changes since 1529 • Protestant influences on Elizabeth, including her education and the role of Anne Boleyn, which informed her views on the settlement of 1558–63. The role of other factors in driving religious change in these years should be analysed and evaluated. Relevant points may include: • The breaking of conservative forces in the last months of Henry VIII's reign • The role of Cranmer, Somerset and Northumberland in driving religious change under Edward VI • Foreign influences, e.g. the influx of Protestant reformers under Edward VI • The influence on Mary of those who wished to promote Catholicism, including Cardinal Pole and Philip II of Spain • The importance of political considerations in shaping Elizabeth's actions, including the Acts of Supremacy and Uniformity and the Thirty Nine Articles of 1563. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the significance of royal and noble patronage in cultural change in the years 1509–88. The significance of royal and noble patronage in cultural change in these years should be analysed and evaluated. Relevant points may include: • The growth of portraiture as an artistic form under Henry VIII and Elizabeth and its adoption by most nobles • The establishment of king's schools under Henry VIII and free grammar schools under Edward VI, and the consequent spread of literacy and learning among the sons of the gentry • Royal and noble patronage of classical architecture and design, including the enhanced luxury of houses and the growth of family privacy • The support given by Henry VIII and Elizabeth to musicians and to leading poets regardless of their religious convictions • Elizabeth's patronage of the dramatic arts at her court. The significance of other factors in cultural change in these years should be analysed and evaluated. Relevant points may include: • The influence of the Renaissance and of 'New Learning' • The expansion of the universities and the introduction of the study of humanities at Oxford and Cambridge • The impact of the printing press on the growth of literacy and the spread of works of poetry and literature • The growth of London as a centre for theatre and the impact of the works of Shakespeare and Marlowe • The role of religious change in influencing popular culture, e.g. the ending of many religious rituals. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that there were major changes in the role of parliament in the years 1529–88. The extent of change in the role of parliament in these years should be analysed and evaluated. Relevant points may include: • The use of parliament made by all the monarchs of the period to give force to religious changes, including the royal supremacy and the confiscation of monastic lands • The removal of abbots from the House of Lords and the formation of a more secular assembly • The development of statute law and the decline of royal government by proclamations • The extension of parliamentary authority to encompass social legislation, including the Poor Laws and actions against vagrancy • The change over time from 'King and Parliament' to 'King in Parliament' • The growing confidence of parliament under Elizabeth, including attempts to discuss the succession. The extent of continuity in the role of parliament in these years should be analysed and evaluated. Relevant points may include: • The infrequent use of parliament after 1536, including Elizabeth's reluctance to call parliaments during her reign • The successful attempts made by monarchs and their ministers to influence the outcome of elections • Parliament's failure to mount any effective opposition to royal policies and its willingness to pass statutes at the monarch's request • Parliament's reluctance to refuse royal requests for taxation • The limited changes to parliamentary personnel in spite of some increase in gentry representation of the boroughs. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the last 10 years of Elizabeth's reign were marked by desperate suffering with which the government was unable to deal effectively. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Social distress derived from plague and poor weather, 1593–98 • Government attempts to buy foreign grain had been made difficult by the lack of an international market • The situation was not helped by the existence of a local, rather than national, grain market in England itself, which led to starvation and food riots • Social protest was directed against those identified with authority, e.g. Oxfordshire attacks on the gentry • There was the possibility of widespread rebellion in 1596 when rural protesters in Oxfordshire threatened to join up with apprentice protestors in London. Extract 2 • The 1601 parliament directly confronted and passed into law, social legislation on poverty and employment • The actions of the 1601 parliament acknowledged local social and economic problems by creating a national scheme of response to economic disorder and an increasing population • Elizabeth, as monarch, took interest in solving the problems of economic and social distress • Elizabeth's government worked as a partnership between monarch and parliament to attempt to deal with the times of distress • Sir John Croke suggested that, unlike other parts of Europe, England had experienced sustained internal stability. Candidates should relate their own knowledge to the material in the extracts to support the view that the government was unable to deal with the desperate suffering of the last ten years of Elizabeth's reign. Relevant points may include: • The government was unable to deal with the inflationary pressures of the 1590s, which reduced the purchasing power of wages and caused real distress to most wage-earning workers [relates to Extract 1] • There was desperate suffering but it was localised and prevalent in outlying regions, including famine and starvation in Cumbria in 1596–97 [relates to Extract 1]

Question	Indicative content
	• Successive harvest failures in the north had a serious effect on the local population for many years [relates to Extract 1] • In the years 1595–97 there were widespread food riots in Kent, the South West and East Anglia [relates to Extract 1]. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that that the government was unable to deal with the desperate suffering of the last ten years of Elizabeth's reign. Relevant points may include: • The Oxfordshire rising of 1596 involved just four men who were unable to gain any local support for their actions [relates to Extract 1] • The Book of Orders required lords lieutenant and justices of the peace to carry out surveys in times of shortage and ensure that grain supplies were distributed fairly [relates to Extract 2] • The various Poor Laws operated with some success in the 1590s in tackling poverty and shortages [relates to Extract 2] • Additional factors, e.g. many Puritans, individually and in congregations, saw it as their moral duty to relieve distress.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 1: Breadth study with interpretations
Option 1C: Britain, 1625–1701: conflict, revolution and settlement

Sample assessment materials for first teaching
September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/1C

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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SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

1 To what extent was Charles I personally responsible for the problems which faced the monarchy in the years 1629–46?

(Total for Question 1 = 20 marks)

OR

2 To what extent was military involvement in politics responsible for political instability in the years 1646–60?

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☐ **Question 2** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How far do you agree that the British economy was transformed in the years 1625–85?

(Total for Question 3 = 20 marks)

OR

4 How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by the restored monarchy in the years 1660–88?

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that, as a result of the Glorious Revolution, parliament became 'pre-eminent' (*Extract 1, line 15*) in the government of the country?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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Pearson Edexcel Level 3 GCE

History

Advanced
Paper 1: Breadth study with interpretations
Option 1C: Britain, 1625–1701: conflict, revolution and settlement

Sample assessment materials for first teaching September 2015
Extracts Booklet

Paper Reference
9HI0/1C

Do not return this booklet with the question paper.

Turn over ▶

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PEARSON

Extracts for use with Section C.

Extract 1: From Julian Hoppit, *A Land of Liberty?: England 1689–1727*, published 2000.

Truly the Glorious Revolution was miraculous. The reigning monarch [James II] was ousted and his crown placed upon the head of a foreigner and his wife [William of Orange and Mary]. In England it all happened with virtually no bloodshed, though in Ireland and Scotland the toll was much heavier. For many, William's invasion and dynastic revolution was the price of restoring an 'ancient constitution'.

In truth, however, the constitution which emerged after 1688 was new, not old. The permanent place of Parliament within the government of the nation, the willingness of all monarchs to rule through it, and the decline in monarchical power eventually created a workable form of government which the nation had sought for over a century. To contemporaries this was essentially a mixed and balanced government, with monarchy, aristocracy and democracy all present. Few disagreed that absolute authority resided only in parliamentary legislation, that is, the agreed deliberations of Crown, Peers and Commons. Parliament in its widest sense became pre-eminent in ways that had been unimaginable before 1688.

Extract 2: From John Morrill, *The Oxford Illustrated History of Tudor and Stuart Britain*, published 2009.

There was held to have been an official interval from James's flight until William and Mary's acceptance of the crown. Both were then offered full monarchical authority with decision making in William's hands. This was more of a medieval than a modern takeover.

It changed the King without doing much to change the monarchy. James was deemed to have deserted the kingdom and thereby forfeited the throne (the Scots promptly deposed him as a tyrant and the Protestants in Ireland just did what the English told them). Those who wanted to, could believe this meant that James had been deposed; those that did not want to believe it, could believe that William and Mary were rightful successors. No blood was shed and there was no way of showing that there had been actual resistance or a loss of support for the monarchy from the people. Those who wanted to, could believe that a contract now existed between Crown and people; those that did not, did not have to.

Acknowledgements

Extract 1 is from Julian Hoppit, *A Land of Liberty?: England 1689-1727*, Oxford University Press 2002. By permission of Oxford University Press; Extract 2 is from John Morrill, *The Oxford Illustrated History of Tudor and Stuart Britain*, Oxford University Press. 1996. By permission of Oxford University Press.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/1C)
Advanced

Paper 1: Breadth study with interpretations

Option 1C: Britain, 1625–1701: 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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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.
1	**1–3**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**8–12**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**13–16**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	**17–20**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on the extent to which Charles I was personally responsible for the problems that faced the monarchy in the years 1629–46. The personal role of Charles I in the problems that faced the monarchy in these years should be analysed and evaluated. Relevant points may include: • Charles's resolve to rule without parliament from 1629, and growing opposition to this decision • Taxation without consent during the Personal Rule, including Ship Money • The impact of Charles's determination to impose a prayer book on Scotland, including the Covenant, the Scots Rebellion and the Bishops' War • Charles's attempt to arrest the five members, January 1642 • The raising of the Royal Standard at Nottingham and the outbreak of civil war, August 1642. Other explanations of the problems that faced the monarchy in these years should be analysed and evaluated. Relevant points may include: • Opposition to Laud's reforms of the Church of England • The unpopularity of Strafford's rule in Ireland, and parliamentary attacks on him from 1640 • Parliamentary opposition to the king, including the constitutional reforms of 1640–41 • The impact of the Irish Rebellion of 1641 on English politics • The creation of the New Model Army during the civil war • The growth of radical religious and political ideas in the years 1640–46. Other relevant material must be credited.

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Question	Indicative content
2	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. Candidates are expected to reach a judgement on the extent to which military involvement in politics was responsible for political instability in the years 1646–60. The significance of military involvement in politics for political instability in these years should be analysed and evaluated. Relevant points may include: • The politicisation of the army by 1647 and the infiltration of the Levellers into its ranks • The Army Representation of 1647 and its effects on attempts to reach a settlement with the king • The impact of the second civil war 1648 and the army's decision that Charles I should be put on trial • Pride's Purge of conservative MPs in December 1648 • The Major-Generals' experiment in government in 1655–56 • The role of General Monk in ending the Protectorate, 1659–60. The significance of other factors which caused political instability in these years should be analysed and evaluated. Relevant points may include: • The impact of radical political ideas, including the Levellers, Fifth Monarchists and Quakers • The failure of both the Rump and the Nominated Assembly to provide stability in government • The failure of the Instrument of Government • The continued influence of monarchist sentiment throughout the country • The failure of both Oliver and Richard Cromwell to provide stable government and to maintain social order. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that the British economy was transformed in the years 1625–85. Evidence in support of the suggestion that the British economy was transformed in these years should be analysed and evaluated. Relevant points may include: • The growth of agricultural output, including the production of cash crops, such as hemp and flax, for the textile industry • The development of new draperies in Norwich and Colchester • The impact of the growth of London as a market, and on improved transport and communications • The creation of investment banks to fuel economic change • The impact of the Navigation Acts on the growth of colonial markets and trade • The changing structure of overseas trade, including the importance of the triangular trade. Evidence opposing the suggestion that the British economy was transformed in these years should be analysed and evaluated. Relevant points may include: • The impact of the slowdown in population growth from 1650 on economic development • The maintenance of the domestic system in the production of cloth • Limited industrial development and change in staple industries, including coal and tin mining • The absence of significant economic change in Ireland, including the failure of the restoration monarchy to address land grievances • There was a lack of major changes relating to transport. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how accurate it is to say that fear of Catholicism was fundamental to the discontent faced by the restored monarchy in the years 1660–88. The significance of the fear of Catholicism in these years should be analysed and evaluated. Relevant points may include: • Opposition to the Declarations of Indulgence of 1672 and 1687 and parliament's approval of the Test Act of 1673 • Popular perceptions of the role at court of Catherine of Braganza and her Catholic supporters • Charles's defeat of the Exclusion Parliaments, which ensured the succession of the Catholic Duke of York • Opposition to James II's promotion of Catholic interests from 1685, including the trial of the seven bishops • The birth of a son in 1688 to James and Mary of Modena and the prospect of a Catholic line of monarchs • The paranoia of the Popish Plot. The significance of other factors in these years should be analysed and evaluated. Relevant points may include: • Parliamentary fears over the close links established between Charles II and Louis XIV's absolute monarchy • Parliamentary opposition to Charles II over finance and taxation • Parliamentary and popular discontent over the course and outcome of the Anglo-Dutch wars • James II's demands for a standing army, which raised fears of arbitrary or absolute rule • James's views on the divine right of kings. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that as a result of the Glorious Revolution, parliament became 'pre-eminent' in the government of the country. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The events of 1688–89 were revolutionary, with the reigning monarch being overthrown and replaced by a foreign prince • The almost bloodless deposition led to a new form of constitution • Parliament became a permanent institution • The power of the monarchy declined and the monarchy ruled within a parliamentary system • The authority of government came from the parliamentary legislation agreed by the monarch, Lords and Commons. Extract 2 • The nature of monarchy did not change, just the name of the monarch, e.g. William and Mary were offered full royal authority with William as a policy-maker • William and Mary took over a Crown which was not so much overthrown as forfeited by the actions of James II • There was no violent revolution or loss of support for monarchical government • There was compromise rather than parliamentary 'pre-eminence' with the relationship between Crown and people left ambivalent. Candidates should relate their own knowledge to the material in the extracts to support the view that parliament became pre-eminent in the government of the country. Relevant points may include: • Parliament placed clearly defined limitations on royal power with the Bill of Rights of 1689 [relates to Extract 1] • Frequent parliaments were guaranteed with the Triennial Act of 1694 [relates to Extract 1] • Parliament asserted the right to decide on the succession to the throne through the Act of Settlement of 1701 [relates to Extract 1] • Additional evidence, e.g. the financial reforms made necessary partly by William's wars placed control of finances in the hands of parliament and not the monarch.

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter and/or modify the view that parliament became pre-eminent in the government of the country. Relevant points may include: • The king chose his own ministers and advisers, though over time he had to ensure that his ministers could manage parliament in accordance with his wishes [relates to Extract 2] • William did not need parliamentary consent for conducting his foreign policy [relates to Extract 2] • The constitutional settlement which had emerged by 1701 provided for a mixed and balanced government by king, Lords and Commons, with no one party being pre-eminent [relates to Extracts 1 and 2] • Additional evidence, e.g. William remained head of the Church of England, and was thus free to mould the religious settlement in line with his own ideas.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/1D

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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SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

1 To what extent does the emergence of an industrial middle class explain the increasing demand for parliamentary reform in the years 1785–1832?

(Total for Question 1 = 20 marks)

OR

2 How far do you agree that the growth of industrial towns was the most significant factor in the breakdown of the old Poor Law system in the years 1815–34?

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☐ **Question 2** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How far do you agree that new model unionism in the years 1850–70 was more effectively organised than trade unionism in the years 1815–34?

(Total for Question 3 = 20 marks)

OR

4 How far do you agree that the work of individuals was more significant than mass movements in achieving improved working conditions in the years 1830–70?

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☐ **Question 4** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that the slave trade ended for economic reasons?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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Pearson Edexcel Level 3 GCE

History

Advanced
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
9HI0/1D

Do not return this booklet with the question paper.

Turn over ▶

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Extracts for use with Section C.

Extract 1: From Patrick Richardson, *Empire and Slavery*, published 1968.

There were particular factors assisting the abolitionist cause. Many of the better-established West Indian planters were in favour of the abolition of the slave trade itself. They realised that the trade could supply slaves to the new British territories of Trinidad and Guiana to make them effective rivals of the older British colonies. They also felt that the British colonies were better stocked with slaves than the foreign West Indies, and that it would be in the planters' interests if there was no further supply of slaves at all. Lastly, even the port of Liverpool was becoming less concerned about the trade, which had fallen into fewer hands, and some of these big firms had felt the pinch in the last years of the trade. Other forms of trade and the very profitable practice of wartime privateering meant that commercial interests no longer rallied against abolition so loudly.

Extract 2: From James Walvin, *The Trader, the Owner, the Slave: Parallel Lives in the Age of Slavery*, published 2008.

The historical arguments about abolition have returned time and again to the confused issue of profit and loss – though it is not an easy matter to draw up an accurate balance sheet of the British slave trade. Did the British end the slave trade on economic grounds? Had it ceased to be a profitable form of trade and investment? It is now clear that those most intimately involved in the slave trade – on and around the ships and their trading outlets in Africa and the Caribbean – were most fiercely opposed to ending the slave trade. The West India lobby was a powerful federation of planters and merchants, based in London. It had many prominent friends in Parliament and government and fought bitterly to defend the slave trade in the twenty years to 1807. There is little evidence in their arguments to suggest they felt they were defending a trading system which had lost its economic vitality, or its ability to yield profits. Those with the most to lose from abolition clung to the belief that slave trading remained profitable. The current evidence simply does not sustain an argument that the British ended the slave trade for economic reasons.

Acknowledgements

Extract 1 is from Patrick Richardson, *Empire & Slavery*, Longmans, Green and Co. 1968; Extract 2 is from James Walvin, *The Trader, The Owner, The Slave: Parallel Lives in the Age of Slavery*, Vintage 2008. © 2014 The Random House Group.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/1D)
Advanced

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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.
1	**1–3**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**8–12**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**13–16**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	**17–20**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on the extent to which the emergence of an industrial middle class explains the increasing demand for parliamentary reform in the years 1785–1832. The role that an emerging middle class played in the increasing demand for parliamentary reform should be analysed and evaluated. Relevant points may include: • The new wealthy industrial middle classes increasingly demanded the political power to mirror their economic power • The new industrial middle classes often found themselves living and working in areas which were underrepresented in parliament, e.g. Manchester • Industrialists gave support and backing to extra-parliamentary political critics from 1780s onwards, e.g. Wilkes and Wyvill • By the 1810s and 1820s some industrialists were willing to support and mobilise popular protest to pressure for change, e.g. support for Attwood's Birmingham Political Union • There was increasing support from parliamentary politicians, particularly Whigs, who began to support the cause of parliamentary reform to placate the industrialists. The role that other factors played in the increasing demand for parliamentary reform should be analysed and evaluated. Relevant points may include: • Calls for a reduction in the power of the Crown in parliament had been evident since the 1780s, e.g. Burke • Pitt's attempts to reform parliament in 1785 • The influence of political ideas disseminated through the French Revolution • A tradition of radicalism throughout the period, e.g. 'Orator' Hunt • The belief of working-class supporters that a reformed parliament would consider their economic and social problems • Increasing support from within parliament due to a fear of revolution. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the suggestion that the growth of industrial towns was the most significant factor in the breakdown of the old Poor Law system in the years 1815–34. The significance of the growth of industrial towns as a factor in the breakdown of the old Poor Law system should be analysed and evaluated. Relevant points may include: • The size and rapid expansion of industrial towns increased the number of people seeking relief thus overwhelming the parish system • The increasing size of the population, along with the poverty of many of the inhabitants, meant that insufficient funds were raised from rate-payers to fund provision • The 'universal' parish system became impractical, e.g. the status of rural-urban migrants • In times of economic slump, the need for relief was concentrated in industrial areas already unable to cope. The significance of other factors should be analysed and evaluated. Relevant points may include: • A lack of funding undermined provision, e.g. the unrepresented, newly wealthy, middle-class rate-payers resented funding poor relief • The lack of uniformity in the parish system itself undermined effective provision, e.g. the effect of the Speenhamland system • Ideologies such as utilitarianism undermined trust in the system • Periodic economic slumps affected the ability to provide relief across the whole country in both urban and rural areas • The economic and social impact of the end of the Napoleonic Wars in 1815. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how far new model unionism in the years 1850–70 was more effectively organised than trade unionism in the years 1815–34. Evidence in support of the suggestion that new model unionism (NMU) was more effectively organised than the unions of 1815–34 should be analysed and evaluated. Relevant points may include: • The aims of the new model unions were more focused than the earlier trade unions; the general political aims of the earlier trade unions (e.g. the Manchester Philanthropic Society) diluted their effectiveness • New model unions, such as the Amalgamated Society of Engineers, were more efficiently organised, with rules, structure and clear funding, whereas the earlier trade unions were either too local or too large to be efficient • The national secretaries of the new model unions ('the Junta') had a joint headquarters in London while trade unions relied heavily on the leadership of individuals, e.g. Robert Owen of the Grand National Consolidated Trades Union (GNCTU) • NMU was permitted whereas earlier trade unions gained only limited legal rights after 1824 • NMU grew in strength after a Royal Commission report in 1869 was broadly supportive of its activities, whereas the GNCTU was fatally undermined by government support for the prosecution of the 'Tolpuddle Martyrs'. Evidence countering the suggestion should be analysed and evaluated. Relevant points may include: • There were divisions and disagreements within and between the new model unions, e.g. although eventually a national body, the Trade Union Congress was initially a rival to the London Trade Council • Neither NMU or the earlier trade unions were directly influential in achieving better conditions for workers • The effectiveness of NMU was undermined by scandal, e.g. corruption in the boilermakers union and violence in Sheffield • Most employers remained vehemently opposed to unions in both periods • The national associations of the years 1815–34 mobilised more people than the new model unions. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how far the work of individuals was more significant than mass movements in achieving improved working conditions in the years 1830–70. Evidence of the work of individuals being more significant in achieving improved working conditions should be analysed and evaluated. Relevant points may include: • Individuals such as Lord Shaftesbury acted as figureheads and became nationally recognised • Successful legislation required the work of individual MPs and Lords, e.g. John Fielden's influence on the 1847 Factory Act and Lord Shaftesbury's contribution to mining legislation • The actions of individuals influenced popular opinion, e.g. Oastler's letter to the *Leeds Mercury* led to the signing of petitions and participation in marches • The methods used by mass movements lacked effectiveness, e.g. petitions, or inspired fear, e.g. the Plug Plots • The use of direct action, such as strikes, was limited due to fear of the consequences for employees. Evidence against individuals being more significant than mass movements should be analysed and evaluated. Relevant points may include: • Individuals in parliament required the sustained support of popular pressure groups (e.g. the Ten Hour Movement) over many years to persuade MPs of the need for legislation • Changing circumstances could undermine the effectiveness of individuals, e.g. when Ashley resigned as MP, he had to be replaced by Fielden as leader of the Ten Hour Movement • Mass movements stimulated a national debate in newspapers and magazines • Parliamentary reform encouraged the political parties to consider the economic and social concerns highlighted by mass movements, e.g. Whig support for factory reform in the 1830s • A fear of revolution may have influenced the passage of legislation, e.g. factory reforms in the 1830s and 1850s followed periods of popular unrest. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of the issues of interpretation to reach a reasoned conclusion concerning the view that the slave trade ended for economic reasons. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Many established West Indian planters began to oppose the slave trade to increase their competitive advantage over newer British colonies in the Caribbean and foreign colonies • There was no need to continue with the slave trade because the stock of slaves already in the Caribbean was sufficient • The slave trade became more difficult in the later years – the number of trading companies had declined and profit fell • Traders found alternative sources of profit, e.g. Liverpool traders profited from war privateering. Extract 2 • The evidence does not suggest that a loss of profit led slave-trading interests to abandon their opposition to the slave trade • The slave-trading interest was one of the strongest opponents of abolition • The existence of a well-organised West Indian lobby in parliament fighting against abolition for 20 years • There is little evidence in their arguments to suggest that the trade had lost profitability before 1807. Candidates should relate their own knowledge to the material in the extracts to support the view that the slave trade ended for economic reasons. Relevant points may include: • After initial gains, the profitability of the slave-trading interests was undermined by the war with France, particularly in the mid-1790s [relevant to Extract 1] • Profits in all areas of the trade declined after the peak of the 1760s [relevant to Extract 1] • British ports and traders were all affected to some extent by fluctuations in profitability, e.g. Bristol never recovered from the downturn of 1793 [relevant to Extract 1] • Some historians argue that the West India lobby was so vocal because rather than being profitable, it needed to protect slave-trading interests due to falling profits [relevant to Extract 2] • Additional supporting evidence, e.g. views of leading economists such as James Stephens and Adam Smith.

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the slave trade ended for economic reasons. Relevant points may include: • Although in relative decline, the slave trade remained a profitable business throughout the period, e.g. the growth of the port of Liverpool and overall profits [relevant to Extract 1] • The economic strength of the West India lobby allowed it to fund and sustain opposition to abolition for over 20 years [relevant to Extract 2] • Additional evidence, e.g. there was a strong economic case for the continuance of slave trading while still at war with France in order to undermine competition • Additional reasons for abolition, such as the influence of the humanitarian lobby, e.g. despite the economic advantages of maintaining the slave trade while still at war with France, humanitarian arguments became persuasive in parliament.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History
Advanced
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
9HI0/1E

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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SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

1 How far was government control over the lives of the people maintained in the years 1953–85?

(Total for Question 1 = 20 marks)

OR

2 How far was Brezhnev responsible for the economic decline of the USSR in the years 1964–85?

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☐ **Question 2** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How successful were government policies in promoting industrial development in the USSR in the years 1928–64?

(Total for Question 3 = 20 marks)

OR

4 How far did the fundamental features of Lenin's government of the USSR remain in place under Stalin?

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☐ **Question 4** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question' (*Extract 1, line 5*)?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced

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
9HI0/1E

Do not return this booklet with the question paper.

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Extracts for use with Section C.

Extract 1: From John Keep, *A History of the Soviet Union 1945–1991*, published 1995.

Gorbachev, who had made his career in a region where ethnic tensions were not particularly marked, underestimated their explosive potential. A rationalist, he assumed too readily that national enmities could be reduced by social and economic progress. As late as November 1987, when it was already clear that the national question was a volcano that might erupt at any time, he was uttering soothing statements to the effect that the problem had essentially been solved but needed review by experts. He suffered from 'ethnic blindness' as shown by his policy of appointing Russians to replace uncooperative native leaders. When protests [over one such replacement] broke out in Kazakhstan, nine demonstrators were killed and five hundred arrested. Protests were staged in sympathy in several other places. Despite this ominous warning, the number of non-Russians in leading Party bodies tended to decline in the early years of *perestroika*. It is difficult to avoid the conclusion that Gorbachev, preoccupied by what he saw as far more substantial issues, displayed a remarkable degree of complacency.

Extract 2: From Robert Service, *The Penguin History of Modern Russia*, published 1998.

By 1988, Gorbachev had carried out what had once been a virtually inconceivable transformation of politics and culture. The entire structure of the state had been shaken, and Gorbachev let it be known that more walls had to be brought down before he could properly rebuild as he wished.

While battering the system in 1986–88, Gorbachev hoped to change the Soviet order and secure popular approval and political legitimacy throughout society. He still aimed, in his confused fashion of thought, to preserve the Soviet Union and the one-party state. Lenin and the October Revolution were meant to remain publicly revered. But he failed to understand that his actions were strengthening the very phenomena which he was trying to eliminate. Glasnost and perestroika were undermining the political and economic foundations of the Soviet order. Localism, nationalism, corruption, illegal private profiteering and distrust of official authority: all these phenomena had been reinforced by the dismantling of central controls undertaken by Gorbachev.

Acknowledgements

Extract 1 is from John Keep, *Last of the Empires: A History of the Soviet Union 1945–1991*, Oxford University Press 2002. By permission of Oxford University Press; Extract 2 is from Robert Service, T*he 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 (9HI0/1E)
Advanced

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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.
1	**1–3**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**8–12**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**13–16**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	**17–20**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on how far government control over the lives of the people was maintained in the years 1953–85. Features of continuity in government control over the lives of the people in these years should be analysed and evaluated. Relevant points may include: • Continued state control of mass media and propaganda, including the personality cults of Khrushchev and Brezhnev and the Moscow Olympics of 1980 • Continued action against political and social dissidents under Khrushchev, Brezhnev and Andropov • The sustained attack on religious beliefs and practices from 1959 • Government attempts to maintain cultural conformity in the arts, literature and the media • The maintenance of social benefits and full employment • The attempts to retain control over young people through the Young Pioneer movement. Changes in government control in these years should be analysed and evaluated. Relevant points may include: • Khrushchev's promotion of de-Stalinisation: the impact of the Khrushchev Thaw on intellectual life and popular expectations for greater freedoms • The growing culture of dissidence under Brezhnev, and the government's inability to eliminate *samizdat* literature and elements of an independent public opinion • Khrushchev's relaxation of restrictions on foreign travel and its impact • The significance of changing educational policies from the late 1950s, including pre-school and higher education • The growth of youth culture in the 1960s and the influence of Western music. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how Brezhnev was responsible for the economic decline of the USSR in the years 1964–85. Brezhnev's role in causing economic decline in these years should be analysed and evaluated. Relevant points may include: • The attempts by government and party to restore stability to the country after Khrushchev's rule • The unwillingness of Brezhnev, Andropov and Chernenko, and of the ruling *Politburo*, to contemplate significant economic reforms • The continued dominance of the CPSU in all aspects of national life • The growth of corruption throughout the CPSU • Brezhnev's increasingly poor health in the 1970s and his growing incapacity to make decisions. The role of other factors contributing to economic decline should be analysed and evaluated. Relevant points may include: • The maintenance of high levels of state investment in traditional heavy industry and the failure to invest in new technology • The decline of agriculture, including the refusal to allow experimentation in the organisation of the *kolkhoz* workforce, disappointing grain harvests and the need to import grain • The failure to provide sufficient consumer goods to satisfy popular demand. • The impact of the oil crisis of the early 1970s, which caused economic growth in the USSR to halt abruptly and recover only slowly • The decline in productivity and labour discipline • The role of external factors in causing high expenditure on the armed forces. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how successful government policies were in promoting industrial development in the USSR in the years 1928–64. The extent to which government policies succeeded in promoting industrial development in these years should be analysed and evaluated. Relevant points may include: • Soviet industry in 1928 and the growing problems associated with the New Economic Policy • The extent of transformation during the Five-Year Plans of 1928–41, including their changing priorities • The imposition of a war economy to meet the demands of the Great Patriotic War • The success of post-war industrial reconstruction and the restoration of the Five-Year Plans • Khrushchev's early successes including annual growth of 6.7 per cent in 1953–57 and a significant increase in the output of consumer goods. The extent to which government policies did not succeed, or had only limited success, in these years should be analysed and evaluated. Relevant points may include: • Nationalised industry and state control under Stalin in the years 1928–53 • The maintenance of a Stalinist command economy through central regulation and the setting of targets and quotas for industry and for individuals • The significance of labour discipline and state-approved organisations for workers • The focus on heavy industry and primary production, and the neglect of consumer goods before 1953 • The role of the bureaucracy and planners in developing and carrying out government policies in the years 1917–53 and the failure of Khrushchev's reforms of the system of economic control in the late 1950s. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how far the fundamental features of Lenin's government of the USSR remained in place under Stalin. The continuities/similarities in the features of the two regimes should be analysed and evaluated. Relevant points may include: • The elimination of opponents of Bolshevik power, including the Constituent Assembly and the Kronstadt mutineers and Stalin's persecution of his opponents • Lenin's Red Terror and the attacks on the bourgeoisie and Stalin's campaign against the *kulaks* and the Purges of the 1930s • Centralisation of state power during and after the civil war and Stalin's dictatorial regime • Officially approved attacks on religious beliefs and practices by both Lenin and Stalin • A pragmatic approach to the economy demonstrated in the switch from War Communism to the New Economic Policy and Stalin's changing economic priorities during the Great Patriotic War • Control of mass media and propaganda by both leaders, including the appeal by both leaders to Russian nationalism during wartime. The changes/differences in the features of the two regimes should be analysed and evaluated. Relevant points may include: • Lenin was prepared to allow some debate and different viewpoints within the CPSU, while Stalin reduced the Party to a cipher which automatically approved Stalinist policies; Stalin destroyed his political opponents in the Purges of the 1930s • Lenin's readiness to ignore communist ideology in the quest to remain in power, but the ideological inflexibility of Stalinism as an instrument of government • Lenin's reluctance to develop a personality cult but the pervasive nature of the Stalin personality cult. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question'. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Ethnic tensions within the USSR were growing, as shown by the protests in Kazakhstan • Gorbachev's believed that ethnic tensions would subside with progress in society and the economy • Gorbachev's complacency over ethnic tensions is suggested by the continued promotion of Russian politicians in non-Russian republics. Extract 2 • Gorbachev's reforms had shaken the foundations of the Soviet state • *Glasnost* and *perestroika* had had the effect of promoting disorder and corruption in public life • Despite the undermining of the Soviet order in state and society, Gorbachev intended to continue his reform programme. Candidates should relate their own knowledge to the material in the extracts to support the view that that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question'. Relevant points may include: • The growth of ethnic dissent in Latvia, Lithuania and Estonia in 1986–87 [relevant to Extract 1] • Conflict between Armenians and Azeris over Nagorno-Karabakh in 1987–88 [relevant to Extract 1] • The growing demands for independence from many of the republics in 1988–90 [relevant to Extracts 1 and 2]. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question'. Relevant points may include: • Changes to the political structure of the USSR in the years 1985–90 [relevant to Extract 1] • The impact of *glasnost* on Soviet citizens as issues hitherto hidden had become the subject of open political discussion [relevant to Extract 2] • *Perestroika* had led to serious economic problems, including food shortages and a decline in industrial output [relevant to Extract 2]

Question	Indicative content
	• The attempts at economic reform had led to the growth of bribery, corruption and profiteering in many areas of the economy [relevant to Extract 2] • Additional reasons, e.g. the role and popular appeal of Yeltsin in demanding widespread reforms, and in undermining Gorbachev's government.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/1F

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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SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

1 How far had the standard of living achieved in America before the Wall Street Crash of 1929 been recovered by 1941?

(Total for Question 1 = 20 marks)

OR

2 How far do you agree that the news media was the most significant influence on the decline in confidence in the American presidency in the years 1968–80?

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☐ **Question 2** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How significant was the post-Second World War population boom in the creation of a consumer society in the USA during the 1950s and 1960s?

(Total for Question 3 = 20 marks)

OR

4 How far do you agree that the aims and methods of black American civil rights activists in the years 1955–68 were radically different from those of activists in the years 1917–55?

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that the Reagan presidency was a time of 'deterioration and decline' (*Extract 1, lines 7–8*) in the advancement of black Americans in the USA?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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Pearson Edexcel Level 3 GCE

History

Advanced
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
9HI0/1F

Do not return this booklet with the question paper.

Turn over ▶

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Extracts for use with Section C.

Extract 1: From Stephen Tuck, *African American Protest during the Reagan Years: Forging New Agendas, Defending Old Victories*, published 2008.

For the traditional civil rights leadership, the rise of Reagan spelled trouble. A director of the National Association of the Advancement of Colored People (NAACP) complained, 'The age of the volunteer has come to an end.' By the end of the 1980s, NAACP membership had plummeted from half a million to barely a hundred thousand; support for nonviolent, progressive students had been replaced by majority condemnation of violent, idle young black men. Histories of the civil rights movement describe the Reagan years as years of deterioration and decline.

The downturn in fortune experienced by many African Americans during these years seems to confirm the gloomy picture. The inequality gap in wages and employment held steady through to the mid-1990s, and in some aspects the gap widened. Inner city poverty, family breakdown, and gang violence were seemingly entrenched. The arrival of crack cocaine in the mid-1980s compounded the problem. New get-tough crime measures led to an astonishing rise in the numbers of young black men in prison. During the 1980s, sociologists popularized the term 'underclass' – a group with no prospect of breaking out of poverty. Little wonder then, that many polls showed increasing pessimism among African Americans that racial equality would be achieved within a lifetime.

Extract 2: From Gil Troy, *The Reagan Revolution: A Very Short Introduction*, published 2009.

The civil rights revolution continued [under Reagan]. Racism was no longer acceptable in public or in polite company. Polls showed that 98 per cent of whites did not object to blacks moving in next door, 95 per cent accepted bosses who were black, 89 per cent would go to a black doctor, and 85 per cent approved of their children hosting black playmates. Even if whites exaggerated their openness, these dramatic attitude shifts created a new, more open-minded, more civil culture.

African Americans streamed into America's middle class, joining important institutions essential to their eventual success. The number of black undergraduates grew to more than 2 million in 1988. Four hundred thousand blacks served in perhaps America's most color-blind institution, the military, constituting 20 per cent of the overall force. Blacks were moving into previously segregated neighborhoods, and enrolling in formerly lily-white elite schools. They also made their mark not only as doctors, lawyers and corporate executives in previously closed professions, but also as police officers, fire fighters, and electricians. African Americans became healthier too. Their life expectancy increased to 69.7 years in 1987 and the infant mortality rate dropped.

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Acknowledgements
Extract 1 is from Stephen Tuck, '*African American Protest during the Reagan Years: Forging New Agendas, Defending Old Victories*', in G Davies and C Hudson (eds), *Ronald Reagan and the 1980s: Perceptions, Policies Legacies (Studies of the Americas)*, Palgrave Macmillan 2008 © Macmillan Publishers Ltd; Extract 2 is from Gil Troy, *The Reagan Revolution: A Very Short Introduction*, Oxford University Press 2009. By permission of Oxford University Press, USA

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/1F)
Advanced

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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.
1	**1–3**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**8–12**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**13–16**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	**17–20**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on how far the standard of living achieved in America before the Wall Street Crash of 1929 had been recovered by 1941. Evidence to suggest that standards of living were improving and/or had recovered by 1941 should be analysed and evaluated. Relevant points may include: • Despite a short economic recession in 1937-38, increasing GDP and New Deal policies to alleviate hardship and provide work did lead to some improvement in living standards after 1933 • Some groups who had not benefited from the 'boom' years, such as farmers and unskilled labourers, saw improvements in living standards due to New Deal policies • The wages and salaries of those in work grew in value from 1933 onwards and by 1941 had exceeded the levels of 1929, leading to increased consumption of consumer goods • Bank/business failures declined after 1933, leading to some growth and rising living standards for some business and white collar workers • Popular entertainment still flourished, particularly the cinema, and the ownership of cars and radios continued to increase • From 1940, increased government defence spending began to boost the economy and create new jobs. Evidence to suggest that standards of living continued to decline and/or had not recovered should be analysed and evaluated. Relevant points may include: • Despite numbers falling from the record levels of 1933–34, there were still 10 million unemployed, compared to one million before the Crash • Some groups who had not benefited from the 'boom' years, such as seasonal farm workers and black Americans, had seen their standards of living decline even further • By the end of the 1930s, newly created jobs were often unskilled and low paid, leaving many craftsmen and skilled workers with a worse standard of living than before 1929 • Many workers who had been forced to migrate to find work in the mid-1930s still lived in impoverished conditions • Nutrition standards, which had been improving in the 1920s, were still in decline by 1941 as the price of fresh food was high and availability limited • Most measures of economic wealth indicated that overall living standards had not returned to the levels achieved before 1929. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the suggestion that the news media was the most significant influence on the decline in confidence in the American presidency in the years 1968-80. The significance of the news media as an influence on the decline in confidence should be analysed and evaluated. Relevant points may include: • The news media uncovered some of the key events that undermined confidence in American presidents and/or policies, e.g. Mai Lai, Watergate • Respected news journalists became willing to criticise American presidents and/or policies, e.g. Walter Cronkite's reaction to the Tet offensive • The variety of news media coverage available increased public accessibility, e.g. radio news, television news from Vietnam, newspaper coverage of the Watergate scandal • Technological developments: 'bad news' spread faster with less time for presidential 'cover up', e.g. daily reports from Vietnam, the Iran hostages • Public desire for news meant increased interest in the private lives of the presidents and associates, e.g. the business dealings of Carter's brother. Other factors with significant influence on the decline in confidence in the American presidency should be analysed and evaluated. Relevant points may include: • The leadership styles of the presidents encouraged a lack of confidence, e.g. the revelation of Nixon's behaviour on the Watergate tapes, growing disillusion with Carter's 'folksy outsider' style • The news media was merely responding to actions and policies that undermined the presidency, e.g. Nixon's involvement in the Watergate break-in, Ford's pardon of Nixon • The nature of American involvement in the Vietnam conflict led to many Americans questioning the role of the presidency • The growth of counter-culture and a culture of protest encouraged many younger Americans to question the authority of the American presidency • Popular culture challenged the dominant political landscape, questioning the role of the presidential government, e.g. conspiracy theory as a theme of literature and cinema • The end of the unbroken economic prosperity since 1945 led to a decline in political confidence in both Republican and Democrat presidents as they seemed unable to restore economic confidence. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the significance of the post-Second World War population boom in the creation of a consumer society in the USA during the 1950s and 1960s. The contribution of the post-war population boom to the creation of a consumer society should be analysed and evaluated. Relevant points may include: • The rapid increase in the birth rate led to an almost immediate demand for more housing and the consumer goods • The majority of the new housing was suburban, e.g. Levittown, which fuelled a further increase in car ownership • The baby boom created a new consumer market for children which advertisers exploited, e.g. the sale of toys made $1.5 billion in 1953 • The 'baby boomers' drove further consumption in the later 1950s and 60s as producers catered for the new phenomenon of the 'teenage' market • An increased population led to increased food consumption and new products such as fast food • By the late 1960s, the children of the baby boom expected greater choice and readily responded to technological innovations by buying new products, e.g. transistor radios, stereo record players. To establish extent, evidence limiting the significance of the population boom and/or other significant factors should be analysed and evaluated. Relevant points may include: • In the late 1960s, many young 'baby boomers' began to question the culture of consumerism and actively rejected consumption, e.g. the growth of environmentalism and the 'hippy' lifestyle • Involvement in the Second World War led to the population boom and the wealth required to kick-start investment in consumer-led industries, e.g. domestic appliances • The development of a car-owning culture encouraged consumption and new products, e.g. drive-in food restaurants and cinemas • Technology increased purchases of televisions and also stimulated the advertising industry, which sponsored television programmes • The advertising industry created a desire for new products and more choice • The psychological effects of the victory in the Second World War and the emergence of the US as a Cold War power encouraged society to justify consumerism as the 'American way'. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that the aims and methods of black American civil rights activists in the years 1955-68 were radically different from those of activists in the years 1917-55. Evidence to suggest that the aims and methods of the two groups of activists were radically different should be analysed and evaluated. Relevant points may include: • Before 1955, the NAACP focused on legal challenges; after 1955 the NAACP increasingly supported non-violent direct action, e.g. the Greensboro sit-ins • Before 1955, peaceful change was a key aim, but after 1955 some in CORE and the SNCC hoped their tactics would provoke a violent reaction • After 1965, some elements of CORE and the SNCC developed the radical policy of 'Black Power', with its ideas of black nationalism and self-defence • Before 1955, the civil rights movement focused on the *de jure* segregation of the Jim Crow laws in the southern states; in the 1960s, focus turned to *de facto* discrimination and poverty of urban black Americans • Before 1955, civil rights activists had sought to co-opt white supporters to the cause; during the 1960s black separatism became popular. Evidence of similarity/continuity/limited difference should be analysed and evaluated. Relevant points may include: • Both before and after 1955, the aim of civil rights activists was to challenge both *de jure* and *de facto* segregation and inequality in both the north and south • Throughout both periods, the majority of civil rights activists supported legal challenge with some elements of non-violent protest as the most effective method to achieve change, e.g. the NAACP • CORE was created before 1955 specifically to oppose segregation in public places by using direct action, e.g. interstate bus protests • It was really only from the mid-1960s that the aims and tactics of activists such as Malcolm X and the Black Panthers became more overtly radical • A tradition of black nationalism and separatism could be traced directly back to the teachings of Marcus Garvey in the 1920. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Reagan presidency was a time of 'deterioration and decline' in the advancement of black Americans in the USA. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The traditional civil rights movement lost membership and active supporters • Perceptions of black Americans, particularly young men, became more negative and Reagan's crime policies led to more of them going to prison • Standards of living for black Americans fell, particularly in the inner cities, with continued wage and employment inequalities • Social problems grew, with an increase in family breakdown, gang violence and drug use, creating an 'underclass' of black Americans with little hope. Extract 2 • The advancement of black American civil rights continued with vigour and was in many ways revolutionary • There was a dramatic shift in social attitudes with overt racism no longer acceptable in public places or socially • In workplaces and the domestic environment, racial integration was overwhelmingly accepted according to opinion polls • More black Americans went to college and were employed in public services, skilled and professional jobs that were previously closed to them • Many black Americans became healthier and lived longer. Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency was a time of 'deterioration and decline' in the advancement of black Americans. Relevant points may include: • The civil rights movement became less effective in mobilising black Americans as society became more individualistic in the 1980s [relevant to Extract 1] • Reagan's social policies in general, not just crime, and cutbacks in federal spending had a negative impact, particularly on inner city black American communities [relevant to Extract 1] • Despite public commitment to racial integration, many white Americans remained intolerant [relevant to Extract 2] • A combination of drug culture and poverty meant the spread of HIV/AIDs in the 1980s disproportionately affected the health of black Americans [relevant to Extracts 1 and 2].

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Reagan presidency was a time of deterioration and decline in the advancement of black Americans. Relevant points may include: • The advance of black Americans in some areas was significant but only affected a minority; their gains led to statistical rather than real improvements in health and social welfare [relevant to Extracts 1 and 2] • Black Americans became increasingly accepted into unionised skilled employment which had previously been closed to them [relevant to Extract 2] • The civil rights movement leaders had become part of the political mainstream, e.g. Jesse Jackson, the establishment of Martin Luther King day [relevant to Extract 1] • Additional supporting evidence, e.g. the emergence of an assertive black American rap culture, leading roles for black Americans in mainstream popular culture, black American sporting stars as role models for achievement.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/1G

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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SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

1 How accurate is it to say that political opposition from the extreme right was the most significant threat to the stability of the Weimar Republic in the years 1919–29?

(Total for Question 1 = 20 marks)

OR

2 How far do you agree that the Federal Republic faced severe economic and political challenges in the years 1965–83?

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☐ **Question 2** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 To what extent were the cultural developments of the Weimar years suppressed by the Nazi regime?

(Total for Question 3 = 20 marks)

OR

4 How far do you agree that the nature of the government of the Federal Republic in the years 1949–69 was completely different from that of the Nazi regime?

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☐ **Question 4** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that Hitler always intended to destroy the state of Poland?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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Pearson Edexcel Level 3 GCE

History

Advanced

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
9HI0/1G

Do not return this booklet with the question paper.

Turn over ▶

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PEARSON

Extracts for use with Section C.

Extract 1: From Mary Fulbrook, *A History of Germany 1918–2008,* published 2009.

On the foreign policy front, desires for the revision of the Treaty of Versailles were widespread among the Germans. Already in the closing years of the Weimar Republic, after the death of Stresemann, more forceful tones had been evident in German foreign policy. These revisionist tendencies were unleashed with vigour by Hitler.

In 1939, Hitler turned his attention to Poland and the Baltic states. Lithuania handed over the port of Memel to Germany, but the Poles stood firm on Danzig. At this point, the British took a stronger stand, issuing a guarantee of Polish independence. Hitler chose not to take too much notice of this. In a surprise move Hitler concluded a pact with his ideological arch-enemy, the communist leader Joseph Stalin. In a further agreement in September, Hitler and Stalin carved up the Polish and Baltic states to achieve strategic aims. On 1 September 1939, German troops used the pretext of incited border incidents for a well-organised invasion of Poland.

Extract 2: From William Carr, *A History of Germany 1815–1985*, 3rd edition published 1987.

Hitler intended in the case of Poland to eliminate what he regarded as a potential threat in Germany's rear. War [with Poland] was not at first in his mind. Strenuous efforts were made in the winter of 1938-39 to win the Poles over as junior partners by dangling before them the prospect of territorial gains in the Ukraine. Though attracted by the offer, the Polish Foreign Minister dared not contemplate a pact with Germany for fear of Russia. By the end of March Hitler was already moving round to the view that Poland must be crushed by force.

On 22 August, while the negotiations were still proceeding, he told his senior army commanders that the chances of British and French intervention were now slight and in any case they could not help Poland if they did intervene. Whatever happened, the moment had arrived for Germany to strike while her chances of success were greater than they would be in two or three years' time. On 29 August, Hitler offered to negotiate with the Poles but this was not a serious proposal. In fact the Poles refused the offer and began to mobilise. In the early hours of 1 September 1939, the attack on Poland began.

Acknowledgements

Extract 1 is from Mary Fulbrook, *A History of Germany 1918–2008: The Divided Nation*, Wiley-Blackwell, 2008. © 2009 Wiley-Blackwell; Extract 2 is from William Carr, *A History of Germany 1815–1990 (3rd Edition)*, Hodder Arnold 1987.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/1G)
Advanced

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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.
1	**1–3**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**8–12**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**13–16**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	**17–20**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on how accurate it is to say that political opposition from the extreme right was the most significant threat to the stability of the Weimar Republic in the years 1919–29. The role of extreme right-wing opposition in threatening the stability of the Weimar Republic in these years should be analysed and evaluated. Relevant points may include: • The impact of attempts to overthrow the Republic in the Kapp Putsch, 1920, and the Munich Putsch, 1923 • The significance of links between the traditional German elites and extreme nationalist groups • The impact of political assassinations of Weimar politicians, such as Walter Rathenau, by extreme nationalists • The increasingly efficient party structure of the Nazis sowed the seeds of future challenge • Challenges to the Weimar politics of the 'golden years', such as the anti-Young Plan right-wing coalition. The relative significance of other threats to the stability of the Weimar Republic in these years should be analysed and evaluated. Relevant points may include: • The lack of success of extreme nationalist groups in destabilising the Weimar Republic • The effect of economic problems throughout the period, including the post-war crisis, hyperinflation and the dependency on US loans • The undermining effect of opposition from the extreme left • The lack of confidence shown by Weimar politicians and policies, e.g. Stresemann's belief that Germany was 'dancing on a volcano' • The physical and psychological effects of the defeat in war and the Treaty of Versailles. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the suggestion that the Federal Republic was faced with severe economic and political challenges in the years 1965–83. Evidence supporting the suggestion that the Federal Republic faced severe economic and political challenges in these years should be analysed and evaluated. Relevant points may include: • The end of the 'economic' miracle in the mid-1960s with increased inflation and unemployment • The impact of the 1973 oil crisis on inflation and unemployment • The impact of the second oil crisis of 1979–80 and the development of a 'two-thirds society' • The growing challenge of youth and student politics from the mid-1960s, including green politics and nuclear disarmament • The rise in terrorist activity and extremist politics in the 1970s • The significance of the vote of no confidence in Chancellor Schmidt in October 1982. Evidence countering and/or modifying the suggestion of severe economic and political challenge should be analysed and evaluated. Relevant points may include: • The underlying strength of the German economy created during the 'economic miracle' and the good overall standard of living limited the effects of economic challenges • The continued growth of the German export market • The economic benefits of membership of the European Economic Community • The stability created by government commitment to a social market economy • Continued popular support for democratic parliamentary politics and the use of legislation to counter extremist opposition • Despite the political crisis of 1982, Chancellor Kohl was able to use constitutional means to overcome the challenge. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the extent to which the cultural developments of the Weimar years were suppressed by the Nazi regime. Evidence of Nazi suppression of the cultural developments of the Weimar Republic and/or features of cultural change should be analysed and evaluated. Relevant points may include: • The banning and imprisonment of prominent Weimar playwrights, authors and artists • The prohibition and destruction of 'degenerate' works of art and literature produced during the Weimar period • The promotion of 'traditional' German and conservative cultural values as opposed to cultural experimentation and diversity • The creation of an official Nazi culture through the Reich Chamber of Culture as opposed to freedom of expression • The suppression of 'degenerate' forms of popular culture such as jazz and cabaret. Evidence of continuity and/or aspects of the failure of Nazi attempts to suppress cultural developments should be analysed and evaluated. Relevant points may include: • The continued use and effective development of mass popular culture to further Nazi ideology, e.g. the use of radio and film • The continued popularity of modern forms of music initially experienced through the radio • The continued use of modernistic Bauhaus styles and materials in functional architecture, e.g. airports and autobahns • The growth of subversive Swing youth groups by the late 1930s in reaction to Nazi cultural control • The implementation of Nazi 'education' programmes denouncing 'modern' culture throughout the years 1933–45 suggests that the cultural developments of the Weimar years remained influential. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that the nature of the government of the Federal Republic in the years 1949–69 was completely different from that of the Nazi regime. Differences in the nature of the Federal government from that of the Nazi regime should be analysed and evaluated. Relevant points may include: • The key democratic features of the Basic Law in which multi-party democracy was guaranteed but with safeguards against anti-democratic political parties and the successful execution of multi-party elections across the period • The implementation and execution of the constitutional limitations of power and methods of appointment and dismissal of the President and the Chancellor throughout the period • The separation of powers of the President, the Chancellor and the commander of the armed forces to prevent the re-emergence of demagogic leader • Government commitment to the basic democratic principles of freedom of expression, assembly, association and movement • The commitment to and support of the de-Nazification programme implemented by the western Allies after 1945 • The commitment to and implementation of social market policies by the CDU/CSU and 'Grand Coalition' governments of the period as opposed to control and demand policies. Areas of similarity and/or continuity should be analysed and evaluated. Relevant points may include: • The evidence for a 'vanishing opposition' in the years after 1949 • The banning of political parties such as the Communist Party (KPD) in 1956 • The political domination of Konrad Adenauer as Chancellor to 1963 and of the CDU/CSU to 1965 • The attempts by Adenauer to restrict some elements of free speech and the revelations of the '*Spiegel* affair' • The presence of former Nazi members in political and government positions, e.g. Adenauer's personal adviser Globke • The passing of the 'Emergency Laws' by the Bundestag in 1968. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Hitler always intended to destroy the state of Poland. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler was responding to a long-term desire to overthrow the terms of the Treaty of Versailles • Hitler was willing to carry on with his policy against Poland despite British guarantees of Polish independence • Hitler was even willing to make agreements with his ideological enemy to invade Poland • The invasion of Poland was well organised and planned. Extract 2 • Hitler's policy to Poland was to protect Germany from attack from the east • Hitler did not initially intend to invade Poland, but attempted diplomacy • When the Poles failed to respond positively to diplomacy, Hitler decided on direct action • Hitler decided to attack in 1939 because the time was right and he believed that Britain and France were unlikely and unable to protect Poland. Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler always intended to destroy the state of Poland. Relevant points may include: • Hatred of the terms of the Treaty of Versailles informed Hitler's beliefs as set out in *Mein Kampf* [relevant to Extract 1] • The post-1929 re-emergence of calls for the revision of the Treaty had coincided with the growth of Hitler's popularity [relevant to Extract 1] • The majority of foreign policy actions since 1933 involved the revision of the Treaty [relevant to Extract 1] • The Treaty terms regarding the port city of Danzig and the Polish Corridor were particularly disliked in Germany [relevant to Extract 1]. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler always intended to destroy the state of Poland. Relevant points may include: • Germany was vulnerable to invasion from the east even without the impact of the territorial terms of the Treaty of Versailles [relevant to Extract 2]. • Hitler shocked the German elite and Treaty revisionists as early as 1933 with his attempt to come to a diplomatic alliance with Poland [relevant to Extract 2]

Question	Indicative content
	• The failure of appeasement was even more significant than suggested in Extracts 1 and 2 • Additional reasons, e.g. the desire for *Lebensraum*.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History
Advanced
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
9HI0/1H

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

SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

1 How accurate is it to say that there was very little difference in the social and economic policies of the Labour and Conservative governments in the years 1945–64?

(Total for Question 1 = 20 marks)

OR

2 How far do you agree that the most significant influence on social change in the 1960s and 1970s was popular culture?

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How accurate is it to say that the living standards of the working class improved very little in the years 1918–39?

(Total for Question 3 = 20 marks)

OR

4 How far do you agree that in the years 1918–45 women made substantial gains in their position and status?

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that Thatcher's privatisation policies brought benefits to the British people?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced

Paper 1: Breadth study with interpretations

Option 1H: Britain transformed, 1918–97

Sample assessment materials for first teaching September 2015

Extracts Booklet

Paper Reference

9HI0/1H

Do not return this booklet with the question paper.

Turn over ▶

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PEARSON

Extracts for use with Section C.

Extract 1: From Peter Clarke, *Hope and Glory: Britain 1900–2000*, published 2004.

Privatisation undoubtedly made share ownership more accessible than before. During the 1980s the number of shareholders in the UK showed a threefold increase, to a total of 9 million. The fact is that these new shareholdings were puny in economic terms. Their importance to the individuals holding them was another matter; and this may not have been financial so much as psychological, helping to create more favourable attitudes towards business. If not popular capitalism in a full sense, privatisation temporarily made capitalism more popular. But the greatest success for privatisation was in promoting the Conservative idea of a 'property-owning democracy'. The policy of giving council tenants the right to buy their own homes at discounted prices was implemented in 1980. By 1987, 1 million dwellings had transferred from the public sector to owner occupation.

What privatisation did was to help push owner-occupation up, bringing it within the reach of upwardly mobile skilled workers (C2s). On council estates, a freshly painted door and a copy of *The Sun* in the letter-box was a signal of Thatcher's achievement in remaking the Conservative Party.

Extract 2 : From Eric Evans, *Thatcher and Thatcherism*, 3rd edition published 2013.

On another level privatisation was less successful. The base of share-ownership initially broadened considerably. There were 3 million private shareholders when Thatcher came to office and almost 11 million when she left it. However, these new small shareholders hardly became the generation of risk-taking, wealth-enhancing popular capitalists of Thatcher's dreams. Many kept their stocks only long enough to bank, or spend, quick profits. Most [stocks] quickly found their way back to the large financial institutions. Public support for privatisation dwindled as people realised that, all too often its theoretical benefits were disproved by dubious practices.

Too often, publicly-owned monopolies were not replaced by private enterprise offering efficiency and vigorous competition giving consumers high-quality service at low prices. They were replaced instead by privately-owned monopolies providing no better service than before. Chief executives of these monopolies increased the profit expectations of their shareholders (who, of course, included themselves) by cutting workforces and asserting that business had become 'leaner and fitter'. Public support for privatisation flagged, and the policy, though certainly not abandoned was no longer marketed as a vote winner.

Acknowledgements

Extract 1 is from Peter Clarke, *Hope and Glory: Britain 1900-2000 (2nd revised edition)*, Penguin 2004; Extract 2 is from Eric J Evans, *Thatcher and Thatcherism*, Routledge 2004 © 2014 Cengage.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/1H)
Advanced

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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.
1	**1–3**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	**8–12**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**13–16**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • Discusses evidence provided in the extracts 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.
5	**17–20**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on the accuracy of the suggestion that there was very little difference in the social and economic policies of the Labour and Conservative governments in the years 1945–64. In considering the extent to which it is accurate to say that there was very little difference, similarities in policy should be analysed and evaluated. Relevant points may include: • Despite the radical nature of the post-war Labour government, the Conservative governments of 1951–64 carried on with a generally Keynesian approach to the economy and a commitment to a welfare state • The lack of disagreement between the Conservatives and Labour in the 1950s became described as 'Butskellism' • Labour strengthened the welfare state with the introduction of the National Health Service (NHS); the Conservatives continued support for all of these sectors, e.g. increased school and home building • Governments from 1945–64 were supportive of the policies to sustain a mixed economy • Labour nationalised major industries across all economic sectors and the Conservatives largely maintained them • Both Labour and Conservative governments targeted industrial growth and a policy of full employment. In considering the extent of difference, differences in policies should be analysed and evaluated. Relevant points may include: • Labour policies, 1945–51, favoured a planned and managed economy while Conservative policies 1951–64 favoured deregulation where possible • The Conservative governments did little to extend or make welfare provision more generous • The Conservative governments supported the NHS but implemented some charging for services and did little to invest • The Conservatives did denationalise two industry sectors: iron and steel, and road haulage • The 'austerity' policies of rationing, regulation and control favoured by Cripps under Labour were discarded over time, e.g. rationing stopped, income tax reduced, price controls and regulations relaxed • The Labour government devalued the pound in 1949, while the Conservative governments resisted further devaluation. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the suggestion that the most significant influence on social change in the 1960s and 1970s was popular culture. In considering how far popular culture was the most significant influence on social change in these years, the impact of popular culture should be analysed and evaluated. Relevant points may include: • Popular culture, particularly popular music, challenged prevailing social attitudes and practices, e.g. through promoting youth culture, social satire and personal liberation • Technological developments in mass transmission, e.g. colour television and transistor radios spread the message of popular culture further and wider • Popular culture was viewed at the time as being a significant influence, e.g. Philip Larkin's poem *Annus Mirabilis* (1967), Mary Whitehouse's reaction • Popular culture had an impact on the whole nation through its reflection of social issues, e.g. the response to Ken Loach's *Cathy Come Home* • Broader social changes were both accelerated and shaped by popular culture, e.g. acceptance of racial diversity, the changing role of women, the creation of the 'teenager'. In considering how popular culture was *not* the most significant influence in these years, the limits to the significance of popular culture and/or other significant influences should be analysed and evaluated. Relevant points may include: • Much mainstream popular culture enjoyed by the majority of people remained conservative throughout the period and often appeared to resist trends in social change, e.g. *The Black and White Minstrel Show* continued on the BBC until 1978 • Popular culture reflected what was already happening more than it influenced the social changes, e.g. youth rebellion • The significance of economic influences – the growth of a consumer society and memories of austerity encouraged a more 'liberal' society and reached more people • Government policies influenced social mobility, e.g. the introduction of comprehensive education • The influence of protest movements, e.g. women's liberation and civil rights groups, encouraged people to challenge authority and shaped legislation. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the accuracy of the suggestion that the living standards of the working class improved very little in the years 1918–39. In considering the suggestion that there was very little improvement, continuity in living standards should be analysed and evaluated. Relevant points may include: • A series of economic problems conspired to keep living standards low for many – recession in the early 1920s, the decline of traditional industries and the impact of the economic slump (1929–33) • After 1920 unemployment remained high throughout the period • Despite the promises made by Lloyd George's government in 1918 to create a 'land fit for heroes' relatively little was done by successive governments to improve living and working conditions • The provision of poor relief discouraged people from claiming benefits, e.g. the introduction of the 'means test' in 1931 • Health provision was ad-hoc and expensive for those without cover. In considering the extent to which the change living standards was limited, areas of improvement should be analysed and evaluated. Relevant points may include: • The purchasing power of employed people was increased, e.g. ability to afford new consumer goods • A north-south divide emerged as traditional industrial areas declined but areas of new industrial growth prospered, especially in the Midlands and south-east • After 1935, the majority of people in general began to see the standard of living steadily increase; even in the shipbuilding towns of the north, re-armament brought jobs • The post-war 'homes fit for heroes' and building of council housing in the 1930s improved living conditions for many • Office and retail workers benefited from higher wages and the growth of the suburbs • Wages increased in value leading to an improvement in diet as people could buy more fresh food and dairy produce. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that, in the years 1918–45, women made substantial gains in their position and status. In considering the suggestion that there were substantial gains, areas of advancement should be analysed and evaluated. Relevant points may include: • Women gained political rights and made advancements in politics, e.g. the franchise extension in 1918 and 1928, the entry of women into parliament • The legal position of women improved considerably in the 1920s, e.g. Acts were passed regarding divorce and property rights • Employment opportunities increased, e.g. legal restrictions on women in the professions were lifted, new jobs were more accessible to women • Smaller family sizes in the 1930s, particularly, opened up opportunities for women to work and improved health and living conditions • Gains were made in the social sphere as more women wage earners took part in leisure activities and were able to buy consumer goods; new and more 'liberating' trends in fashion and social engagement appeared • The Second World War brought employment opportunities and psychological gains in the sense of being able to contribute to the defence of the nation. In considering the extent to which substantial gains were made, limits to advancement should be analysed and evaluated. Relevant points may include: • Women made little progress in politics with only a limited number of women MPs and government ministers • The new job opportunities, despite requiring good literacy and numeracy, were classed as unskilled; working women were often required to stop work once they were married • Women's wages remained lower than men's, conditions of employment were inferior and women's work was considered of lesser value by many male trade unionists • The majority of working-class women benefited less from the changes than many middle-class women, e.g. changes to divorce, improved access to contraception and higher education • Despite gains in the social sphere most women were expected to carry out the 'traditional' roles of housewife and mother • Despite gains in wartime, opportunities available to women in wartime were seen as sacrifices to be made before a resumption of the peacetime norm. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Thatcher's privatisation policies brought benefits to the British people. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The number of shareholders in Britain increased considerably • People became more favourably disposed towards the private sector • There was evidence that popular capitalism was working to some extent • The sale of council houses increased the number of homeowners. Extract 2 • Although people bought shares they sold them quickly for a profit • Popular capitalism was not established • Private sector companies provided no better services than nationalised companies • The private sector cut back the workforce to increase share dividends. Candidates should relate their own knowledge to the material in the extracts to support the view that Thatcher's privatisation policies brought benefits to the British people. Relevant points may include: • Profits from shares helped to fuel a boom in consumer spending [relates to Extract 1] • The selling off of nationalised monopolies increased product range and consumer choice, e.g. telecommunications, coach travel [relates to Extract 2] • Additional successes, e.g. privatisation brought increased Treasury revenue. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Thatcher's privatisation policies brought benefits to the British people. Relevant points may include: • Wage differentials in privatised companies widened as managers appeared to profit more than workers [relates to Extract 2] • The selling off of council houses benefited only a few [relates to Extract 1] • Companies as well as individuals practised 'short-termism' in selling shares [relates to Extract 2] • Additional limitations, e.g. the government was tarnished by controversy connected to privatisation, for instance when Norman Tebbit joined the board of British Telecom.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number | Candidate Number

History
Advanced
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
9HI0/2A

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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate the treatment of the Anglo-Saxons by the Normans in the years 1066–86?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian make use of Sources 3 and 4 together to investigate the importance of Henry II's legal and financial reforms in developing royal authority?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 'The Anglo-Saxon kingdom was both strong and successful in the years 1053–66.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4 How far does the determination of the Norman kings to control the church in England explain the conflict between church and state in the years 1087–1106?

(Total for Question 4 = 20 marks)

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

EITHER

5 'The murder of Thomas Becket had little impact on the development of church and state relations in the years 1170–76.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 How far were conflicts within Henry II's own family responsible for the difficulties he faced in controlling the Angevin Empire in the years 1183–89?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced

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
Sources Booklet

Paper Reference
9HI0/2A

Do not return this booklet with the question paper.

Turn over ▶

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S 4 7 4 7 1 A

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Sources for use with Section A. Answer the question 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

Sources for use with Question 1.

Source 1: From the *Anglo-Saxon Chronicle – Peterborough Manuscript*. 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. The *Peterborough Manuscript* is dated from 1070. Here the writer is describing William I's rule in England in the years after 1066.

Who cannot pity such a time? Or who is so hard hearted that he cannot weep for such misfortune? But such things happen because of the people's sins, in that they will not love God. The king and the great men of the land greatly loved, and were too greedy for, gold and silver. They did not care how sinfully it was got as long as it came to them. The king granted his land on such hard terms, the hardest he could. Then a second came and offered more than the other earlier gave, and the king let it go to the man who offered him more. Then a third came and offered yet more, and the king let it go into the hands of the man who offered him most of all, and did not care how very sinfully the reeves* got it from wretched men, nor how many unlawful things they did; but the greater the talk about just law, the more unlawful things were done. They charged unjust tolls and they did many other unjust things which are difficult to relate.

*reeve – an administrative official, an officer of the king

Source 2: From the *Domesday Book*, presented to William I in 1087. The *Domesday Book* was written up by a native Englishman. The following extract is the introduction to the survey of Yorkshire.

In the city of York in the time of King Edward, besides the shire of the archbishop, there were six shires*. One of these has been laid waste for the castles. In the time of King Edward, in five shires there were 1,418 inhabited messauges*. The archbishop still has a third part of one of these shires. In the time of King Edward the archbishop was paid full customary dues from his shire. In these shires, no one else was paid customary dues unless they were a burgess, the canons of the cathedral wherever they lived, and the four judges to whom the king gave this gift by his writ and for so long as they lived. Now, of all the above mentioned messauges, only 391 are inhabited – these, both great and small, are held by the king and pay him customary dues. There are 400 messauges that are not inhabited, the better ones of which pay 1 penny and the others less; and 500 messauges so empty that they pay nothing at all; and Frenchmen hold 145 messauges.

*shires – in this case, shires refer to districts of the city

*messauge – a unit of a land tenure within a borough, comprising a house or houses with attached property

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

Sources for use with Question 2.

Source 3: From the *Assize of Clarendon*, 1166. These are the first two clauses of a much longer document outlining changes in the common law.

1. In the first place King Henry, by the counsel of all his barons, for the preservation of peace and for the observing of justice, has decreed that an inquest shall be made throughout the separate counties, and throughout the separate hundreds of the kingdom. Twelve of the more lawful men of the hundred, and four of the more lawful men of each township shall swear upon oath that they will speak the truth: whether, since King Henry's accession, there be any man in their hundred or in their township who has been charged or published as being a robber or a murderer or a thief; or anyone who is a harbourer of robbers or murderers or thieves. And the Justices shall make this inquest by themselves, and the sheriffs by themselves.

2. And he who shall be found through the oath of the aforesaid lawful men to have been charged or published as being a robber, or a murderer, or a thief, or a receiver of them, since King Henry's accession, shall be taken and shall go to the ordeal of water, and shall swear that he was not a robber or a murderer or a thief or a receiver of them since King Henry's accession.

Source 4: From *The Dialogue concerning the Exchequer* by Richard fitzNigel, written in 1178–89. The *Dialogue* was a learned essay, written to inform the numerous clerks who were learning the business of the exchequer. Here he is describing the reform of the coinage after 1158.

After the illustrious king whose renown shines the brighter in great matters, did, in his reign, establish one weight and one money for the whole kingdom, each county was bound by one necessity of law in the conduct of their trade. All, therefore, in whatever manner they are bounden, pay the same kind of money. When the money is sent to the exchequer to be counted, one of the officers diligently mixes the whole together, so that the better coins may not be by themselves and the worse coins by themselves, but mixed, in order that they may correspond in weight. This being done, the chamberlain puts in a scale as many coins as is necessary to make a pound in weight of silver. But if the number of coins needed shall exceed 240 pennies by more than six pennies, it is considered unfit to be received.

Acknowledgements

Source 1 courtesy of Encyclopaedia Romana; Source 2 is from Dr Ann Wiliams, Dr G H Martin (Ed), *Domesday Book: A Complete Translation*, Penguin Classics 2004; Source 3 is from William Stubbs (ed.), *Select Charters and Other Illustrations of English Constitutional History*, rev. by H W C Davis, The Clarendon Press 1921; Source 4 © Paul Halsall1996–2006.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2A)
Advanced

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

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the treatment of the Anglo-Saxons by the Normans in the years 1066–86. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The document has been written in England so it is not surprising that it takes a critical view of William and the Normans • The writer is vague about the treatment in places ('they did many other unjust things which are difficult to relate'), which may call into question the author's position to know • Although the writer does not appear to blame the Normans entirely for the fate of the Anglo-Saxons in his claim they brought about their own suffering through their sins, in doing so he is following a monastic convention, which as a cleric he would be expected to do. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the treatment of the Anglo-Saxons by the Normans: • It suggests that the Normans were motivated by greed • It provides evidence that William I granted land on harsh terms to the highest bidder • It provides evidence that William I appointed corrupt officials ('did not care how very sinfully the reeves got it from wretched men') • It provides evidence of harsh taxation ('they charged unjust tolls'). 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 content. Relevant points may include: • The harsh treatment of the Anglo-Saxons by the Normans was at least in part a response to the rebellions in the years 1067–71 • William I replaced the Anglo-Saxon earls and sheriffs with Normans and so emphasised that the Anglo-Saxons were a conquered people • William drew substantial profits from England, from fines from justice, and from trade. **Source 2** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The Domesday Book was a detailed record of the conquered kingdom • The Domesday Book was an official document and it was essential to the king that it should be as accurate as possible • The tone used in writing is impartial, even though it was written up by an Anglo-Saxon.

Question	Indicative content
	2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the treatment of the Anglo-Saxons by the Normans: • It provides evidence of a significant decrease in the number of inhabited messauges since the time of Edward the Confessor • It provides evidence of Norman oppression in laying waste to one shire in order to build a castle in it – the symbol of Norman rule • It provides evidence of the destruction of properties: 400 messauges have been laid waste so that they barely pay any taxes and 500 pay nothing at all • It provides evidence of Norman colonisation: 145 messauges held by Frenchmen, although this is not a majority of property in the area. 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 content. Relevant points may include: • The Harrying of the North, 1069: William wreaked such devastation that the land remained waste for the next 20 years as recorded in the Domesday Book in response to repeated rebellions in that region • Castle building: the Normans built castles in areas where Anglo-Saxons rebelled and along the Welsh border as instruments of oppression and control • The Anglo-Saxons did invite harsh treatment by their invitations to the Danes to invade in 1069–70 (Northern Rebellion) and 1070–71 (East Anglian Rebellion), which would have been regarded as treason. **Sources 1 and 2** The following points could be made about the sources in combination: • Provision of taxes was a primary function of the kingdom of England • The strength and extent of Norman control over the Anglo-Saxons can be inferred from the sophistication of the Domesday survey in combination with the methods of control implied in Source 1 • The emotive tone of Source 1, describng the treatment of the Anglo-Saxons, contrasts sharply with the precise details from the survey of Yorkshire provided in Source 2.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the importance of Henry II's legal and financial reforms in developing royal authority. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • An assize is a legal ruling, with the full authority of the king • The importance of a uniform application of the law was central to Henry's aims because it was the first clause of the Assize • All the great men of the realm agreed to the Assize ('by the counsel of all his barons') • The purpose of the Assize was to enforce the king's justice throughout his realm. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the development of royal authority: • It provides evidence that justice was to be applied uniformly across the country ('throughout the counties and throughout the separate hundreds'), thus enforcing the king's justice across the realm • It contains implicit acknowledgement of the origins of the jury system ('twelve of the more lawful men of the hundred') • It provides evidence that the role of justices and sheriffs was to be extended • It provides evidence that the validity of witness evidence would be tested through oaths and ordeal ('the ordeal of water… shall swear that…'). 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 content. Relevant points may include: • Reform of the law was essential in restoring and extending the power of the crown after the loss of royal authority as a consequence of the Anarchy • The Assize of Clarendon was one of a series of assizes that increased royal authority, including the Assize of Northampton (1176) which extended the role of itinerant justices • The introduction of itinerant justices in eyre, and the development of the Court of the King's Bench at Westminster ensured uniform application of the law • The use of a mass-produced writ to ensure the king's justice was available, even during his absences. **Source 4** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Richard fitzNigel, as treasurer, was a high ranking and experienced official in the exchequer and so in a good position to comment on its activities

Question	Indicative content
	• His comments, outlining problems with the coinage, could be interpreted as evidence of impartiality • The purpose of the source to inform clerks of the business of the exchequer means Richard fitzNigel had a vested interest in ensuring accuracy • He was obviously an admirer of Henry II ('illustrious king whose renown shines the brighter…') and this may mean he places too great an emphasis on the effectiveness of his reform, which had clearly not entirely solved the problem of a defective coinage. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the development of royal authority: • It provides evidence that Henry II had been key in ensuring a uniform weight and currency for the kingdom ('has decreed that') • It contains implicit acknowledgement that there was a problem with the quality of the coinage ('better coins' and 'the worse') • It asserts that the exchequer was addressing the problem by ensuring correct weights • It asserts that improved coinage would help restore royal finances and enable Henry to assert effective control over his kingdom. 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 content. Relevant points may include: • Royal finances had declined significantly during the Anarchy and weakened the position of the Crown • The reform of the coinage began in 1158, but low-weight coins continued to circulate until 1180 • Crown revenues were also restored by a revival of the Danegeld, and the introduction of dona (gifts) and auxilia (aids) and the imposition of the tallage • By the end of Henry's reign, royal finances had been restored, e.g. the king's income had risen from £8,000 to £20,000 a year. **Sources 3 and 4** The following points could be made about the sources in combination: • Agreement that Henry II is a great reforming monarch who is restoring the authority of the crown • The implication in the sources is that, initially, Henry had greater success in restoring the law • The sources have contrasting purposes – Source 1 focuses on a rigorous enforcement of the law, while Source 2 has a primary role in educating clerks in the processes of the exchequer.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that the Anglo-Saxon kingdom was both strong and successful in the years 1053–66. Arguments and evidence that Anglo-Saxon England was strong should be analysed and evaluated. Relevant points may include: • Edward the Confessor maintained a strong kingdom at peace – there were no invasions or civil wars during this period and the Welsh prince was brought under control • Harold Godwinson contributed to the strength of the kingdom – as Edward's right-hand man, he defeated the Welsh prince Gruffudd ap Llywelyn and sided with the kingdom against his brother Tostig in 1065. Arguments and evidence that Anglo-Saxon England was successful should be analysed and evaluated. Relevant points may include: • Development of an administrative and legal system based on the shires that was so effective and efficient that the Normans would preserve it after 1066 • The Anglo-Saxon kingdom had an efficient system of taxation that raised vast amounts and a coinage that held its value and was the envy of Europe • There was increasing urbanisation – 20 towns with a population of more than 1000, and trade with Scandinavia and the continent was thriving • The Christian Church was flourishing – more than 40 monastic houses had been established in England and Edward's reputation as a pious king enhanced the standing of the kingdom. Arguments and evidence that Anglo-Saxon England had significant weaknesses should be analysed and evaluated. Relevant points may include: • Edward the Confessor was dominated by the Godwin family – married to Edith and increasingly dependent on Harold, who could be seen as working to secure his own power and claim to the throne • Harold's dispute with Tostig was one factor that left England open to invasion in 1066 • The Anglo-Saxon social and military system was regarded as backward by the Normans – the feudal system did not exist in England and the army (thegns and fyrd) fought on foot • Ultimately, the kingdom was unable to resist the invasion forces. Arguments and evidence that Anglo-Saxon England had significant failures should be analysed and evaluated. Relevant points may include: • The Normans claimed that the English church was corrupt – Edward had failed to 'Normanise' it, Stigand's position as Archbishop of Canterbury was disputed and clerical marriage was rife • Edward failed to settle the succession, his death without an heir left England open to competing claims and subject to invasions in 1066. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which the determination of William II and Henry I to control the church in England explains the conflict between church and state in the years 1087–1106. Arguments and evidence that William II and Henry I's determination to control the church was the cause of the conflict should be analysed and evaluated. Relevant points may include: • William II's attitude to the church is demonstrated by his refusal to appoint an archbishop after the death of Lanfranc in 1089 • William II's determination to control the church sparked the conflict with Anselm and the bishops with regard to recognition of a legitimate pope • The Investiture Controversy of Henry I's reign is evidence of Henry's determination to assert the rights of the crown over the church • It required a compromise by Henry I to bring the conflict to an end. Arguments and evidence of the role played by other factors in the conflict between the church and the state in 1187–1106 should be analysed and evaluated. Relevant points may include: • The conflict had its roots in the wider church conflict over the validity of the pope • Anselm was a key figure in causing dispute • Both William II and Henry I showed themselves to be willing to compromise with the church, for example William II was prepared to compromise over the question of papal recognition and in May 1095 agreed to a negotiated settlement with a papal legate in which he recognised Urban • Pope Paschal II was responsible for the outbreak and progress of the Investiture Controversy by opposing English customs with regard to the church • The 'Norman Anonymous' fuelled the conflict by writing a pamphlet that claimed the powers of a king were greater than those of a pope. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the suggestion that the murder of Thomas Becket had little impact on the development of church and state relations in the years 1170–76. Arguments and evidence that the murder of Becket had only limited consequences for the development of church and state relations should be analysed and evaluated. Relevant points may include: • Henry II was not excommunicated and England was spared an interdict • The dispute was not regarded as one of moral or faith but merely church administration • The Pope was not won over by young Henry's use of Becket's murder to attempt to gain papal support in the Great Rebellion of 1173 • Pope Alexander III did not insist on humiliating Henry II by a specific repudiation of the Constitutions of Clarendon • Henry's choice of candidates for vacant bishoprics continued to be promoted. Arguments and evidence that the murder of Becket had significant consequences for the development of church and state relations should be analysed and evaluated. Relevant points may include: • Shock reverberated throughout England and Henry II was forced to acknowledge his role and do public penance in 1174 • Becket was canonised by the Pope and Canterbury became a centre for pilgrimage • Becket's murder paved the way for compromise and the development of peaceful relations between church and state • The Agreement at Avranches 1172: Henry abandoned his insistence on the imposition of the Constitution of Clarendon and the bishops were released from their oaths • The settlement of 1176 confirmed the peaceful reconciliation established at Avranches • The church agreed to concessions that allowed Henry to pursue clerks committing forest offences in secular courts. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on how far conflicts within Henry's family were responsible for the difficulties that he faced in controlling the Angevin Empire in the years 1183–89. Arguments and evidence about the role played by conflicts within Henry's family in causing the difficulties that he faced in controlling the Empire in the years 1183–89 should be analysed and evaluated. Relevant points may include: • The ambitions of both Richard and John with regard to the crown of England – Henry refused to nominate his heir and crown him as he had done with young Henry • The role of Eleanor in supporting her favourite son in his quarrels with Henry – driven by her own ambitions with regard to the control of Aquitaine, the role of Richard in Aquitaine provided Philip Augustus with the justification to invade Angevin lands • Henry's conflict with his sons was ruthlessly exploited by Philip Augustus who persuaded Richard to join him in the invasion of Maine and Anjou in 1189. Prince John joined Richard in rebellion in 1189 • Henry's actions antagonised his family, e.g. his relationship with Rosamund Clifford; his refusal to allow Richard to take possession of Touraine, Maine and Anjou after the settlement with Philip Augustus in 1188. Arguments and evidence about the role played by other factors in the problems in controlling the Empire in the years 1183–89 should be analysed and evaluated. Relevant points may include: • The disparate nature of the Empire with its long frontier, different languages and customs meant that it would always be difficult to control • The barons in the south were in continual revolt and had only a loose allegiance to Henry • The Duchy of Normandy was quiet during this period and presented no particular problems to Henry • The role and ambitions of Philip Augustus to expand French territory at the expense of the Angevin empire, e.g. in 1187 he invaded Anjou and forced Henry to give up territory • Eleanor was imprisoned after the Great Rebellion of 1173–74, and was unable to plot against Henry for control of Aquitaine – she cannot be seen as a significant threat in this period. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/2B

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.
- You must answer **two** questions on the option for which you have been prepared.
- There are **two** sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate contemporary objections to the sale of indulgences in early sixteenth-century Germany?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian make use of Sources 3 and 4 together to investigate the origins of the revolt in 1566?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 How far do you agree that the Peasants' War of 1525 was the turning point in Luther's influence over the German Reformation?

(Total for Question 3 = 20 marks)

OR

4 'The survival and spread of Lutheranism in Germany, in the years 1521–55, owed more to the support of the German princes than to Charles V's inability to oppose it effectively.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

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

EITHER

5 'The Duke of Parma's skill as a general and a diplomat was chiefly responsible for the re-establishment of Spanish control over the southern provinces of the Netherlands in the years 1579–85.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 How far did Philip II's decisions to take action against England and France contribute to Spain's failure to prevent the United Provinces gaining independence by 1609?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

Question 4 ☒ **Question 5** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
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
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Do not return this booklet with the question paper.

Turn over ▶

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

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

Sources for use with Question 1.

Source 1: From the first short history of the beginning of the Reformation in Saxony. It was written in the 1530s, by Friedrich Myconius, the Reformer of Gotha. Here he describes the nature of Johann Tetzel's preaching, based on his own reminiscences. Myconius's brief history became the standard account of the origins of the 'Luther affair'.

> At that time a Dominican monk named Johann Tetzel was the great mouthpiece, commissioner and preacher of indulgences in Germany. His preaching raised enormous sums of money which were sent to Rome. This was particularly the case in the mining town of Annaberg, where I, Friedrich Myconius, listened to him for over two years. The claims of this shameful monk were unbelievable. Thus he said that if some had slept with Christ's dear mother, the pope had power to forgive as long as money was put into the indulgence coffer. He furthermore said that if they would put money quickly into the coffer, all the mountains near Annaberg would turn into pure silver. He claimed that in the very moment the coin rang in the coffer, the soul rose up to heaven. In sum, and substance: God was no longer God, as he had bestowed all divine power on the pope.

Source 2: From a letter of protest written by Martin Luther to Archbishop Albert of Mainz on 31 October 1517. Luther wrote the letter after hearing reports of Johann Tetzel's preaching from subjects of the Elector of Saxony. These subjects went to buy indulgences from Tetzel.

> With your Highness's consent, the Papal Indulgence for the rebuilding of St. Peter's in Rome is being carried through the land. I do not complain so much of the loud cry of the preacher of Indulgences, which I have not heard, but regret the false meaning which the simple folk attach to it. The poor souls believe that when they have purchased such letters they have secured their salvation. Also, that the moment the money jingles in the box, souls are delivered from purgatory. And that all sins will be forgiven through a letter of Indulgence, even that of abusing the blessed mother of God, were any one blasphemous enough to do so. And, lastly, that through these Indulgences the man is freed from all penalties! Ah, dear God! Thus are those souls which have been committed to your care, dear Father, being led into the paths of death, and for them you will be required to render an account.
>
> How then can you, through false promises of Indulgences, which do not promote the salvation or purification of their souls, lead the people into false security, by declaring them free from the painful consequences of their wrong-doing? Deeds of piety and love are infinitely better than Indulgences. Yet the bishops do not preach these so earnestly, although it is their principal duty to proclaim the love of Christ to their people. Christ has nowhere commended Indulgences to be preached, only the Gospel.

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

Sources for use with Question 2.

Source 3: From a Calvinist petition presented to the magistrates of the town of Ghent in May 1565. Here, the Calvinist petitioners ask for permission to preach openly and to debate religious issues with the Catholics.

> Rulers of the town of Ghent, the Christians of this town ask you that they may be allowed to live here in peace. We, citizens of Ghent, pray that you would agree to grant us a church or a house, where we may be allowed openly to preach the gospel and administer the two sacraments [the bread and wine] according to Christ's commandment. And if you will not guarantee us public preaching, we ask you that the Christians may be allowed to criticise the Papists* when they put forward teachings which are not based on the gospel. And we ask that the Christians may be allowed openly to dispute with the Papists in a church in the presence of the people so that every workman and citizen may be able to judge which party follows the truth. Father in heaven, we pray to you for our King Philip and for all his nobles and counsellors. May you bring light to their dark spirits and instruct them so that they recognise that they persist in the sin of unbelief.

*Papist – an offensive term for a Catholic

Source 4: From a letter written by Philip II, the King of Spain, to his half-sister Margaret, Duchess of Parma, 17 October 1565. The duchess had been appointed Governor of the Netherlands by Philip II in 1559. Here, the king gives his response to the religious and civil unrest in the Low Countries.

> To ask the advice of the great councils and the governors of the Netherlands would be a considerable waste of time since my mind is made up. You must endeavour to support the inquisitors in the city of Louvain, for this makes for the strength and maintenance of religion. I have heard the insubstantial objections raised by the inhabitants of Bruges against Titelman*. You would do well not to permit anything to be done to undermine his authority. I must tell you that, considering the condition of religious affairs in the Netherlands, this is no time to make any alteration. On the contrary, His Majesty's laws should be executed. The cause of the past evil and its subsequent growth and advance has been the negligence, leniency and disloyalty of the judges. Since the men condemned to die go to execution not in silence, but as martyrs dying for a cause, you should consider whether they ought to be executed in secret (though it is true that a public execution also serves to set an example). For the rest, I assure you that my orders are designed for the welfare of religion and of my provinces and are worth nothing if they are not obeyed. In this way you can keep my provinces in justice, peace and tranquillity.

*Pieter Titelman (1501–72) was the official Catholic inquisitor for the districts of Flanders and Artois. He ruthlessly persecuted all forms of heresy

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Acknowledgements
Source 1 is from Pamela Johnston and Bob Scribner, *The Reformation in Germany and Switzerland*, Cambridge University Press 1993; Source 2 is from EG Rupp and Benjamin Drewery, *Martin Luther: Documents of Modern History,* Hodder Arnold 1970; Source 3 courtesy of Leiden University, the Netherlands; Source 4 is from E H Kossman and A F Mellink, *Texts Concerning the Revolt of the Netherlands*, Cambridge University Press 1974

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2B)
Advanced

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

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on contemporary objections to the sale of indulgences in early sixteenth-century Germany. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The writer is an informed religious observer of the preaching of indulgences, so potentially offering genuine insights into contemporary objections to their sale • The account is confined to Tetzel's activities in Annaberg, so potentially only limited conclusions about contemporary objections can be drawn • The author's Lutheran and retrospective stance are likely to have influenced the criticisms made of the sale of indulgences. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the contemporary objections to the sale of indulgences: • It provides evidence of the 'unbelievable' claims made for the sale of indulgences ('all the mountains near Annaberg would turn into pure silver', 'in the very moment the coin rang in the coffer, the soul rose up to heaven') • It indicates that critics rejected the sale of indulgences because it seemed to imply that 'God…had bestowed all divine power on the Pope' • It suggests that ordinary people were being exploited through the actions of such preachers ('shameful monk', 'the pope had power to forgive as long as money was put into the indulgence coffer'). 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 content. Relevant points may include: • The sale of indulgences by Tetzel and other preachers confirmed contemporary criticism of the papacy as a worldly institution which exploited ordinary people • Many rulers would not allow indulgences to be sold in their territories because the system was open to abuse • Nevertheless, many ordinary people accepted indulgences because they seemed to serve a valuable purpose. **Source 2** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • He is an informed religious author, so potentially offering genuine insights into contemporary objections to the sale of indulgences • It is a private letter of protest, so likely to be genuinely-held objections

Question	Indicative content
	• The letter appears to be confined to events in 1517, so potentially only limited conclusions about contemporary objections can be drawn. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the contemporary objections to the sale of indulgences: • It provides evidence that ordinary people mistakenly assume that indulgences guarantee their salvation ('all sins will be forgiven through a letter of Indulgence', 'the moment the money jingles in the box, souls are delivered from purgatory') • It indicates that the archbishop, by endorsing the sale of indulgences, has misled the people and for this will be held accountable before God ('lead the people into false security', 'for them you will be required to render an account') • It suggests that, through the sale of indulgences, the bishops have strayed from their proper religious mission and should return to bible-based preaching ('Christ has nowhere commended Indulgences to be preached, only the Gospel'). 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 content. Relevant points may include: • Luther regarded papal-authorised letters of indulgence, which purported to reduce the time spent in purgatory, as corrupt, mercenary and insulting to God • Contemporary objections were fuelled by the knowledge that profits from the sale of indulgences in Germany would help fund the building of St Peter's Basilica in Rome • Luther's *95 Theses* (1517), published at the same time, tapped into and mobilised more general popular resentment, e.g. indulgences were attacked as symptomatic of the papacy's financial methods. **Sources 1 and 2** The following points could be made about the sources in combination: • There is agreement that the church, through the sale of indulgences, was misleading and exploiting ordinary people • They suggest that the church, through this practice, had deviated from its true religious mission • Both sources offer only a Lutheran perspective on indulgences.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the origins of the revolt. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It was designed as an appeal to the Ghent magistrates, which suggests a level of Calvinist grievance • The petition considers only the religious situation in Ghent in May 1565 • The partisan nature of the source is evident from the use of emotional language to reinforce points ('criticise the Papists', 'bring light to their dark spirits', 'persist in the sin of unbelief'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the origins of the revolt: • It provides evidence that the Calvinists considered themselves to be unfairly restricted in their religious activities ('grant us a church or a house, where we may be allowed openly to preach the gospel') • It suggests that the Calvinists wanted to engage in religious debate to undermine the Catholics ('so that every workman… judge which party follows the truth') • It indicates their concern that their Catholic rulers, notably King Philip, were not following the correct religious path ('persist in the sin of unbelief'). 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 content. Relevant points may include: • The rapid spread of Calvinism in the early 1560s, particularly in the southern provinces • The Brussels government relaxed the anti-heresy laws to reflect the growth of Protestantism • In 1565, Philip II refused to abandon his strident Catholic stance and rejected the relaxation of the anti-heresy laws in the Netherlands. **Source 4** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is a private letter from the king, so potentially expresses genuinely-held views about the religious and civil unrest in the Netherlands • It was sent to the Governor, so effectively is royal instructions on how to control the situation in the Low Countries • The Catholic stance of the author influences the way in which religious dissent in the Netherlands is portrayed ('The cause of the past evil and its subsequent growth and advance', 'insubstantial objections raised by the inhabitants of Bruges against Titelman').

Question	Indicative content
	2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the origins of the revolt: • It provides evidence that Philip refused to consult key individuals and institutions in the Netherlands about how to handle the unrest ('To ask… would be a considerable waste of time since my mind is made up') • It indicates that the king expected the Governor to mount an uncompromising defence of Catholic interests in the Low Countries ('this is no time to make any alteration') • It suggests that Philip was convinced that this hard-line approach was the only way to maintain Spanish control over the Netherlands ('I assure you that my orders are designed for the welfare of religion and of my provinces'). 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 content. Relevant points may include: • Philip II's policy of suppressing heresy in the Netherlands brought him into conflict with local governing bodies, e.g. opposition to the establishment of the Inquisition to enforce anti-heresy laws in 1565 • Over key issues (including religion) Margaret of Parma followed Philip's policies dictated from Madrid, which went against Dutch traditions by promoting greater centralisation of power • The lack of consultation led some Dutch nobles, notably Egmont, Hoorn and William of Orange, to oppose Spanish rule openly • There were other reasons for the revolt, e.g. economic discontent in the mid-1560s due to depression in the Flemish textile industry, the collapse of Baltic trade and a poor harvest. **Sources 3 and 4** The following points could be made about the sources in combination: • Agreement that religious differences played an important role in starting the revolt • They reveal that Catholicism and Calvinism were both determined to undermine their religious rivals • Both sources contain strident language, which reinforces the Catholic-Calvinist differences.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that the Peasants' War of 1525 was the turning point in Luther's influence over the German Reformation. Arguments and evidence for the Peasants' War of 1525 being the turning point in Luther's influence over the German Reformation should be analysed and evaluated. Relevant points may include: • Up to 1525 Luther developed his challenge, successfully resisting the papacy and working under Frederick the Wise's protection • His conservative stance over the Peasants' War lost him popular support and reduced his influence • Luther's inability to reconcile differences among the reformers over the Eucharist in the late 1520s was an indicator of his reduced influence • His failure to effectively counter the growth of Calvinism in areas of Germany bordering the Netherlands was a further indicator of his reduced influence. Arguments and evidence for the Peasants' War of 1525 *not* being the turning point in Luther's influence over the German Reformation should be analysed and evaluated. Relevant points may include: • His stance on the Peasants' War strengthened his support among the German princes, several of whom were committed Lutherans • He continued to exert influence after 1525, e.g. the *German Mass* 1526 and by 1534 his *September Testament* had sold 200,000 copies • Luther continued to publish influential works, e.g. his translation of the Old Testament in 1534 • Luther's *Large Catechism* and *Small Catechism* 1529 revealed his continuing influence since they were widely used in churches and homes. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that the survival and spread of Lutheranism in Germany, in the years 1521–55, owed more to the support of the German princes than to Charles V's inability to oppose it effectively. Arguments and evidence that the survival and spread of Lutheranism in Germany, in the years 1521–55, owed more to the support of the German princes should be analysed and evaluated. Relevant points may include: • Frederick the Wise of Saxony provided Luther with a safe haven in Saxony • The conversion of individual princes (e.g. Philip of Hesse in 1526) undermined Charles V's attempts to suppress Lutheranism • The Schmalkaldic League (1531) and the Regensburg Colloquy (1541) confirmed the unwillingness of Protestant princes to compromise • The success of the second League of Torgau (1550) in challenging Charles V • Lutheran rulers challenged the Catholic Church's authority by secularising church lands and by establishing Lutheran church structures • The compromise of the Peace of Augsburg (1555), which established a bi-confessional Germany. Arguments and evidence that the survival and spread of Lutheranism in Germany, in the years 1521–55, owed more to Charles V's inability to oppose it effectively should be analysed and evaluated. Relevant points may include: • Charles never exercised more than nominal power over the Holy Roman Empire: power was shared with princes, knights, church leaders and cities • He was distracted by political and religious difficulties in the Netherlands, and the conflict with Valois France, especially in Italy • Charles was also preoccupied with the threat to European security posed by the Ottoman Empire • Although he had significant military success at Muhlberg (1547) against the Schmalkaldic League, he was unable to exploit it • Eventually he was forced to accept the Peace of Augsburg (1555), which made the Lutheran schism permanent and established a bi-confessional Germany. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement about how far the Duke of Parma's skill as a general and diplomat was chiefly responsible for the re-establishment of Spanish control over the southern provinces of the Netherlands in the years 1579–85. Arguments and evidence for Parma's skill as a general and a diplomat being chiefly responsible for the re-establishment of Spanish control should be analysed and evaluated. Relevant points may include: • Parma's skilful diplomacy with Hainault, Walloon Flanders and Artois led to the Treaty of Arras (1579), which made several concessions to Spanish authority • He was able to secure a base in Hainault from where he planned the re-conquest • Backed by Spanish money and reliable troops, Parma had considerable success, e.g. he forced the surrender of Brabant and Flanders • Parma organised a brilliant siege of Antwerp (1585) which completed the re-establishment of Spanish control over the southern provinces. Arguments and evidence for other factors being chiefly responsible for the re-establishment of Spanish control should be analysed and evaluated. Relevant points may include: • The extreme disorganisation of the Union of Utrecht, whose members often acted independently of each other • The Union's military difficulties, including a poor command structure • The impact of the assassination of William of Orange (1584) • The involvement of Anjou (with the support of Elizabeth I of England) in the affairs of the Netherlands. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on how far Philip II's decisions to take action against England and France contributed to Spain's failure to prevent the United Provinces gaining independence by 1609. Arguments and evidence that Philip's decisions to take action against England and France did contribute to Spain's failure to prevent the United Provinces gaining independence should be analysed and evaluated. Relevant points may include: • Philip's decisions to take action against England (the Armada, 1588) and France (issue of Huguenot succession, 1589) effectively made the Dutch Revolt a lower priority • Philip ended up fighting on three separate fronts, which made it increasingly difficult to defeat the United Provinces, e.g. Parma was diverted to France • His preoccupation with England and France drained Spanish coffers and after 1589 mutinies (due to non-payment) began to paralyse his armies in the Netherlands • Philip's English and French ventures contributed greatly to Spain's bankruptcy (1596), which ultimately forced Spain to recognise the independence of the United Provinces. Arguments and evidence that other factors contributed to Spain's failure to prevent the United Provinces gaining independence should be analysed and evaluated. Relevant points may include: • Leadership of Maurice of Nassau, e.g. reformed the Dutch army and achieved key victories at Turnhout (1597) and Nieuwpoort (1600) • The reorganisation of the States General into an effective body under the leadership of Jan van Oldenbarneveldt • The growing wealth and resources of the northern provinces • English assistance (troops and money) to the Dutch in the 1590s contributed to military victories, e.g. Groningen (1594). Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/2C

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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate the problems facing France in the late 1780s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian make use of Sources 3 and 4 together to investigate the problems facing the Tsarist system during the First World War?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 'In the years 1789–91, Louis XVI's authority was only seriously undermined after his flight to Varennes.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4 How significant was Robespierre's role in the development of the Reign of Terror in the years 1793–94?

(Total for Question 4 = 20 marks)

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

EITHER

5 'The weaknesses and divisions of the opposition were primarily responsible for the failure of the 1905 revolution.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 'In the years 1921–24, the NEP succeeded in bringing political and economic stability to the USSR.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
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
9HI0/2C

Do not return the booklet with the question paper.

Turn over ▶

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

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

Sources for use with Question 1.

Source 1: From *Travels During the Years 1787, 1788 and 1790*, published 1792 by Arthur Young. Young was an English writer on agriculture and economics and campaigned for the rights of agricultural workers. He travelled widely across France in the late 1780s. Here, Young describes how the French tax system operated before the Revolution of 1789.

> The abuses involved in imposing taxes were universal. The French kingdom was divided up into administrative districts, each of which had an intendant as its head. The intendant represented the power of the crown in his district and had particular authority for all affairs of finance. The burden of taxes was distributed among districts, parishes, and individuals at the intendant's pleasure. He could exempt, change, add, or diminish taxes at pleasure. Such an enormous power, from which no man was free, must degenerate in many cases into absolute tyranny. Friends, acquaintances, and dependants of the intendant might be favoured in taxation at the expense of their miserable neighbours. Noblemen in favour at court, on whose protection the intendant himself would naturally rely, could find little difficulty in throwing much of the weight of their taxes on others who lacked similar support. But, what must have been the state of the poor people paying heavy taxes, from which the nobility and clergy were exempted? A cruel aggravation of their misery, to see those who could best afford to pay, exempted. All these oppressions fell on the Third Estate only – the nobility and clergy having been equally exempted from tailles*and corvees**.

* taille – a direct land tax paid to the crown
** corvee – the duty to provide unpaid labour to maintain roads

Source 2: From a 'Cahier de Doleances' from a rural area in northern France. The cahiers were lists of grievances and suggestions for reform drawn up, on King Louis XVI's orders, by each of the three Estates between March and April 1789. In total, there were some 25,000 cahiers produced.

> Afflicted by many misfortunes and suffering from poverty, the people of the countryside have become listless. They have fallen into a state of numbness which is most disastrous for the prosperity of a country. They are afraid to get married, for marriage holds only the prospect of further hardships – they would immediately be taxed, asked for road services or charges for labour services and contributions of all kinds. They fear their family would be a burden to them, since they can only anticipate their children being poor and wretched.
>
> Oh petty tyrants placed at the heart of the provinces to control our destinies! Oh owners of noble estates who make the most crippling and humiliating demands! Leave for a time your palaces and chateaux where you are offered every luxury to stimulate your blunted senses. Glance at those unfortunate men whose muscles are only occupied in working for you. What do you see in our villages, in our fields? A few weak men, whose pale faces are withered by poverty and shame, their wives regretting their fertility, each child wearing rags.

C2: Russia in revolution, 1894–1924

Sources for use with Question 2.

Source 3: From a speech made by Paul Milyukov, the leader of the liberal Kadet Party, to the Fourth Duma on 1 November 1916. Here, Milyukov criticises the Tsar's government.

This present government has sunk beneath the level on which it stood during normal times in Russian life. And now the gulf between us and that government has grown wider and become impassable. Today we are aware that with this government we cannot legislate, and we cannot, with this government, lead Russia to victory. We are telling this government, as the declaration of the [Progressive] Bloc stated: We shall fight you, we shall fight you with all legitimate means until you go.

When the Duma declares again and again that the home front must be organised for a successful war and the government continues to insist that to organise the country means to organise a revolution, and consciously chooses chaos and disorganisation – is this stupidity or treason? We have many reasons for being discontented with the government. But all these reasons boil down to one general one: the incompetence and evil intentions of the present government. We shall fight until we get a responsible government. Cabinet members must agree unanimously as to the most urgent tasks. They must agree and be prepared to implement the programme of the Duma majority. They must rely on this majority, not just in the implementation of this programme, but in all their actions.

Source 4: From a Tsarist police report, written in October 1916. Here, the report considers conditions in wartime Petrograd.

In the opinion of the spokesmen of the labour group of the Central War Industries Committee*, the industrial proletariat of the capital is on the verge of despair. The labour group believes that the smallest outbreak, due to any pretext, will lead to uncontrollable riots with tens of thousands of victims. Indeed the stage for such outbreaks is more than set: the economic position of the masses is distressing.

Even if we assume that wages have increased 100 per cent, the cost of living in the meantime has risen by an average of 300 per cent. There is the impossibility of obtaining, even for cash, many foodstuffs and essentials, the waste of time involved in spending hours waiting in line at stores, and the increasing death rate due to inadequate diet and insanitary housing. All these conditions have created such a situation that the mass of industrial workers are quite ready to let themselves go to the wildest excesses of a hunger riot.

The closing of all labour meetings and trade unions make the working masses, led by the more advanced and revolutionary-minded elements, assume an openly hostile attitude towards the government. They also protest with all the means at their disposal against the continuation of the war.

* Central War Industries Committee – a non-governmental body set up in 1915 to help with armaments production. It had a wide membership, including industrialists, zemstva representatives and workers.

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Acknowledgements

Source 1 is from M Perry, J R Peden (ed.) and T H Von Laue, *Sources of the Western Tradition, Vol. II: From the Renaissance to the Present*. Houghton Mifflin 1991 © Cengage Learning; Source 2 is from D G Wright, *Revolution and Terror in France 1789–95*, Longman 1974, translated from P Goubert and M Denis (eds.), *Les Français ont la parole: cahirs des États Généraux*, Juilliard 1964 © Longman Group UK Limited; Source 3 is from John Laver, *Russia 1914–41*, Hodder & Stoughton 1991.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2C)
Advanced

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

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the problems facing France in the late 1780s. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Having travelled widely across France in the late 1780s, the author could potentially offer an informed view on some of the problems facing the country at that time • His interest in agriculture and economics, and his role as a campaigner for the rights of agricultural workers, would potentially give his observations about the impact of taxation greater credibility • The partisan nature of the source is evident from the use of emotional language to reinforce points ('degenerate… into absolute tyranny', 'A cruel aggravation of their misery'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing France in the late 1780s: • It provides evidence that ordinary French people had to shoulder the burden of taxation while the nobility and clergy were in many respects exempt ('All these oppressions fell… and corvées') • It indicates that the tax-enforcing role of the intendants and their deputies could lead to corruption ('He could exempt, change… at pleasure', 'Friends, acquaintances… miserable neighbours') • It suggests that the French taxation system of the late 1780s was inherently unfair ('A cruel aggravation… to see those who could best afford to pay, exempted', 'Noblemen in favour… lacked similar support'). 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 content. Relevant points may include: • The Third Estate had to pay a range of direct, capitation and indirect taxes, which imposed a disproportionate financial burden on the lower orders; the nobility paid the capitation and the vingtieme taxes but enjoyed a variety of tax exemptions • The intendants' power and often arbitrary decision making with regards to tax and other matters often made them deeply unpopular with local people living in their *generalities* (administrative districts) • The perceived unfairness of indirect taxation on food and drink during the economic distress of 1788–89, for example, led to violent popular opposition and growing resentment of the nobility's exemptions.

Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The *cahier* extract is based on the stated grievances of French peasants; while it potentially offers an informed view of the problems of rural society in the late 1780s, its purpose was to highlight only that which required redress • It is restricted in the sense that it considers the problems of just one French rural location during this period • Given that the king had requested this information, the peasants may have been more candid in expressing their grievances and opinions • The partisan nature of the source is evident from the use of emotional language to reinforce points ('petty tyrants', 'crippling and humiliating demands'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing France in the late 1780s: • It provides evidence that French peasants endured lives of poverty and toil ('taxed, asked for road services… contributions of all kinds', 'withered by poverty and shame') • It indicates that the nobility are responsible for the peasants' plight ('Oh petty tyrants… control our destinies!', 'Oh owners of noble estates… humiliating demands!') • It suggests that the nobility are indifferent to the peasants' suffering ('Leave for a time your palaces and chateaux… blunted senses', 'Glance at those unfortunate men'). 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 content. Relevant points may include: • Many peasants struggled to survive in the late 1780s due to the negative impact of poor harvests, the impact of the 'Eden Treaty' of 1786 on rural industries, and various taxes, tithes and feudal dues; about 10 per cent of the rural population was reduced to begging • The rural *cahiers* reveal that the peasants deeply resented the feudal dues (in the form of money payments or labour) they were compelled to discharge to the local noble • Nobles expected these feudal dues to be discharged by peasants and subjected them to seigneurial courts to uphold the feudal system. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources indicate that by the late 1780s the lower orders in France were shouldering disproportionate economic burdens • Both sources suggest that another problem was that the nobility were not inclined to change this situation • The authors of both sources are sympathetic towards the lower orders in French society and critical of the problems they face.

Option C2: Russia in revolution, 1894–1924

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the problems facing the Tsarist system during the First World War. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Milyukov's position as an informed political observer of the Tsarist government's problems during the First World War, so potentially offering genuine insights • The liberal and pro-duma stance of the author may influence the way in which problems are portrayed, for example the government is ignoring the duma and engaging in 'stupidity or treason' • This is just one politician's assessment of the problems facing the Tsarist system. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Tsarist system during the First World War: • It provides evidence of the breakdown in relations between the duma and the Tsarist government during the war ('we shall fight you with all legitimate means until you go') • It indicates that the government's fear of revolution was preventing it from organising the home front effectively ('to organise the country means to organise a revolution') • It suggests that the government would have to be fully responsible to the duma in order to mobilise support and prosecute the war effectively ('They must rely on this majority… in all their actions'). 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 content. Relevant points may include: • The government's inept handling of the war led to the formation of a Progressive Bloc (1915) in the duma which called for a 'ministry of national confidence' to run the war effort • Nicholas II compounded the Tsarist system's wartime problems by appointing incompetent ministers and refusing to accept political reform • The regime's failure to create a responsible duma-based government alienated educated society and made the Progressive Bloc a focal point of political opposition. **Source 4** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The surveillance role of the Tsarist police within the autocratic system would make the report a potentially informed source regarding wartime domestic problems • The report's content is confined to Petrograd in October 1916 • The credibility of the report (which lists serious problems) is potentially enhanced by the fact it was produced by a Tsarist organisation.

Question	Indicative content
	2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Tsarist system during the First World War: • It provides evidence that the Tsarist system faced major economic problems that had an acute impact on the industrial proletariat ('impossibility of obtaining… many foodstuffs and essentials') • It indicates that, due to these pressures, the Petrograd working class had reached breaking point ('on the verge of despair', 'go to the wildest excesses of a hunger riot') • It suggests that worker discontent was becoming increasingly politicised and anti-Tsarist ('openly hostile attitude towards the government', 'protest… against the continuation of the war'). 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 content. Relevant points may include: • The Tsarist regime faced major economic problems during the war, e.g. food and fuel shortages in the cities, severe inflation and the collapse of the transport system • Working class demoralisation and discontent became increasingly evident, e.g. the number of strikes doubled during 1915–16 • The growing radicalisation/politicisation of worker opinion, culminating in the strike movement of February 1917 • Other problems faced by the Tsarist system, e.g. the impact of Russia's poor military performance, peasant grievances **Sources 3 and 4** The following points could be made about sources in combination: • They suggest that the Tsarist system faced major political problems during the First World War, e.g. the growing rift between the government and the duma and increasing worker opposition to the regime • There is agreement that the problems facing the Tsarist system are becoming increasingly serious • These points of agreement are reinforced due to the contrasting positions of the authors (the Tsarist police and a liberal politician critical of the Tsarist system).

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that, in the years 1789–91, Louis XVI's authority was only seriously undermined after his flight to Varennes. Arguments and evidence that Louis XVI's authority was seriously undermined only after his flight to Varennes should be analysed and evaluated. Relevant points may include: • In 1789, the National Assembly rejected the abolition of the monarchy and accepted that the king should keep 'supreme power' • The National Assembly in 1789 established that the king would still hold important functions, e.g. responsible for the appointment of ministers, and retain a suspensive veto over legislation • The flight to Varennes had catastrophic consequences for Louis XVI's authority in terms of a severe loss of public support • Following the flight to Varennes, the National Assembly suspended Louis XVI's authority completely from July to September 1791 • The National Assembly finally introduced a new constitution in September 1791, which severely curtailed his powers – for example he could no longer veto laws concerning the constitution and the Assembly now determined foreign policy and issued declarations of war. Arguments and evidence that Louis XVI's authority was seriously undermined before his flight to Varennes should be analysed and evaluated. Relevant points may include: • The role of the Parisian crowd seriously undermined royal authority and control before June 1791, e.g. the October Days, 1789, forced Louis XVI to accept the August Decrees and the Declaration of the Rights of Man • The National Assembly issued the August Decrees in 1789, which abolished fundamental aspects of the *ancien regime* monarchy, e.g. crown patronage and feudal privilege • The National Assembly introduced the Civil Constitution of the Clergy in 1790, which also weakened Louis XVI's position by undermining divine right and crown patronage • The National Assembly accepted the Declaration of the Rights of Man in 1789, introducing Enlightenment ideas that directly challenged the absolutist traditions of the French monarchy • Louis XVI's resistance to these pre-Varennes changes clearly demonstrated that he considered they were seriously undermining his authority. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the significance of Robespierre's role in the development of the Reign of Terror in the years 1793–94. Arguments and evidence about the significance of Robespierre's role in the development of the Reign of Terror should be analysed and evaluated. Relevant points may include: • Robespierre led the Jacobins, supported the execution of the king and the overthrow of the Girondins, received *sans-culottes* support and favoured the development of the Terror • He was the most important member of the Committee of Public Safety from July 1793 and encouraged that body to take more radical action, e.g. the Law of Suspects, September 1793 • He made influential speeches, such as his December 1793 speech that made 'virtue' the new justification for the Terror • He supported the show trials and execution of the Herbertistes, March 1794 • He was made President of the Convention, June 1794, which gave him overall responsibility and the position of virtual dictator, e.g. Law of 22 Prairial, 10 June 1794 • The winding down of the Terror after Robespierre's fall in July 1794 suggests he had played a significant role in its development. Arguments and evidence about the significance of other factors in the development of the Reign of Terror should be analysed and evaluated. Relevant points may include: • Early developments in the Terror took place before Robespierre had acquired an influential position, e.g. the establishment of the Revolutionary Tribunal in March 1793 • From February–March 1793 the Terror was driven by the need for greater central control and security during wartime • The power of the *sans culottes* was the radicalising force behind the Terror, e.g. they forced the dismissal of the Girondin deputies in June 1793 • The need to tackle federal revolt, e.g. the Vendée • The role of other influential leaders, e.g. Couthon and St. Just Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the suggestion that the weaknesses and divisions of the opposition were primarily responsible for the failure of the 1905 revolution. Arguments and evidence about the primary responsibility of the opposition's weaknesses and divisions in bringing about the failure of the 1905 revolution should be analysed and evaluated. Relevant points may include: • The protests of 1905 were generally uncoordinated and lacked clear purpose and leadership – workers, middle class and peasant protestors did not form a cohesive revolutionary bloc • Socialists were divided over the use of violence, e.g. isolated instances such as Moscow • Due to its fear of the masses, the middle class was reluctant to push the Tsarist regime too far, e.g. many accepted the October Manifesto • Peasant risings lacked coordination and were more prominent in 1902–03 than in 1905. Arguments and evidence about the primary responsibility of other factors in bringing about the failure of the 1905 revolution should be analysed and evaluated. Relevant points may include: • The army remained loyal to the regime, e.g. the crushing of the Moscow rising • The government's introduction of the October Manifesto placated the right-wing section of the liberal opposition • The government's cancellation of mortgage redemption payments helped to dampen peasant discontent • The Tsarist system possessed the determination to survive, e.g. the policy of 'pacification' and dilution of constitutional concessions. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on the suggestion that, in the years 1921–24, the NEP succeeded in bringing about political and economic stability to the USSR. Arguments and evidence that the NEP brought political and economic stability to the USSR in the years 1921–24 should be analysed and evaluated. Relevant points may include: • The NEP helped to stabilise the agricultural and industrial sectors after War Communism, e.g. cereal and factory production increased • Introduction of a new currency provided an incentive to sell food and other goods again • The economic benefits of the NEP dampened peasant resistance to the regime • The NEP initially encouraged Bolshevik unity so the party would not succumb to splits and lose power. Arguments and evidence that the NEP did not bring political and economic stability to the USSR in the years 1921–24 should be analysed and evaluated. Relevant points may include: • The NEP left urban workers disaffected due to high unemployment, low wages and the privileges given to managers and bourgeois specialists • The destabilising impact of the 'scissors crisis' (1923) • Political divisions over the NEP within the Bolshevik Party • By 1924 the NEP had still not reached 1913 production levels. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/2D

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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of use Sources 1 and 2 together to investigate whether Napoleon III was an obstacle to Italian unification in the years 1849–59?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian make use of Sources 3 and 4 together to investigate the reasons for the failure of the Frankfurt Parliament?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 far do you agree that the strength of Austrian opposition to Italian unification was the principal reason for the slow progress made in the years 1830–48?

(Total for Question 3 = 20 marks)

OR

4 'Garibaldi's contribution to the unification of Italy was outweighed by the problems that he created.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

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

EITHER

5 'The development of nationalist feeling in Germany had limited political significance in the years 1840–48.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 How accurate is it to say that Bismarck's political skills were primarily responsible for the success of German unification in the years 1862–71?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
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
9HI0/2D

Do not return the booklet with the question paper.

Turn over ▶

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S 4 7 4 9 8 A

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

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

Sources for use with Question 1.

Source 1: From a letter written by Felice Orsini to Napoleon III, 11 February 1858. Orsini was in prison after his failed attempt to assassinate Napoleon III. Napoleon III arranged for the letter to be published.

My confession in the trial which followed the assassination attempt of 14th January is sufficient to send me to the scaffold. I will submit without asking for a pardon because I will not humiliate myself before the man who has destroyed the hope of liberty in my unhappy country. Death for me will be a relief. I wish to make a last effort to help Italy. She is the constant object of all my affections.

In order to maintain the balance of power in Europe, it is necessary either to make Italy independent or to tighten the chains by which Austria controls her. Shall I ask that for Italy's freedom, the blood of Frenchmen should be shed for Italians? No, I do not go as far as that. Italy asks that France shall not intervene against her, and that France shall not let Germany support Austria in the forthcoming struggle.

I beseech your Majesty to restore to Italy the independence that she lost in 1849 through the very fault of the French. As long as Italy is not independent, the tranquillity of Europe and that of your Majesty will be a vain illusion.

Source 2: From the Franco-Piedmontese Treaty, January 1859. This was the outcome of the meeting between Napoleon III and Cavour at Plombieres in July 1858.

Article 1. If aggression by Austria leads to war between the Piedmontese King and the Emperor of Austria, an alliance will come into force between the Emperor of the French and the King of Piedmont.

Article 2. The aims of the alliance will be to liberate Italy from Austrian occupation, to satisfy the wishes of the people, and to end the complications which threaten war and keep Europe unsettled. The object would be, if the issue of war so permits, to create a Kingdom of Northern Italy with about eleven million inhabitants.

Article 3. The Duchy of Savoy and the Province of Nice will, by the same principle, be reunited to France.

Article 4. Whatever happens in the war, it is expressly agreed that the interests of the Catholic religion and the sovereignty of the Pope shall be maintained.

Article 5. The cost of the war shall be borne by the Kingdom of Northern Italy.

Article 6. The two parties will accept no overtures for peace without previous agreement.

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

Sources for use with Question 2.

Source 3: From a speech made to the Frankfurt Assembly by Johann Gustav Droysen, 1848. Droysen was a member of the Frankfurt Assembly and secretary of the committee that was drawing up a constitution. He was one of the first members of the Assembly to leave when King Frederick William IV of Prussia refused the crown.

> We cannot conceal the fact that the whole German question is a simple alternative between Prussia and Austria. In these states, German life has its positive and negative poles. In Prussia, all the interests are national and reforming. In Austria, all the interests are dynastic and destructive. The German question is not a constitutional question, but a question of power. The Prussian monarchy is now wholly German, while that of Austria cannot be. We need a powerful ruling house. Austria's power meant lack of power for us, whereas Prussia desired German unity in order to supply the deficiencies of her own power. Already Prussia is Germany in the making. She will merge with Germany.

Source 4: From Carl Schurz, *The Reminiscences of Carl Schurz*, published 1913. At the time of the 1848 revolutions, Schurz was a student at the University of Bonn and was editor of a newspaper that promoted democratic reform. He left Germany in 1849.

> The political horizon, which after the revolution in March 1848 looked so glorious, soon began to darken. In South Germany, a republican uprising took place but was speedily suppressed by force of arms. In the country at large, republicanism found little sympathy. The bulk of the liberal element did not desire anything beyond the establishment of national unity and a constitutional monarchy on a broad democratic basis.
>
> The national parliament at Frankfurt elected in the spring showed a dangerous tendency to engage in more-or-less fruitless debates. This wasted time which was sorely needed for prompt and decisive action to secure the legitimate results of the revolution against hostile forces.
>
> Our eyes turned anxiously to developments in Berlin. Prussia was by far the strongest of the purely German states. It was generally felt that the attitude of Prussia would be decisive in determining the fate of the revolution. For a while the Prussian king, Frederick William IV, seemed to be pleased with the role of leader of the national movement, which the revolution had made him assume. His volatile nature seemed to be warmed by a new enthusiasm. He took walks on the streets and talked freely with the people. He spoke of constitutional principles of government to be introduced as a matter of course. But when the Prussian constituent assembly had met in Berlin and began to pass laws, and to design constitutional provisions, and to interfere with the conduct of the government in the spirit of the revolution, the king started listening to more conservative voices.
>
> What troubled me most was the visibly and constantly growing power of the reactionary forces and the frittering away of the opportunities to create something real and durable, by the national parliament in Frankfurt and by the assembly in Berlin.

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Acknowledgements
Source 1 is from Felice Orsini, *The Life, Trial, and Death of Felice Orsini; with His Letter to the Emperor*, JA Berger 1858; Source 2 is from Peter Browning, *Revolutions and Nationalities: Europe 1825–1890*, Cambridge University Press 2000; Source 3 © Paul Halsall, 1998; Source 4 is from Carl Schurz, *The Reminiscences of Carl Schurz*, Doubleday 1913.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2D)
Advanced

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

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the extent to which Napoleon III was an obstacle to the process of Italian unification in the years 1849–59. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • This is a letter sent by a man who is aware that he will soon be executed, so he arguably has nothing to lose • The purpose of the letter appears to be to persuade Napoleon III to rethink his position about Italy • The fact that Napoleon III allowed it to be published suggests that he had an agenda in seeing it widely available. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which Napoleon III was an obstacle to the process of Italian unification: • It suggests that the impact of the involvement by France in the outcome of the 1848–49 revolutions is referenced ('the very fault of the French') • Orsini refers to Napoleon III as having 'destroyed the hope of liberty' in Italy – this suggests he was a clear obstacle • It provides evidence of Orsini's view of the potential benefits that are available if Napoleon III revises his views, thus suggesting that he did not think Napoleon was an obstacle. 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 content. Relevant points may include: • An army of 20,000 was sent from France in 1849 to help the Pope bring an end to the Roman Republic • The agreement reached between Napoleon and Cavour at Plombieres to work together • It could be argued that one of Napoleon's aims was to use Italian affairs to advance his own prestige rather than to aid in the process of Italian unification and his actions reflected this. **Source 2** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • This is the terms of an agreement between France and Piedmont – a legal document • The terms of the agreement had been directly negotiated between Napoleon III and Cavour • The terms of the agreement appear to anticipate a future war with Austria.

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Question	Indicative content
	2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which Napoleon III was an obstacle to the process of Italian unification: • It provides evidence that Napoleon III was committing France to support Piedmont in a war against Austria • It suggests that the likely outcome of such a war was the creation of 'the Kingdom of Northern Italy' • It provides evidence that Napoleon III was planning for France to benefit from involvement in the war – new territory to be gained ('Nice and Savoy') at no cost as the Kingdom of Northern Italy should bear the cost. 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 content. Relevant points may include: • The meeting at Plombières was a secret meeting • The truce with Austria at Villafranca in 1859 drove Austria out of Lombardy, even though Piedmont believed this was a French betrayal • Nice and Savoy had links to France and many would not have considered them to be an integral part of Italy. **Sources 1 and 2** The following points could be made about the sources in combination: • It has been suggested that the assassination attempt by the author of Source 1 led to the agreement outlined in Source 2 • It has been suggested that Napoleon may have used the attempt on his life as an excuse to intervene in Italy, something that he was planning to do anyway • There is a clear contrast between the official language of Source 2 and the emotional plea of Source 1.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the reasons for the failure of the Frankfurt Parliament. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The author was a leading member of the Frankfurt Parliament and involved in the decision-making process at a high level ('secretary to the committee') • The nature of the comments indicate that the author favoured a *Kleindeutschland* approach over a *Grossdeutschland* approach • This is reinforced by the fact that the author left the Parliament once King Frederick William IV had refused the throne. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the failure of the Frankfurt Parliament: • It suggests the existence of divisions in the Frankfurt Assembly between the *Kleindeutschland* and *Grossdeutschland* approaches • It suggests that the Assembly would be unlikely to be able to create a united Germany and satisfy all interests • It provides evidence of the close relationship that already existed between Germany and Prussia. 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 content. Relevant points may include: • The Frankfurt Assembly was divided between the majority of liberal members who wanted a moderate settlement and a radical and a conservative minority whose aims were very different • The failure to resolve the debate over the *Kleindeutschland*/ *Grossdeutschland* approach • Both Prussia and Austria wished to maintain their position. **Source 4** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The author was a participant in the events he is describing • The author may have had access to high-quality information through his newspaper • The author has a clear perspective on the events he is describing • Notwithstanding the perspective of the author, the tone of the piece seems quite balanced – this may be the result of the benefit of hindsight that he brings to it.

Question	Indicative content
	2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the failure of the Frankfurt Parliament: • It provides evidence of divisions between those seeking change: there was 'little sympathy' from the liberals when the republican rising in South Germany was put down • It suggests the apparent importance of the liberals in decision making, and the limited scope of their demands • It suggests that too much time was spent on debating, rather than action • It points to the development of opposition from King Frederick William IV. 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 content. Relevant points may include: • The Frankfurt Assembly did not have the support of the masses – it was the product of a middle-class, liberal revolution • The length of time that was spent in discussion and the difficulty this posed for reaching decisions, e.g. over the constitution • The refusal of King Frederick William IV of Prussia to accept the crown • The failure of the Assembly was linked to the failure of the 1848–49 revolutions. **Sources 3 and 4** The following points could be made about sources in combination: • Source 3 seems to be optimistic about the future, but Source 4 is less so • Differing perspectives on the role played by Prussia; Source 3 is positive, but Source 4's view changes as events progress • Source 3 would appear to be only a moderate supporter of change as he left the Assembly when Frederick William IV refused the crown, whereas Source 4 appears to be more committed.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that the strength of Austrian opposition to Italian unification was the principal reason for the slow progress made in the years 1830–48. The ways in which the strength of Austrian opposition contributed to the slow progress towards unification in the years 1830–48 should be analysed and evaluated. Relevant points may include: • The Habsburg Empire was opposed to unification since there was no desire for a united Italy on the southern border of the Empire • Austrian control over parts of the peninsula impeded any moves towards unification • Austria's commitment to maintaining its control through military means, e.g. in putting down the revolution in Modena in 1831 and winning the battle of Custoza in 1848 • Piedmont was the only power with a sizeable army and even Piedmont was too weak to act by itself. Other factors that contributed to the slow progress towards unification in the years 1830–48 should be analysed and evaluated. Relevant points may include: • The separation of the peninsula into seven states – all of the rulers, whatever their background, wanted to maintain the status quo • Fragmentation of Italian society and culture meant there was not a strong sense of unity • Divisions amongst the liberal and nationalist groups within Italy over what direction to take • The opposition to unification from Spanish interests that were represented in the Kingdom of the Two Sicilies • It had been hoped that France would intervene in 1831 to support the revolutions, but this help did not materialise. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that Garibaldi's contribution to the unification of Italy was outweighed by the problems he created. Arguments and evidence for the importance of Garibaldi's contribution to Italian unification should be analysed and evaluated. Relevant points may include: • He was a follower of Mazzini and was involved in the Young Italy movement, thus setting the scene for the process of unification • His involvement in the defence of the Roman Republic of 1849, even though this failed • The expedition to Sicily and the campaign in Naples meant that unification was not confined to the north • Handing over the south to Victor Emmanuel so that unification of most of the peninsula was achieved by 1860. Arguments and evidence that Garibaldi posed problems should be analysed and evaluated. Relevant points may include: • Although there was opposition to the regime in the Kingdom of the Two Sicilies, there was no consideration as to whether unification under Piedmont was the right approach for the south • Impatience in his approach to unification meant that he often acted before considering the consequences of his actions • He tended not to be aware of the potential impact of his actions in the international context, e.g. the plans to march on Rome in 1860, 1862 and 1867 • He never managed to incorporate Rome – and might have posed problems had he done so. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement about the suggestion that the development of nationalist feeling in Germany had limited political significance in the years 1840–48. Candidates should range across the time period and not focus responses exclusively on events in 1848. Arguments and evidence about the ways in which the development of nationalist feeling in the years 1840–48 had only limited political significance should be analysed and evaluated. Relevant points may include: • Only a minority, even of those who were liberal, were nationalist in their views • There was no agreement amongst those who were nationalist about what their future direction should be • Metternich's control in Austria limited the impact of nationalism • Nationalism emerged strongly only at times of crisis • Nationalism was a by-product of economic development, which was more significant • Significant divisions remained amongst the German states: religious, economic and cultural. Arguments and evidence that the development of nationalist feeling did have political significance should be analysed and evaluated. Relevant points may include: • The impact of the 1840 crisis with France and the 1846 crisis with Denmark in generating a sense of a common enemy to be faced and unifying people within the German states • The emergence of poetry and songs that encapsulated nationalist sentiments in the wake of the 1840 crisis and promoted further growth towards unity, e.g. *Deutschland über alles* – the song of the Germans • The links between nationalism, liberalism and the move towards unification • The Hippenhelm Meeting of 1847 and its impact • Events in 1848 as an expression of nationalist views. Other relevant material must be credited.

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Question	Indicative content
6	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. Candidates are expected to reach a judgement about the accuracy of the suggestion that Bismarck's political skills were primarily responsible for the success of German unification in the years 1862–71. Arguments and evidence of the role played by Bismarck's political skills in the process of German unification in the years 1862–71 should be analysed and evaluated. Relevant points may include: • Whether there was a long-term strategy to create a united Germany through the process of war against Austria and France in place from the start or an opportunist politician who was able to take advantage when a crisis arose and use it to good effect – both approaches would support the view of a continuing political skill • Apparent manipulation of events that led Prussia into wars against Denmark (1864), Austria (1866) and France (1870) • Ability to maintain the neutrality of other European states during the various conflicts, e.g. by the moderate treatment of Austria in the Treaty of Prague • Bismarck's political skills in key meetings, which contributed directly or indirectly to the process: Alvensleben Convention with Russia (1863), Gastein Convention with Austria (1865), meeting with Napoleon III at Biarritz (1865) • Manipulation of the Hohenzollern Candidature crisis (1868–70). Arguments and evidence of the role played by other factors in the process of German unification in the years 1862–71 should be analysed and evaluated. Relevant points may include: • Mistakes made by other protagonists in the conflicts in which Bismarck was engaged, e.g. Napoleon III's miscalculation over Luxembourg • Prussian military strength • Prussian economic strength • Favourable international situation in the 1860s • The role of William I. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/2E

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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 2E.1: Mao's China, 1949–76

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate the consequences of the mass campaign to make iron and steel in the late 1950s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian make use of Sources 3 and 4 together to investigate conditions in the GDR in the 1950s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 far do you agree that the benefits of Chinese involvement in the Korean War far outweighed the costs?

(Total for Question 3 = 20 marks)

OR

4 To what extent was there a genuine improvement in the position of women in China in the years 1950–76?

(Total for Question 4 = 20 marks)

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

EITHER

5 To what extent did *Ostpolitik* affect the economy of, and standard of living in, the GDR in the 1970s?

(Total for Question 5 = 20 marks)

OR

6 How far do you agree that the withdrawal of Russian support was the main reason for the collapse of Honecker's government in the GDR in 1989?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
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
9HI0/2E

Do not return the booklet with the question paper.

Turn over ▶

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

Option 2E.1: Mao's China, 1949–76

Sources for use with Question 1.

Source 1: From Li Zhisui, *The Private Life of Chairman Mao*, published 1994. Li Zhisui was Mao's doctor from 1954–76. After Mao's death, he emigrated to the USA. Here, he is describing events in 1958.

In late summer 1958, China was struck with a mass hysteria fed by Mao, who then fell victim himself. The idea for mini steel mills had originated with the Central Bureau of Guards, but Mao did not oppose them, and soon everyone was stoking the fires. The rare voices of caution were being stilled. Everyone was hurrying to jump on the utopian* bandwagon. Liu Shaoqi, Deng Xiaoping, Zhou Enlai, men who might once have reined the Chairman in, were speaking with a single voice, and that voice was Mao's.

In October, we set out by train, heading south. Harvest time was approaching, and the crops were thriving. The fields were crowded with peasants at work, and they were all women and young girls, grey-haired old men or teenagers. All the able-bodied males, the real farmers of China, had been taken out of agricultural production to tend the backyard steel furnaces.

As the drive to produce steel continued at an ever more frantic pace, people were forced to contribute their pots and pans, their doorknobs, the steel from their wrought-iron gates, shovels and spades. There was not enough coal to fire the furnaces, so the fires were fed with peasants' wooden furniture – their tables, chairs and beds. But what came out of the furnaces was useless – nothing more than melted down knives and pots and pans.

*utopian – related to the idea of an imaginary, perfect society

Source 2: From Zhou Enlai's 'Report on Steel Production', published in the *Beijing Review*, 1 September 1959. The *Beijing Review* was a newspaper published in English for distribution overseas to inform the rest of the world about events in China.

Some people hold that, during last year's mass campaign to make iron and steel, much manpower was used and much money was spent. As a result, it was more 'loss than gain'. We consider this view utterly wrong.

In 1958, we produced 13.69 million tons of iron (excluding the 4–5 million tons that were not suitable for steelmaking but good for the manufacture of simple farm implements and tools), which was 2.3 times as much as was produced in 1957. We produced 11.08 million tons of steel which was more than double our production in 1957. The mass campaign to make iron and steel paved the way for the future development of the iron and steel industry, and industry as a whole.

Considerable progress has been made in the past few months in raising the quality of products from the small blast furnaces and in reducing their consumption of coal. By July, the proportion of iron produced up to standard, by small blast furnaces, had risen to about 75 per cent. This proves that the mass campaign in the iron and steel industry has tremendous vitality and has been raised to a new stage. It has also served to enable the masses to acquire technical skill and knowledge and large numbers of cadres to gain experience.

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

Sources for use with Question 2.

Source 3: From a radio telegram sent by the Soviet High Commissioner in Berlin to the Soviet government in Moscow, 17 June 1953.

In Berlin demonstrators built barriers. In some government buildings, windows were smashed. The office building of the GDR government, which was attacked by demonstrators, has been liberated after the arrival of tanks. The demonstrators were also repulsed from the SED Central Committee building and the Police Presidium building. The German police and our troops opened fire on the demonstrators.

Until our troops took active measures to settle the unrest, the demonstrators succeeded in overcoming resistance by the German People's Police and the Garrisoned People's Police, who in general did not hold them off. With the start of active intervention by our troops, the situation in Berlin began to normalise. Demonstrators dispersed after the appearance of Soviet tanks.

At 12:00 pm, rail traffic was stopped in order to impede the arrival of provocateurs from West Berlin.

The situation in the GDR is gradually becoming normal. The most serious situation is in the city of Görlitz on the German-Polish border where a mob of 30,000 destroyed SED offices, the prison, and the buildings of the security service. A reinforced armour battalion with tanks was deployed to Görlitz.

Source 4: From *The Agitator's Notebook*, published by the SED's Agitation Department, Berlin District, November 1955. This was a briefing for party activists, indicating arguments they could use when seeking to persuade members of the public.

Under the leadership of the party of the working class, this state began a fundamental democratic transformation of life and is today successfully building the foundations of socialism.

Our republic has jobs for everyone – he who works well here lives well. He who steadily improves his work will live better and help ensure that everyone else lives better too. Our democratic government can be proud of its successes. It has made it possible for every citizen to find a secure job. Youth has a future it never had before. New social institutions offer broad cultural opportunities.

There is nonetheless a part of our population who, given the division of Berlin, seek material advantages. Take, for example, construction workers. During the building season they go to West Berlin to work. They work as cheap labourers or strike breakers, stabbing those fighting for a better life in the back. In the winter, they work in our factories again, since by us it is possible to be a construction worker throughout the year. They get their vacation here and enjoy the social and cultural benefits of socialism, then return to work in West Berlin when convenient.

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Acknowledgements
Source 1 is from Zhisui Li, *The Private Life of Chairman Mao*, Arrow 1996 © 2014 The Random House Group; Source 2 is 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 (9HI0/2E)
Advanced

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

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the consequences of the mass campaign to make iron and steel in the late 1950s. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The writer had access to Mao and members of the leadership, so potentially offers genuine insights • His decision to emigrate to the USA may impact on the way in which events are portrayed, especially as recalled significantly after the events described in the passage • The references to 'hysteria' and 'jumping on the utopian bandwagon' suggest the author's critical stance. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the consequences of the campaign: • It provides evidence of the extent of Mao's influence as members of the communist leadership were following his lead, suggesting his position was enhanced • It provides evidence of the loss of experienced agricultural labourers to direct the harvest of 1958 in southern provinces • It provides evidence of the poor quality of iron and steel produced in light of the raw materials used, reinforced by reference to 'what came out of the furnaces was useless' and suggests the campaign was a failure • It provides evidence of the extent to which the campaign had mass support and suggests continued support for the regime. 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 content. Relevant points may include: • The propaganda role of the backyard furnaces • Political support for the campaign and for Mao • Links between the campaign and the famine • The Lushun Conference and its significance.

Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Zhou Enlai's position as a high-ranking communist official would give him access to a range of material • Its date of origin means that the source can contain only very short-term comparisons – 1958 is compared to 1959 • It is intended for an international audience, and so there is potential for obfuscating the data • The nature of the source as propaganda, setting out to challenge the view that there was 'more loss than gain'. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the consequences of the campaign: • It provides evidence of opposition to the campaign ('some people hold') • It contains implicit acknowledgement that quality of production was originally poor ('progress made... in raising quality') • The statistical data presented suggests that the campaign resulted in increased output • It uses additional criteria as a basis for claiming success ('masses acquire technical skill', cadres 'gain experience') 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 content. Relevant points may include: • Own knowledge of quality of the iron and steel produced is used to cast doubt on the accuracy of the data presented • The propaganda role of the backyard furnaces • The role played by Zhou Enlai in the Great Leap Forward • Wider political and economic consequences of the campaign. **Sources 1 and 2** The following points could be made about the sources in combination: • Agreement on the extent of mass participation, criticism of the outcomes and the poor quality of production originally • The intended audience of the two sources is clearly very different • The two authors are using different criteria to measure the consequences of the campaign.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on conditions in the GDR in the 1950s. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is from a high-ranking Soviet official reporting to Moscow on the situation during the rising of June 1953 • The urgency of the situation is made clear • The author is seeking to reassure Moscow that events have now been brought under control. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about conditions in the GDR in the 1950s: • It provides evidence of widespread dissatisfaction with the government ('The office building of the GDR government, which was attacked by demonstrators') • It suggests that opposition is being stirred up by 'provocateurs from West Berlin' • References to the use of Soviet troops suggest that the GDR has not been able to deal with the situation independently. 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 content. Relevant points may include: • The root of the 1953 rising in economic grievances as well as political discontent • The extent of the protests outside Berlin and their continuance beyond the time of this report • The role of the Soviet Union in the GDR • The events in June 1953, in the context of the 1950s, are not typical. **Source 4** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It represents the views that the SED wanted disseminated • It was intended for party activists, and indicates the party's priorities • The nature of the source as propaganda, aiming to put a positive spin on all aspects of life in East Germany. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about conditions in the GDR in the 1950s: • It provides evidence of the successes of the regime ('jobs for everyone')

Question	Indicative content
	• It contains implicit acknowledgement that the successes do not have the support of all workers – the situation surrounding the construction workers seems to point in the opposite direction • It provides evidence of the differences between East and West Berlin. 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 content. Relevant points may include: • The attitude and policy of the GDR government to the 'border crosser' workers in Berlin • The role of the SED and its political dominance • The social and economic policies of the GDR in the 1950s, e.g. education, collectivisation of agriculture. **Sources 3 and 4** The following points could be made about the sources in combination: • Overall, the two authors share a positive stance on the regime and its impact • Both authors raise implicit points that suggest there are problems in East Germany • The two authors are addressing different audiences: the Soviet government and East German party activists.

Section B: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that the benefits of Chinese involvement in the Korean War far outweighed the costs. Arguments and evidence for the benefits of Chinese involvement should be analysed and evaluated, drawing on evidence of consequence, change or continuity, where appropriate. Relevant points may include: • The appeal for national unity strengthened communist hold on power • It enabled the justification of even greater use of repression at home, which contributed to the communist hold on power • Mao used the war to draw greater distinctions between Chinese communism and Soviet communism • It made China aware of international context • A communist North Korean state was maintained on the Chinese border • It increased China's standing – it was able to claim a degree of success in matching the USA and UN, for example in the use of successful tactics such as the crossing of the Yalu River. Arguments and evidence for the costs of Chinese involvement should be analysed and evaluated drawing on evidence of consequence, change or continuity, where appropriate. Relevant points may include: • South Korea was still not under communist rule • The USA continued to support Nationalist China in the UN until 1972 • The cost in Chinese lives, estimated at about 400,000–800,000 • There was no opportunity to retake Taiwan • Economic costs – domestic resources were diverted into the war effort • It needed to repay loans to the Soviet Union. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether there was a genuine improvement in the position of women in China in the years 1950–76. Arguments and evidence about the ways in which there was a genuine improvement in the position of Chinese women in the years 1950–76 should be analysed and evaluated. Relevant points may include: • The 1950 Marriage Act provided women with greater freedoms in their choice of marriage partner and the availability of divorce • Collectivisation appeared to grant women some equality of status • There were greater opportunities for employment • The emergence of some high-profile women with political powers, e.g. Jian Qing • The 1973 campaign to 'Criticise Lin (Biao), Criticise Confucius' campaign openly addressed gender inequality, indicating a commitment to greater equality. Arguments and evidence about the ways in which there was *not* a genuine improvement in the position of Chinese women in the years 1950–76 should be analysed and evaluated. Relevant points may include: • The purpose behind the reforms – the removal of the traditional family structures, which were seen as an impediment to the changes Mao wished to enact • Further laws were required in the 1950s, such as the right to own and sell land and property • The impact of the Cultural Revolution • The restrictions experienced by women in the communes • The limited number of women in prestigious positions within the party. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement about the extent to which *Ostpolitik* affected the economy of, and standard of living in, the GDR in the 1970s. Arguments and evidence for the view that *Ostpolitik* did affect the economy and standard of living of the GDR in the 1970s should be analysed and evaluated, drawing on evidence of consequence, change or continuity, where appropriate. Relevant points may include: • It encouraged increased trade between the FRG and the GDR, and this was seen as a long-term process to bring about change by Brandt • The availability of loans from West Germany enabled Honecker to implement reforms to improve living standards, e.g. subsidised housing, free medicine, which by the end of the 1970s matched those of Greece and Portugal • There are clear indicators of improved standards of living in this period, e.g. the number of households with a television rose from 70% in 1970 to 91% by 1983 • It increased movement between the two countries. Arguments and evidence for the view that *Ostpolitik* did *not* affect the economy of, and standard of living in, the GDR in the 1970s should be analysed and evaluated, drawing on evidence of consequence, change or continuity, where appropriate. Relevant points may include: • The GDR already had the most effective economy of all the Eastern European states, even if less efficient than the west • The purpose of *Ostpolitik* could be argued to be primarily political, rather than economic • The impact of the 1973 oil crisis – this had a damaging effect on the economy and living standards as imports rose and exports fell • The costs of Honecker's programme to improve living standards ultimately led to spiralling debts by the end of the decade • Industry was undercapitalised as loans were spent on imports of food and consumer goods to keep the citizens happy. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on the suggestion that the withdrawal of Russian support was the main reason for the collapse of Honecker's government in the GDR in 1989. Arguments and evidence about the role of the withdrawal of Russian support as the main reason for the collapse of Honecker's government in the GDR in 1989 should be analysed and evaluated. Relevant points may include: • The lack of military support for the regime following the Soviet Union's abandonment of the Brezhnev Doctrine • The previous reliance on Russian military might to defend the communist regime in the GDR • The weakening of government authority following the withdrawal of Russian support • The consequent emboldening of opposition. Arguments and evidence about the role of other factors as the main reason for the collapse of Honecker's government in the GDR in 1989 should be analysed and evaluated. Relevant points may include: • Honecker's personal intransigence in the face of calls for reform • The effects of reform in the Soviet Union and elsewhere in Eastern Europe, highlighting contrasts and weakening the authority of the regime • The consequent growing confidence and size of dissenting groups, e.g. the New Forum • The consequences of Hungary opening its borders • The significance of the October demonstration in Leipzig and elsewhere. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/2F

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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian use Sources 1 and 2 together to investigate Gandhi's methods in advancing the nationalist cause in India in 1920?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian use Sources 3 and 4 together to investigate the aims of apartheid in the 1950s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 'The main aim of British policy in India, in the years 1917–39, was always to create a peaceful self-governing state.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4 How accurate is it to say that the decision to partition India in 1947 was made as a result of the actions taken in the post-war years by Mountbatten, rather than those taken by Jinnah?

(Total for Question 4 = 20 marks)

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

EITHER

5 'The ANC was of only limited significance in undermining apartheid in South Africa in the years 1968–83.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 How accurate is it to say that the principal reason for Botha's decision to negotiate in the years 1985–89 was the impact of international isolation on South Africa?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
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
Sources Booklet

Paper Reference
9HI0/2F

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 1.

Source 1: From a letter written by Jinnah to Gandhi, 30 October 1920. This followed a disagreement between the two men.

I thank you for your kind suggestion offering me 'to take my share in the new life that has opened up before the country'. If by 'new life' you mean your methods and your programme, I am afraid I cannot accept them; for I am fully convinced that it must lead to disaster.

Our own countrymen are divided. The Moderate Party is still going wrong. Your methods have already caused split and division in almost every institution that you have approached, and in the public life of the country not only amongst Hindus and Muslims but between Hindus and Hindus and between Muslims and Muslims and even between fathers and sons. People generally are desperate all over the country and your extreme programme has, for the moment, struck the imagination mostly of the inexperienced youth and the ignorant and the illiterate. I do not wish my countrymen to be dragged to the brink of a precipice in order to be shattered. The only way for the Nationalists is to unite and work for a programme which is universally acceptable for the early attainment of complete responsible government. Such a programme cannot be dictated by any single individual, but must have the approval and support of all the prominent Nationalist leaders in the country.

Source 2: From a speech made by Gandhi at a public meeting in the city of Varanasi, 26 November 1920. Gandhi had gone here to speak to students at the university, but responded to public calls to hold another meeting for all those who wanted to hear him speak.

What we have to tell you is that our government is a satanic government. Our duty is either to mend it or to end it. Our condition is extremely bad. So far we have only talked. Now it is the duty of all of us, men and women, to act.

What is it that we can do? We on our part consider the government so evil that we must either destroy it or purify it. If it does not repent, if it does not do justice to the Punjab, if it does not act justly over the Khilafat, we cannot stand by it. How can we mend it? Our Congress, our Muslim League, our Sikh League have all suggested the way in which we can mend it. This is the way of non-cooperation, or peaceful severing of relations. That is, that we should neither seek help from the government nor offer it any help. How can we part company with it? First we should renounce titles. Next we should give up the courts. The dispensing of justice should lie in our own hands. Lawyers should give up their practice. If it is possible for them, they should, after giving up legal practice, serve the country. Parents should withdraw their children from schools and universities.

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

Source for use with Question 2.

Source 3: From an address made by Hendrick Verwoerd to the Native Representative Council, December 1950. At this time, Verwoerd was Minister of Native Affairs. The Native Representative Council had been set up in 1936 by the government of South Africa. It consisted of six white officials and 12 elected black Africans.

Apartheid policy is as much in the interests of the Bantu as those of the European.

If Bantu and European in future develop as intermixed communities, there will be competition and conflict everywhere. The more this intermixing develops, the stronger the conflict will become. The Europeans will, for a long time, hold the stronger position, and the Bantu will be the defeated party in every phase of the struggle. This must cause them an increasing sense of resentment and revenge. Neither for the European, nor for the Bantu, can this increasing tension and conflict be an ideal future.

The endeavours and desires of the Bantu and Europeans will be antagonistic. Such a clash can only bring unhappiness and misery to both. Both Bantu and European must, therefore, consider in good time how this misery can be averted. They must find a plan to provide the two population groups with opportunities for the full development of their respective powers and ambitions without coming into conflict.

The only possible way out is to adopt a development divorced from each other. The Bantu have been made to believe that apartheid means oppression. In reality, however, exactly the opposite is intended. Apartheid takes into consideration the languages, traditions, history and different national communities of the Bantu, so that they may pass through a development of their own. This opportunity arises for them as soon as such a division is brought into being between them and the Europeans so that they need not be the imitators and henchmen of the latter.

Source 4: From Trevor Huddleston, *Naught for Your Comfort*, published 1956. Huddleston was a white English clergyman and noted anti-apartheid campaigner who worked in South Africa from 1943–55. This book about apartheid was written on his return to England.

The Christian drawing rooms in the white suburbs would, for the most part, shudder at the idea of friendship and affection existing between persons of different colours. Miscegenation*, that fearful spectre which hovers over all South African society, is certainly regarded as a sin more mortal than any in the handbook of moral theology. The great commandment, 'thou shalt love thy neighbour as thyself', cannot be applied too literally. It might endanger the close and confined security of European Christian homes.

To keep up the barriers: that is the first essential of good government in South Africa. It is because the Nationalists are so much more efficient and far-sighted in doing so than their opponents that they increase their majority at each election.

It seems that we do not care that we lose something splendid and enriching by apartheid for we do not even know of its existence. We think we can do our duty to the black man without loving him. We are sure we know him better than anyone else, without knowing him as a person at all.

* Miscegenation – intermarriage between races

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Acknowledgements
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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2F)
Advanced

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

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on Gandhi's methods in advancing the nationalist cause in India in 1920. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The source is a letter between two leading members of the nationalist movement in India in 1920 • The tone of the letter confirms the existence of disagreement between the two men, which is referred to in the attribution • The tone of the letter makes it clear that Jinnah opposes the methods used by Gandhi. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the role played by Gandhi's methods: • It suggests that Gandhi's methods were divisive ('your methods have already caused split and division') • It suggests that Gandhi's appeal was limited to 'the ignorant and illiterate' • It suggests that decisions regarding the methods to be used by the movement should not be limited to the views of one person. 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 content. Relevant points may include: • The uneasy relationship between Gandhi and Jinnah about how to approach strategy • The role of Congress and the Muslim League in the nationalist movement • The widespread support that Gandhi's methods attracted across classes, in contrast to Jinnah's view regarding divisiveness. **Source 2** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Gandhi is explaining his own views • There is clearly support for Gandhi as he has had to put on an additional meeting • The purpose of the speech is to gather support for the non-cooperation campaign. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the role played by Gandhi's methods: • It suggests that the focus of the campaign is the government of the Raj ('satanic government')

Question	Indicative content
	• The references to all the key pressure groups suggests that all Indians are united in this campaign • It makes specific appeals to specific groups ('Punjab', 'Khilafat') • It identifies the types of strategy to be used, such as to 'withdraw their children from schools'. 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 content. Relevant points may include: • The range of actions that were used in the 1920–22 campaign, e.g. tax boycotts • The role played by the Khilafat movement in Gandhi's thinking • Support for the campaign across different groups in India • The response of the British government to Gandhi's campaign. **Sources 1 and 2** The following points could be made about the sources in combination: • There is disagreement on a range of issues, including support for the methods, the divisiveness of the methods and the nature of who should make decisions • Both the sources make their arguments very directly • The views were expressed within a month of each other, underlining the problems that the nationalist movement faced.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the aims of apartheid in the 1950s. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The author was a leading member of the South African government ('Minister of Native Affairs') • The address was directed at the Native Representative Council, which was set up by the South African government • The nature of the comments indicate the author is justifying apartheid on the basis that it benefited black Africans. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the aims of apartheid: • It suggests that as integration would lead only to 'competition and conflict everywhere', apartheid would have a different outcome • It suggests that apartheid offered the opportunity for the 'the full development of their respective powers and ambitions' for both groups • It provides evidence that the justification for apartheid was made on the basis that it worked to the advantage of black Africans by considering their 'languages, traditions, history'. 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 content. Relevant points may include: • The attitudes and the role played by Verwoerd as Minister for Native Affairs • The implementation of a range of legislation to embed apartheid, such as the Pass Laws • The approach taken to the education of black Africans. **Source 4** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The author was a witness to the situation that he was describing, but his involvement has coloured his account • The author made these comments only once he had returned to England • The author has a clear position on the events he was describing • The author was writing to inform a wider international public about the problems associated with apartheid. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the aims of apartheid: • It suggests the importance to white South Africans of maintaining a separation between the races for their own protection ('close and confined security')

Question	Indicative content
	• It provides evidence that such protection was both physical and moral • It points to the possibility that apartheid was a method used by the NP to maintain white support ('increase their majority at each election') • It suggests that white South Africans were making ill-informed decisions on behalf of black South Africans ('We are sure we know him better'). 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 content. Relevant points may include: • The nature of opposition to apartheid • The methods used by the NP to control opposition, e.g. the Treason Trial • The problems arising from apartheid, as outlined, for example, in the Tomlinson Commission. **Sources 3 and 4** The following points could be made about sources in combination: • Source 3 is supportive of apartheid while Source 4 comes from an anti-apartheid perspective; this is evident from both the provenance of the sources and the tone used in the sources • Both sources suggest that whites were in the dominant position in South African society • While Source 3 identifies benefits for both white and black South Africans, Source 4 identifies problems for both groups.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that the main aim of British policy in India, in the years 1917–39, was always to create a peaceful self-governing state. Arguments and evidence to support the suggestion that the main aim of British policy in India in these years was always to create a peaceful self-governing state should be analysed and evaluated, drawing on evidence of motivation, and change and continuity, where appropriate. Relevant points may include: • The Montagu Declaration of 1917 explicitly outlined British commitment to such a policy • Passing of the 1919 and 1935 Government of India Acts demonstrated progress towards this outcome • Conciliatory actions such as the Irwin Declaration of 1929 • Consultation regarding change, e.g. through the Round Table Conferences. Arguments and evidence to challenge the suggestion should be analysed and evaluated, drawing on evidence of motivation, and change and continuity, where appropriate. Relevant points may include: • The aim of British policy could be repressive, e.g. the Rowlatt Acts, the Amritsar massacre • The limited nature of the changes implemented demonstrated a lack of commitment • Arguably, all that was on offer were minor concessions to prevent agitation • The main aim was to maintain control, evidenced, e.g. by Linlithgow's declaration of war in 1939 • The economic contributions of India to the Empire, although by then declining, were of key importance. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how accurate it is to say that the decision to partition India in 1947 was made as a result of the actions taken in the post-war years by Mountbatten, rather than by Jinnah. Arguments and evidence for the contribution made by Mountbatten should be analysed and evaluated. Relevant points may include: • He replaced Wavell as inter-communal violence escalated in early 1947 • His personal approach – he had a good relationship with Nehru and a less good relationship with Jinnah, whom he disliked • Plan Balkan – its weaknesses and the fact it was shown to Nehru despite the fact it was supposed to be confidential • The decision to bring forward the date of independence • The role of the Boundary Commission. Arguments and evidence for the contribution made by Jinnah should be analysed and evaluated. Relevant points may include: • Even before the war had ended, Jinnah was considering partition, e.g. the Lahore Declaration, 1940 • Failure to reach agreement with Congress at the Simla Conference, 1945 • The repudiation of the agreement with the Cabinet Mission, 1946 • Direct Action Day, 1946, and its impact. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the suggestion that the ANC was of only limited significance in undermining apartheid in South Africa in the years 1968–83. Arguments and evidence of the ways in which the ANC had only limited significance for undermining apartheid in these years should be analysed and evaluated. Relevant points may include: • The organisation had to operate underground because of the ban on it from 1960 • The ANC's policies of violence were not accepted by some leading anti-apartheid activists, such as Steve Biko • The ANC was one of a number of anti-apartheid groups • Divisions between ANC and other groups, e.g. Inkatha • Many of the leading figures in the organisation were imprisoned by the 1970s • Many activists were in exile in Angola and Mozambique (although they were training here and using these countries as a base from which to launch attacks). Arguments and evidence that the ANC was significant in undermining apartheid in these years should be analysed and evaluated. Relevant points may include: • Increasing support for the ANC as repression increased • ANC members promoted its arguments in the international arena, e.g. Oliver Tambo delivered a speech to UN Special Committee Against Apartheid in 1968 • Bomb attacks organised by ANC members, such as the attack on the SASOL plant in 1980, drew attention to the issues of apartheid • The constitution of 1983 was, in part, introduced to convince people that the ANC's criticisms of the regime were unfounded. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on how accurate it is to say that the principal reason for Botha's decision to negotiate in the years 1985–89 was the impact of international isolation on South Africa. Arguments and evidence that the principal reason for Botha's decision to negotiate in the years 1985–89 was the impact of international isolation on South Africa should be analysed and evaluated. Relevant points may include: • The implementation of European sanctions by the European Community in 1985 and US economic sanctions by the US Congress in 1986 • The impact of economic sanctions, especially by the banking sector 1985–86 • Sanctions by individual companies boycotting trade with South Africa after concerns were expressed by their consumers, e.g. Pepsi • The October 1989 3-Tier Plan by all Commonwealth countries except Britain • The cumulative effect of sporting sanctions • International media publicity, e.g. Artists Against Apartheid at Sun City in 1985, Nelson Mandela's 70th birthday party tribute in London, 1988. Arguments and evidence for the role played by other factors in Botha's decision to negotiate in the years 1985–89 should be analysed and evaluated. Relevant points may include: • The impact of the revolt in the townships • The failure of the 'total strategy' policy • The effect of the state of emergency • The economic difficulties facing South Africa, such as the high level of unemployment caused by population growth. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/2G

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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate church-state relations in fascist Italy in the years 1929–39?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian make use of Sources 3 and 4 together to investigate the importance of pro-Franco foreign intervention during the Spanish Civil War?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 did Italian fascist ideology change in the years 1919–21?

(Total for Question 3 = 20 marks)

OR

4 How significant were Italy's wartime economic problems in bringing about the collapse of Mussolini's fascist regime in 1943?

(Total for Question 4 = 20 marks)

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

EITHER

5 'The impact of Azana's anti-clerical policies was primarily responsible for the government's defeat in the November 1933 elections.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 'Franco thoroughly modernised Spain in the years 1956–75.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
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
9HI0/2G

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

Sources for use with Question 1.

Source 1: From the 1939 revised edition of Benito Mussolini's memoirs entitled *My Autobiography*. Here, Mussolini reflects on the regime's 1929 Concordat with the papacy.

The so-called Roman Question embittered the souls of many Italians since the foundation of the Kingdom of Italy. People found it difficult to love one's country and pray to God with a clear conscience because it was the King of Italy who had robbed the Pope of his territories in 1870. Mussolini ended all that. He signed a treaty with the Pope on February 11th 1929 in which the old problem was laid to rest forever. There was great rejoicing.

Mussolini came to power. A new conception of the State, a new rigid conception of the duties of citizens and of the education of youth faced the Vatican's resistance. Where the lack of principles of Liberals had not succeeded, the clear-cut, uncompromising views of Mussolini made an agreement easier.

Peace of heart for the Italian people was the result of this agreement. An old problem was settled forever. Sons, educated to the love of new, forceful, active living, would not be in conflict with their fathers, who were attached to the traditions of the past. One could finally be both a good Italian, which is the same as being a Fascist, and a good Catholic. The Vatican itself found new dignity and new strength. The Lateran Treaty was, doubtlessly, one of the greatest achievements of the wise, realistic policies of Benito Mussolini.

Source 2: From an encyclical (a letter from the Pope to all Catholic bishops) written in June 1931 by Pope Pius XI. Mussolini refused to allow it to be published in the Catholic press in Italy. Here, the Pope considers the tensions between the Catholic Church and the Italian fascist regime.

We have seen, in fact, a species of religion which rebels against the directions of higher religious authorities, and imposes or encourages the non-observance of these directions. A conception of the state which makes the rising generations belong to it entirely, without any exception, from the earliest years up to adult life, cannot be reconciled by a Catholic. It cannot be reconciled either with Catholic doctrine or with the natural rights of the family. It is not possible for a Catholic to accept the claim that the Church and the Pope must limit themselves to the external practices of religion and that all the rest of education belongs to the state.

The Church has a universal and divine obligation to educate children. It must stop the regime's effort to monopolise the young for the sole and exclusive benefit of a party and of a regime based on an ideology that calls for the truly pagan worship of the state.

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

Source for use with Question 2.

Source 3: From an article in the *Daily Worker*, the newspaper of the Communist Party of Great Britain (CPGB), published in February 1937. The left-wing author, Claud Cockburn, was asked by the CPGB to cover the Spanish Civil War for the newspaper. He joined the communist Fifth Regiment so that he could report on the war as an ordinary soldier.

> The southern Spanish city of Malaga has fallen to the Nationalists. The fighting front now runs somewhere east of the city, across the Almeria road. Rebel warships, escorted by German submarines, are bombing the single road to Almeria. Every competent observer who saw the Malaga front last week maintained that the enemy drive of a few weeks before had not only been held, but that the initiative was definitely passing to the government side.
>
> Now, the Germans and the Italians have struck their first big blow. They shelled from the sea, bombarded from the air and machine-gunned from the biggest fleet of tanks seen in this war. The government infantry were faced with an attack by German troops, wearing not only new steel helmets but also new steel breastplates. The Germans also used new grenades which fly into seven pieces in the air, each of which explodes separately as it hits the ground. In a week everything has changed. A week ago at Malaga it was clear that if the Germans and the Italians did not invade, then the attack on Malaga would fail.

Source 4: From the evidence given by Hermann Goering at the Nuremburg Trials after the Second World War. Goering, a senior Nazi in the German Third Reich, had been Commander-in-Chief of the German air force, between 1935 and 1945.

> When the civil war broke out in Spain, Franco sent a call for help to Germany and asked for support, particularly in the air. One should not forget that Franco with his troops was stationed in Africa and that he could not get the troops across, as the fleet was in the hands of the Communists. The decisive factor was, first of all, to get his troops over to Spain.
>
> The Führer [Adolf Hitler] thought the matter over. I urged him to give support under all circumstances, firstly, in order to prevent the further spread of communism and, secondly, to test my young air force at this opportunity in this or that technical respect.
>
> With the permission of the Führer, I sent a large part of my transport fleet and a number of experimental fighter units, bombers, and anti-aircraft guns. In that way I had an opportunity to ascertain, under combat conditions, whether the material was equal to the task. In order that the personnel, too, might gather a certain amount of experience, I saw to it that there was a continuous flow, that is, that new people were constantly being sent and others recalled.

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Acknowledgements
Source 1 is from Benito Mussolini, *My Autobiography*, Hutchinson and Co Ltd 1939; Source 2 is from John Hite and Chris Hinton, *Fascist Italy*, John Murray 1998; Source 3 is from James Pettifer, *Cockburn in Spain*, Lawrence & Wishart 1986. By permission of the publisher; Source 4 Reprinted by permission of HarperCollins Publishers Ltd.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2G)
Advanced

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

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on church-state relations in fascist Italy in the years 1929–39. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • These are the recollections of Italy's political leader in the years 1929–39, and a participant in the negotiations with the Vatican leading to the 1929 agreement, so potentially offers an informed view on church-state relations • Mussolini's optimistic assessment of church-state relations may be coloured by his view that the Lateran Treaty was, first and foremost, a personal triumph but also a major achievement for his regime • As an extract from an autobiography, it could be viewed as an exercise in self-justification on Mussolini's part. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about church-state relations in the years 1929–39: • It suggests that the 1929 Concordat had ended the divisive historical legacy of the 'Roman Question' and had thus brought about 'great rejoicing' • It indicates that Mussolini had played a central role in reconciling church and state – he 'ended all that' and his 'clear-cut, uncompromising views … made an agreement easier' • It provides evidence that Mussolini was proud of the Lateran Treaty and regarded it as one of his 'greatest achievements' • It suggests that Mussolini needed to mobilise Catholic support to ensure the regime was secure: fathers and sons 'would not be in conflict'. 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 content. Relevant points may include: • The 1929 agreement was popular and regarded as a successful church-state compromise • Following the 1929 agreement, the Catholic Church generally supported the regime, epitomised by the official slogan 'For Pope and Duce' • The Catholic hierarchy backed Mussolini's military ventures in Abyssinia and Spain as campaigns against heathenism and communism • However, radical fascists regarded the 1929 agreement as an obstacle to the creation of a truly totalitarian fascist regime.

Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The nature of the source as Catholic propaganda. As a papal encyclical, the document offers the official Catholic view of the condition of church-state relations • Restricted in the sense that it considers the position only in 1931 and focuses mainly on the issue of education • Mussolini's refusal to publish the encyclical in the Italian press suggests that relations had deteriorated since 1929. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about church-state relations in the years 1929–39: • It suggests that fascism had set itself up as a form of 'religion' in opposition to Catholicism ('which rebels against the directions of higher religious authorities') • It indicates that fascism was attempting to completely control the education of the young and exclude Catholic influence ('the regime's effort to monopolise the young'), which made some form of church-state conflict inevitable • It provides evidence that the Vatican did not think fascism and Catholicism could coexist ('cannot be reconciled… with Catholic doctrine or with the natural rights of the family'; 'truly pagan worship of the state'). 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 content. Relevant points may include: • Government closure of Catholic Action in 1931 and the uneasy compromise agreement that followed • Vatican criticism of the regime's growing anti-Semitism in the late 1930s • However, priests became involved in fascist initiatives such as the ONB and campaigns against the 'decadence' of modern living (particularly dancing, fashion and films). **Sources 1 and 2** The following points could be made about the sources in combination: • The two documents differ over the extent to which Catholicism and fascism were compatible • Both documents suggest that the fascist regime placed particular emphasis on the role of the state • Both documents suggest that Catholicism and fascism had different views concerning the education of the young.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the importance of pro-Franco foreign intervention during the Spanish Civil War. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • An eyewitness observer of the civil war and the impact of German and Italian intervention, so potentially offering genuine insights • The left-wing stance of the author may influence the way in which events are portrayed, e.g. the Republican forces were defeated only because of German and Italian intervention at Malaga • Extract considers only one event in the civil war – the fall of Malaga. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of pro-Franco foreign intervention during the Spanish Civil War: • It provides evidence of the scale of German and Italian intervention, e.g. the use of submarines, ships, aircraft, tanks and troops • It indicates that, before this intervention, the Republican forces were more than holding their own against the Nationalists ('the initiative was definitely passing to the government side') • It suggests that German and Italian intervention was the critical factor in the fall of Malaga ('it was clear that if the Germans and the Italians did not invade, then the attack on Malaga would fail'). 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 content. Relevant points may include: • Malaga was not an isolated example of foreign intervention since German and Italian support continued throughout the civil war • The scale of pro-Franco foreign intervention seen at Malaga continued throughout the civil war in terms of aid and military equipment • Republican forces could not rely on the same level of foreign support and this trend also continued throughout the civil war. **Source 4** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Goering's former position as a Commander-in-Chief of the Luftwaffe would make him an informed source regarding German air support for Franco's forces • Goering's former role as Commander-in-Chief of the Luftwaffe might encourage him to exaggerate the role of the German air force • His role as a defendant at the Nuremberg Trials might lead to exaggeration (as an act of defiance) or obfuscation (to minimise his responsibility).

Question	Indicative content
	2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of pro-Franco foreign intervention during the Spanish Civil War: • It provides evidence that Franco requested German assistance ('asked for support, particularly in the air') • It indicates that German air assistance was crucial in transporting Franco's troops to the mainland ('get his troops over to Spain') • It suggests that the German air force made a substantial commitment to Franco's cause ('large part of my transport fleet and a number of experimental fighter units, bombers and anti-aircraft guns'). 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 content. Relevant points may include: • Italian and German aircraft were crucial in transporting the Army of Africa to the Spanish mainland in order to support Mola's rebellion against the government • German air support gave Franco the important military advantage of controlling the Spanish skies from 1937 • Germany also assisted the Nationalist cause by providing other valuable forms of military support, e.g. rifles, machine guns, bullets and grenades. **Sources 3 and 4** The following points could be made about sources in combination: • They agree that pro-Franco foreign intervention had a substantial impact, e.g. the fall of Malaga, transporting Franco's troops to the Spanish mainland • They agree that the scale of the foreign intervention (in terms of the military resources provided) was extensive • These points of agreement are reinforced due to the contrasting positions of the authors (one pro-Republican and one pro-Nationalist).

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement about how far fascist ideology changed in the years 1919–21. Arguments and evidence about changes in fascist ideology in the years 1919–21 should be analysed and evaluated, drawing on evidence of change. Relevant points may include: • The fascist movement's initial programme, June 1919, had a distinctly republican-syndicalist flavour whereas the New Programme, November 1921, was much more right wing • The 1919 commitment to a republic with universal male and female suffrage had changed, by 1921, to an unspecified political structure and no mention of democratic government and basic freedoms • Confiscation of Church property in 1919, was dropped by 1921 • Workers' participation in the management of industry in 1919 changed to the establishment of corporations to express national solidarity and raise production by 1921 • Heavy taxation on capital and nationalisation of businesses in 1919 gave way to 'proportional' taxation and the privatisation of nationalised firms by 1921. Arguments and evidence about the continuity of fascist ideology in the years 1919–21 should be analysed and evaluated, drawing on evidence of continuity. Relevant points may include: • Enduring hostility to the Italian liberal state • Ongoing opposition to the Socialists' class war propaganda • Continued rejection of the 'mutilated peace' • The desire for Italy to play a bigger role on the international stage and become a more influential regional power. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how significant Italy's wartime economic problems were in bringing about the collapse of Mussolini's fascist regime in 1943. Arguments and evidence about the significance of Italy's wartime economic problems should be analysed and evaluated. Relevant points may include: • Lack of raw materials and shortages of oil and coal crippled the war economy – industrial production fell 25 per cent in the years 1940–43, which adversely affected the supply of military equipment • Relative economic backwardness resulted in reliance on outdated or poor quality military resources (e.g. rifles, planes and submarines) which contributed to defeats and growing demoralisation • During the war, importing vital resources became even more difficult for Italy – Germany provided only very limited assistance • Germany was a net drain on the Italian economy during wartime as it took out more resources than it supplied • Agricultural production fell, taxation increased and food rationing was introduced, which contributed to growing popular disillusionment with the war and the regime, e.g. a wave of strikes in northern Italy in March 1943. Arguments and evidence about the significance of other factors in bring about the collapse of Mussolini's fascist regime in 1943 should be analysed and evaluated. Relevant points may include: • Mussolini's deficient leadership failed to coordinate military strategy, wasted resources (e.g. in Russia) and made little effort to cooperate with Germany – there was thus little direction from the top • Army leadership was hampered by promotion according to seniority, which meant that time-servers were preferred over more talented officers • Allied bombing raids on the northern industrial cities from 1942 led workers and industrialists to become increasingly disillusioned with the regime • The loss of elite support – elements in the fascist Party, army, Vatican and royal household began considering a post-Mussolini government, which culminated in the July 1943 coup. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the suggestion that the impact of Azana's anti-clerical policies was primarily responsible for the government's defeat in the November 1933 elections. Arguments and evidence that the primary responsibility of Azana's anti-clerical policies in bringing about the government's defeat in the November 1933 elections should be analysed and evaluated. Relevant points may include: • The inflammatory nature of Articles 26 and 27 in the Second Republic's constitution – these anti-clerical provisions alienated the clergy, thereby removing an important potential source of support for the new regime • Azana's anti-clerical initiatives ensured that a large number of middle- and upper-class Spaniards were opposed to the government • By 1933 these anti-clerical moves had also encouraged the formation of CEDA, which aimed to reverse all the government's anti-clerical measures • CEDA's success in the November 1933 elections suggests that the Azana government's stance on religion was unpopular. Arguments and evidence about the primary responsibility of other factors in bringing about the government's defeat in the November 1933 elections should also be analysed and evaluated. Relevant points may include: • Azana's cost-cutting army reforms angered many officers • Agrarian reforms favouring agricultural labourers and tenant farmers were bitterly resisted by southern landowners whose resentment also helped to fuel the growth of CEDA • The Catalan Statute of 1932 was viewed by Spanish nationalists and the army as undermining the integrity and unity of the nation • The government's often brutal response to strikes and unrest seriously discredited Azana's government. Other relevant material must be credited.

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Question	Indicative content
6	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. Candidates are expected to reach a judgement on the suggestion that Franco thoroughly modernised Spain in the years 1956–75. The arguments and evidence that Franco thoroughly modernised Spain in the years 1956–75 should be analysed and evaluated. Relevant points may include: • The 'economic miracle' of 1960–75 based partly on free market policies and foreign investment • The development of tourism, a consumer boom and a more urbanised/industrialised society • The expansion of education and improved social welfare provision • Liberalisation of the regime, e.g. greater religious freedom and freedom of association/press. The arguments and evidence that Franco did *not* thoroughly modernise Spain in the years 1956–75 should be analysed and evaluated. Relevant points may include: • Limits to economic growth, e.g. the persistence of rural poverty • Patchy development of the infrastructure, e.g. the inland road network received limited government investment • The Catholic Church continued to exert a powerful hold over society and social policy • Limited political reform preserved the basis of Franco's power. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
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
9HI0/2H

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.
- You must answer **two** questions on the option for which you have been prepared
- There are two sections in this question paper. Answer **one** question from Section A, and **one** question from Section B.
- 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 Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate the effects of the New Deal projects in the years 1934–37?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Option 2H.2: The USA, 1955–92: conformity and challenge

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian make use of Sources 3 and 4 together to investigate the role of violence in black Americans' struggle for civil rights in the mid-1960s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 'American women experienced only limited changes in their employment opportunities in the years 1919–41.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4 How far was the Cold War responsible for McCarthyism in the early 1950s?

(Total for Question 4 = 20 marks)

Option 2H.2: The USA, 1955–92: conformity and challenge

EITHER

5 To what extent did President Kennedy achieve the results he was aiming for with his New Frontier programme?

(Total for Question 5 = 20 marks)

OR

6 How accurate is it to say that the Supreme Court ruling Roe v. Wade had a significant impact on both American politics and society in the years 1973–88?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
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
9HI0/2H

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 2H.1: The USA, c1920–55: boom, bust and recovery

Sources for use with Question 1.

Extract 1: From Lorena Hickok's report on the Tennessee Valley Authority (TVA) in Alabama, 6 June 1934, to Harry L Hopkins. Lorena Hickok was an American journalist and close confidant of Eleanor Roosevelt. In 1933, Hopkins, Roosevelt's close adviser and one of the architects of the New Deal, asked Hickok to travel through the United States and report on the state of the nation. Here she gives her impression of the local reaction to the TVA.

> A Promised Land, bathed in golden sunlight, is rising out of the grey shadows of want and squalor and wretchedness down here in the Tennessee Valley these days. Ten thousand men are at work, building with timber and steel and concrete the New Deal's most magnificent project, creating an empire with potentialities so tremendous and so dazzling that they make one gasp. They don't all get so excited about it as I do. They criticize some features of the program. I have an impression that thousands of people right here in the Valley don't really know what it is all about. But the people – the people as a whole – are beginning to 'feel' already the presence of TVA, even though it hasn't made any dent on our relief rolls. Thousands of them are residents of the Valley, working five and a half hours a day, five days a week, for a really LIVING wage. Houses are going up for them to live in – better houses than they have ever had in their lives before. And in their leisure time they are studying – farming, trades, the art of living, preparing themselves for the fuller lives they are to lead in that Promised Land. You are probably saying, 'Oh, come down to earth!' But that's the way the Tennessee Valley affects one these days. Ten thousand men at work may not seem like so many when Tennessee still has a relief case load of 68,000 and Alabama around 80,000. But it's something.

Extract 2: From a letter to First Lady Eleanor Roosevelt from Minnie A Hardin of Indianapolis, Indiana, 14 December 1937. Minnie Hardin was a farmer. Here she is complaining about the New Deal.

> We have always had a shiftless, never-do-well class of people whose one and only aim in life is to live without work. We cannot help those who will not try to help themselves. For those who do try, a square deal is all they need, and by the way that is all this country needs or ever has needed: a square deal for all and then, let each paddle their own canoe, or sink. There has never been any necessity for anyone who is able to work being on relief in this locality, but there have been many eating the bread of charity and they have lived better than ever before. During the worst of the depression many of the farmers had to deny their families butter, eggs, meat, etc. and sell it to pay their taxes and then had to stand by and see the dead-beats carry it home to their families by the arm load, and they knew their tax money was helping pay for it. The crookedness, selfishness, greed and graft of the crooked politicians is making one gigantic racket out of the new deal, and it is making this a nation of deadbeats and beggars.

Option 2H.1: The USA, 1955–92: conformity and challenge

Sources for use with Question 2.

Extract 3: From a speech by Malcolm X at a New York press conference on 12 March 1964. Here, he is explaining the 'black nationalist' philosophy.

Because 1964 threatens to be a very explosive year on the racial front, and because I myself intend to be very active in every phase of the American Negro struggle for human rights, I have called this press conference in order to clarify my own position in the struggle – especially in regard to non-violence.

Concerning non-violence: it is criminal not to teach a man to defend himself when he is the constant victim of brutal attacks. It is legal and lawful to own a shotgun or a rifle. We believe in obeying the law.

In areas where our people are the constant victims of brutality, and the government seems unwilling or unable to protect them, we should form rifle clubs that can be used to defend our lives and our property in times of emergency. When our people are bitten by dogs, they are within their rights to kill those dogs.

We should be peaceful, law-abiding – but the time has come for the American Negro to fight back in self-defence whenever and wherever he is being unjustly and unlawfully attacked.

If the government thinks I am wrong for saying this, then let the government start doing its job.

Extract 4: From Langston Hughes, writing in the *New York Post* newspaper, 23 July 1964. Hughes was a black American poet, playwright and author. Here, he is looking at the Harlem riot which began on 16 July 1964.

Opinion is divided in Harlem as to whether or not riots do any good. Some say yes, they achieve concrete results in community improvements. Others say no, they set the Negro race back 50 years. Those who disagree say, in effect, 'But Negroes are always being set back 50 years by something or another, so what difference does a riot make?'

Old-timers who remember former riots in Harlem say, 'White folk respect us more when they find out we mean business. When they only listen to our speeches or read our writing – if they ever do – they think we are just blowing off steam. But when rioters smash the plate glass windows of their stores, they know the steam has some force behind it.' Then the white folks say, 'The Negroes are mad! What do they want?' And for a little while they will try to give you a little of what you want.

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Acknowledgements
Source 1 ©2003 New Deal Network. The New Deal Network was developed as a research and teaching resource for students and educators; Source 2 is taken from Andrew Carroll (ed.), *Letters of a Nation: A Collection of Extraordinary American Letters*, Broadway Books 1995; Source 3 taken from http://malcolmxfiles.blogspot.com; Source 4 quoted in Ron Field, *Civil Rights in America 1865–1980*, Cambridge University Press 2002.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2H)
Advanced

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

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the effects of the New Deal projects in the years 1934–37. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Lorena Hickok was in a good position to know about the impact of the New Deal projects as she had been commissioned to study them • Hickok's relationship with Eleanor Roosevelt and Harry Hopkins may have impacted on her impartiality ('A Promised Land… golden sunlight') • Hickok does recognise that she is perhaps more enthusiastic about the projects than most ('They don't all get so excited about it as I do') • Hickok does highlight the criticisms and limitations of the New Deal projects ('They criticize some features of the program'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effects of the New Deal projects: • It provides evidence that the New Deal was drawing thousands of people into employment and providing them with a 'living wage' • It indicates that New Deal projects provided improved living conditions through the construction of quality housing • It suggests that the people in the Tennessee Valley were not really aware of the importance of the program ('I have an impression that thousands of people right here in the Valley don't really know what it is all about') • It provides evidence that the effects were limited in the Tennessee Valley ('it hasn't made any dent on our relief rolls', 'Tennessee still has a relief case load of 68,000 and Alabama around 80,000') 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 content. Relevant points may include: • The TVA was one of the largest projects in the New Deal with the intention to control the Tennessee River by constructing 20 dams that would enable irrigation and improve the quality of the soil • Power stations were to be built at the dams to provide cheap electricity for farmers and domestic consumers and hence improve the quality of work and life in the region • Farming was stimulated by encouraging farmers to use more efficient techniques such as contour farming • Thousands of jobs were provided in the region and living standards in the region rose significantly (200 per cent between 1929 and 1949).

Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • As a farmer in Indianapolis, Minnie Harden had personal experience of the Depression and the New Deal projects set up to combat it • In writing to the First Lady, it is clear that Minnie Harden believes the responsibility for the problems of the New Deal lies with the government • The date of the letter suggests that five years after Roosevelt had launched the New Deal, there was still unemployment in the USA • The tone used by Minnie Harden in her letter suggests that she is not an impartial observer. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effects of the New Deal projects: • It suggests that Minnie Harden believes the New Deal has unfairly treated those who work and pay taxes ('to pay their taxes and then had to stand by and see the dead-beats carry it home') • It indicates that Minnie Harden believes that the effects of the New Deal projects have been negative ('a nation of deadbeats and beggars') • It provides information that Minnie Harden blames the government for the problems caused by the New Deal ('The crookedness, selfishness, greed and graft… one gigantic racket out of the new deal'). 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 content. Relevant points may include: • Many states and individuals were opposed to the payment of relief and believed that people were to blame for their own poverty • The American Liberty League argued that welfare payments were too generous and undermined American values like self-reliance and individualism • Critics of the New Deal found support in the Supreme Court, which ruled against seven out of nine New Deal cases and had the consequence of limiting the effects of the New Deal • After 1937, the government spent less on New Deal projects and unemployment began to rise again. **Sources 1 and 2** The following points could be made about the sources in combination: • There is evidence of widespread criticism of the New Deal projects • There were still significant numbers of unemployed people dependent on forms of welfare • There is a clear contrast in the origins of the sources – Hickok is an obvious enthusiast of the New Deal projects, although not blind to their limitations, whilst Harden rejects the whole basis of the New Deal.

Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the role of violence in black Americans' struggle for civil rights in the mid-1960s. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Malcolm X is in a good position to know about the impact of white violence on black Americans and his experience impacted on his attitude to violence • Malcolm X is making a speech to the press and this may account for the provocative tone he is using ('It is legal and lawful to own a shotgun or a rifle. We believe in obeying the law') • Malcolm X is putting pressure on the government at the time that it was debating the Civil Rights Bill ('let the government start doing its job') • Malcolm X is based in the north of the United States and represents a different point of view to the non-violent movement. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of violence in black Americans' struggle for civil rights: • It indicates that Malcolm X expected more violence to be directed at black Americans that year ('1964 threatens to be a very explosive year on the racial front') • It provides evidence that Malcolm X rejects non-violence ('it is criminal not to teach a man to defend himself when he is the constant victim of brutal attacks') • It indicates that Malcolm X considered the use of violence as self-defence ('can be used to defend our lives and our property in times of emergency') • It provides evidence that Malcolm X saw violence as a response to white attacks and not as a tactic on its own ('where our people are the constant victims of brutality'). 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 content. Relevant points may include: • Malcolm X had a strong following in the urban ghettos of the north • In March 1964 the Civil Rights Bill was being debated in the Senate • The Civil Rights Bill did not address the de facto discrimination in the north • The treatment of black Americans at Birmingham had appalled white middle-class Americans in the north: they were sympathetic to King's non-violent movement from the south but would reject Malcolm X's philosophy. **Source 4** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The tone of Langston Hughes's article suggests he is taking a relatively dispassionate view of the use of violence by black Americans

Question	Indicative content
	• The date of the article gives an immediate response to the Harlem riot • The article suggests a range of views from black Americans and white Americans about the usefulness of violence in the struggle for civil rights • Hughes does not condemn the riots – he considers them only from the point of view of what they might achieve. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of violence in black Americans' struggle for civil rights: • It provides evidence that Hughes believes that black American non-violent views are ignored by white people ('listen to our speeches or read our writing – if they ever do') • It suggests that previous violence has produced results ('Old-timers who remember former riots in Harlem say', 'White folk respect us more') • It indicates that any previous results from violence have been short lived ('for a little while they will try to give you a little of what you want') • It suggests that Hughes has some sympathy with those who can see no alternative to violence ('and getting no results from federal or state governments'). 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 content. Relevant points may include: • The 1964 Harlem riot was sparked when a black teenager was shot by a white policeman • The riot lasted for six days and involved attacks on policemen and caused massive damage to property • The riot occurred just a fortnight after President Johnson had signed the Civil Rights Act • The Harlem riot precipitated riots in other major cities in 1964, including New York, Chicago and Philadelphia. **Sources 3 and 4** The following points could be made about sources in combination: • Both sources indicate that black Americans have been the victims of violence at the hands of white Americans • Both sources suggest that support for non-violence on the part of black Americans is waning • The sources contrast in their purpose – while both provide some explanation of the shift towards violence by black Americans, the tone of Source 3 is much more threatening.

Section B: indicative content

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Question	Indicative content
3	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. Candidates are expected to reach a judgement about on the suggestion that American women experienced only limited changes in their employment opportunities in the years 1919–41. Arguments and evidence that there were only limited changes to the employment opportunities of American women in the years 1919–41 should be analysed and evaluated. Relevant points may include: • The loss of domestic staff tied many women to domestic duties at home, limiting their opportunities to seek paid employment • There were few career opportunities for women in the 1920s, e.g. by 1930 there were only 150 female dentists in the USA • Women were paid less than men, even when working on the same job – the opinion that women worked only for 'pin money' prevailed • Legislation banning women from working the night shift led to them losing their jobs • Working-class women were more likely than men to lose their job during the Depression, married women suffered especially • Some New Deal legislation worked against women, e.g. when the Economy Act 1933 forbade members of the same family to work for the federal government it mainly affected women. Arguments and evidence that there were significant changes to employment opportunities for American women in the years 1919–41 should be analysed and evaluated. Relevant points may include: • The increased availability of electrical appliances removed the need for domestic staff, who were subsequently freed up to work in the factories. • In the 1920s there were more opportunities for women to be employed as clerical workers and salespeople • During the New Deal era, women held more important posts in government than at any time before in America's history • Many prominent women played an important role in fields such as social work during the New Deal era • Prominent women like Eleanor Roosevelt did much to promote the cause of women in employment, e.g. she worked with Harry Hopkins to ensure women employed on New Deal projects received equal pay for equal work. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about how far the Cold War was responsible for McCarthyism in the early 1950s. Arguments and evidence for the responsibility of the Cold War for McCarthyism in the early-1950s should be analysed and evaluated. Relevant points may include: • Winston Churchill's claim of an 'Iron Curtain' dividing Europe, ushered in the Cold War and roused fears in America about the spread of communism and the need for action • Many people believed that the State Department could have done more to prevent the fall of China, which took many by surprise in 1949, giving rise to the belief that there were communist sympathisers in the government • The news that the Soviet Union had developed nuclear technology in 1949 led to claims that the Soviets had had American help – infiltration of the Manhattan Project • The outbreak of the Korean War in 1950 confirmed that the communist threat was real and that America needed to defend herself against it – both at home and abroad. Arguments and evidence that there were other reasons for McCarthyism in the early 1950s should be analysed and evaluated. Relevant points may include: • Fear of the infiltration of communism had long been an element in the American psyche and was an underlying cause of McCarthyism, and this predated the Cold War • McCarthy's establishment of the Senate Committee and his bullying tactics meant that fear of communism gripped the nation and accusations of sympathy for communists increased • Party political rivalry – the loss of the 1948 election left the Republican Party embittered and McCarthy used the opportunity that arose to attack political rivals and so further his own political ambitions • McCarthyism was sustained by support from many diverse groups, including Christian fundamentalists, Catholics and many less affluent and poorly-educated people who believed conspiracy theories • The role of the press – the witch hunts were publicised by Randolph Hearst's newspaper group with an obvious motivation to exploit the situation to sell copies. Other relevant material must be credited.

Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
5	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. Candidates are expected to reach a judgement about the extent to which President Kennedy achieved the results he was aiming for with his New Frontier programme. The arguments and evidence that President Kennedy did achieve the results he was aiming for with his New Frontier programme should be analysed and evaluated. Relevant points may include: • Many young Americans responded to Kennedy's call to 'ask what you can do for your country' by joining the newly-formed Peace Corps • New Frontier in space – 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 • Improvements in social justice, e.g. Kennedy signed legislation that raised the minimum wage and increased social security benefits • Help for rural poverty, e.g. Kennedy allocated funds to impoverished rural areas for projects such as expansion of rural electrification and soil conservation • Civil rights for black Americans, e.g. he promised a Civil Rights bill in 1963 after the Birmingham campaign. Arguments and evidence that President Kennedy did *not* achieve the results he was aiming for with his New Frontier programme should be analysed and evaluated. Relevant points may include: • His narrow victory in the 1960 election meant he lacked popular support to bring about change • Congress was dominated by Republicans and Southern Democrats who opposed radical change • Plans to provide health insurance for the elderly failed because Congress refused the funds • Improvements to elementary and secondary schools were rejected by Congress • He was slow to respond to the civil rights movement and concerned about the march on Washington in 1963 • Presidency was cut short by his assassination, which left many programmes unfinished. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on the accuracy of the suggestion that the Supreme Court ruling Roe v. Wade had a significant impact on American politics and society in the years 1973–88. Arguments and evidence for the significance of the impact of Roe v. Wade on American politics and society should be analysed and evaluated. Relevant points may include: Political impact: • Conservative voters were mobilised to vote for candidates who called for a return to traditional values • The 'New Right' or 'Religious Right' became a more visible and powerful political force in its opposition to abortion, e.g. it backed Ronald Reagan's presidency in the 1980s • After Roe v. Wade, Republican and Democrat presidents used attitudes to Roe v. Wade as a 'litmus test' for appointments to the Supreme Court. Social impact: • Impact on society included the development of new attitudes to sex, the family and personal freedom, which some have termed a cultural revolution • In the 1970s the passing of Roe v. Wade gave a new impetus to the second-wave feminist movement that focused on sexuality, the family and reproductive rights • The National Right to Life Committee was formed in 1973 with the explicit goal of reversing Roe v. Wade. Arguments and evidence that the impact of Roe v. Wade did *not* have a significant impact on American politics and society should be analysed and evaluated. Relevant points may include: Political impact: • Many states did not repeal pre-1973 statutes that criminalised abortion • President Reagan appointed conservatives to the Supreme Court who expressed doubts about a woman's right to an abortion, e.g. Clarence Thomas • Bowen v. Kendrick 1988 denied federal funding to pro-abortion programmes. Social impact: • The number of abortions performed rose slightly after Roe v. Wade but stabilised thereafter during the 1970s and 1980s • An increase in violence – intimidation tactics used outside abortion clinics during the 1980s deterred women seeking terminations • The second-wave feminist movement petered out in the 1980s. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 30: Lancastrians, Yorkists and Henry VII, 1399–1509

Sample assessment materials for first teaching September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/30

You must have:
Source 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.
- You must answer **three** questions.
- There are three sections in this question paper. Answer the question in Section A, **one** question from Section B and **one** question from 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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SECTION A

Answer Question 1.

Study the source in the Source Booklet before you answer this question.

1 Assess the value of the source for revealing the character of King Edward IV and the reasons for the downfall of the Duke of Clarence.

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

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B

Answer ONE question in Section B.

EITHER

2 'Both Henry IV and Henry VII faced rebellions in the early years of their reigns because of their violent seizure of the crown.'

How far do you agree with this statement?

(Total for Question 2 = 20 marks)

OR

3 How significant was the challenge posed by Jack Cade's rebellion in 1450 to the government of Henry VI?

(Total for Question 3 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 2** ☒ **Question 3** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Answer ONE question in Section C.

EITHER

4 'The key factor in upholding and extending royal authority in the years 1399–1509 was the financial resources available to the crown.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

OR

5 How far do you agree that in the period 1399–1509 the power of the nobility was a source of disorder rather than stability in the kingdom?

(Total for Question 5 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 4** ☒ **Question 5** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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Pearson Edexcel Level 3 GCE

History

Advanced

Paper 3: Themes in breadth with aspects in depth

Option 30: Lancastrians, Yorkists and Henry VII, 1399–1509

Sample assessment materials for first teaching September 2015

Source Booklet

Paper Reference

9H10/30

Do not return this booklet with the question paper.

Turn over ▶

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Source for use with Section A.

From the Act of Attainder of George, Duke of Clarence in January 1478. The Act pronounced him guilty of high treason. The King, Edward IV, himself presented the charges before Parliament against his brother. No one spoke in Clarence's defence.

The King calls to remembrance his tender love for George, Duke of Clarence, the large grants he has given him, and how he has forgiven his brother's past offences. The Duke of Clarence, nevertheless, has shown no increase in love to the King but has grown daily in hatred. He hath not ceased to plot new treasons; for the Duke hath falsely and traitorously intended the destruction and disinheriting of the King and his heirs. He has sought to undermine all the good rule of this realm, by force using both forces from this realm and abroad.

To bring about this wicked purpose, he attempted to find the means to induce the King's subjects to withdraw their affections from the King by many contrived ways. The Duke was fully intending to raise himself and his heirs to the throne and crown of England, and clearly intending to put aside for ever from the said crown and throne, the King and his heirs. To achieve this he intended to use the falsest and most unnatural pretence that man might imagine. He intended falsely to say, that the King our sovereign lord was a bastard and not born to reign.

And in addition to this, the Duke obtained and got a deed under the great seal of King Henry VI, who claimed to be, but was not in right, King of this land. In the deed were contained all such agreements recently made between the said Duke and Margaret, who being the wife of King Henry called herself Queen of this land; the deed stated that, if the said Henry and his first born son died without male heirs, then the said Duke and his heirs should be King of this land. This deed of agreement the said Duke hath kept secret, not letting the King Edward IV, his brother, to have any knowledge thereof. In this he caused harm to the King's true subjects, the better to achieve his false purpose.

For which reasons the King, by the advice and assent of his Lords spiritual and temporal, and the Commons, in this present Parliament assembled, and by the authority of the same, commands that George, Duke of Clarence, be convicted and attainted of high treason and shall forfeit from him and his heirs for ever the honour, estate, dignity, and name of Duke and all his properties and possessions.

Acknowledgements
Source is taken from Mortimer Levine, *Tudor Dynastic Problems 1460-1571*, Allen & Unwin 1973

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/30)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 30: Lancastrians, Yorkists and Henry VII, 1399–1509

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing the character of King Edward IV and the reasons for the downfall of the Duke of Clarence. The individuals referred to in the extract are named in the specification, and candidates can therefore be expected to know about them and be aware of the context. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • It has the strengths and weaknesses of an official public document • It offers justification for Clarence's downfall and has the force of law • It reflects the will of the king • The charges and all the associated information are in the public domain and the political elite assented to this with no dissenting voices • It is dated January 1478, the month parliament met and hence was clearly the major business of this parliament. 2. The following inferences and significant points of information could be drawn and supported from the source: **Character of King Edward IV:** • It claims that Edward has been kind and generous to Clarence, as a brother should be • It claims that the king has been forgiving in the past • It suggests a capacity for ruthless action when forced • It suggests that Edward still felt insecure on the throne. **Reasons for Clarence's downfall:** • It suggests that Clarence has exhausted the king's patience • It claims that he has displayed un-brotherly ingratitude • It claims he has been guilty of repeated treason • It claims that he has threatened the security of the kingdom and is in league with foreign powers • It claims he is a threat to the rights of the king's children. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the character of the king and reasons for Clarence's downfall. Relevant points may include: • Instances of Clarence's past disloyalty • The honours given to Clarence by Edward • The significance of an Act of Attainder • The fact that Clarence had bitterly divided the royal family, alienating the Woodvilles and his younger brother Richard • Clarence's negotiations with Burgundy and Louis XI's intrigues to blacken Clarence's name with Edward.

Section B: indicative content

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the suggestion that both Henry IV and Henry VII faced rebellions in the early years of their reign because of their violent seizure of the crown. Arguments and evidence that the rebellions arose as a result of their violent seizure of the crown should be analysed and evaluated. Relevant points may include: • Both kings gained the crown by military action and both then faced challenges to their legitimacy • Both of their predecessors died as a result of their actions • Both kings faced claimants for the crown with claims as good as, if not better, than theirs • Henry IV broke his initial promise of 1399 that he was not coming to seize the crown, thereby making his seizure all the more damnable in the eyes of many. Arguments and evidence that the rebellions arose as a result of other factors should be analysed and evaluated. Relevant points may include: • Foreign support for rebellions against both kings was only partially connected to the original violent seizure of the crown • It was the subsequent behaviour of Henry IV that alienated the Percies, who had backed him in 1399 • Regional interests played a crucial part in Glyndwr's activities against Henry IV • The Cornish Rebellion of 1497 was largely over taxation. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement about the significance of the challenge posed by Cade's rebellion in 1450 to the government of Henry VI. Arguments and evidence supporting the idea that the rebellion was a significant challenge should be analysed and evaluated. Relevant points may include: • The rebellion appeared well organised and attracted widespread support • There was a broad social spectrum of support, including many of gentle birth • The demands of the rebels were not largely related to local issues but affected the whole kingdom • The Manifesto of 4 June 1450 seems to have been intended to influence parliament • The rebels gained control of London • The rebellion seems to have been associated with the Yorkist cause. Arguments and evidence countering or reducing the significance of the challenge posed by Cade's rebellion to Henry VI's government should be analysed and evaluated. Relevant points may include: • In earlier manifestoes prior to 4 June, local Kentish grievances had more prominence • The rebellion lacked stamina and discipline over a period of time • The lords and gentry rallied to the government to crush disorder, indicating it had a relatively narrow support base • The rebellion did not alter the political situation or enhance the power of the Duke of York. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that the key factor in upholding and extending royal power in the years 1399–1509 was the financial resources available to the crown. Arguments and evidence that financial resources were the key factor should be analysed and evaluated. Relevant points may include: • Royal wealth was essential in buying and keeping the loyalty of the gentry and nobility throughout the period • Money was vital to hire and pay troops • The pageantry and dignity of monarchy demanded display, which was expensive • The giving of alms to the poor and feeding of the influential at court was expensive and a key element in maintaining royal prestige • The weakest period of royal power coincided with the lowest point in royal income in the late 1450s. Arguments and evidence contradicting or modifying the proposition that the key factor in upholding and extending royal power was financial resources should be analysed and evaluated. Relevant points may include: • The personality and charisma of the monarch was as vital or even more vital, e.g. in the case of Henry V or Edward IV • The actions and conditions of foreign powers, regardless of the financial strength of the monarchy, were influential • The personalities and ambitions of individual nobles could challenge or threaten royal authority, regardless of the monarchy's financial strength • There was a natural and residual loyalty to a legitimate monarch: the 'divinity that doth hedge a king', which could prove problematical irrespective of a king's financial resources, e.g. Henry IV • Military skill and success on the part of kings was highly significant in their ability to uphold royal power, e.g. Henry V. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement as to how far, throughout the period 1399–1509, the power of the nobility was a source of disorder rather than stability in the kingdom? Arguments and evidence supporting the proposition that the nobility were a source of disorder rather than stability in these years should be analysed and evaluated. Relevant points may include: • Local rivalries could become so embittered as to undermine royal authority, e.g. the Bonvilles and Courtenays in Devon in the 1450s • Livery and maintenance could lead to the undermining of royal justice • At times, particular families or individuals could become so powerful as to threaten the crown, e.g. Richard Neville, Earl of Warwick • At times and in some locations monarchs preferred to rely on churchmen or the gentry rather than trust the greater nobility in spite of their authority in the area. Arguments and evidence that the nobility were a source of stability and support for the monarchy in these years should be analysed and evaluated. Relevant points may include: • All of the monarchs of this period relied on leading noble families to control different areas of the country for them; this was particularly true of the more remote or most troublesome • It was usually the relatives of the greater nobility who staffed the senior positions in the church and the bureaucracy • Even Henry VII, the king who was probably the most distrustful of the greater nobility, relied on Jasper Tudor in Wales and John Howard in the north. • The crown relied on the nobility to provide indentured retainers in war

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 31: Rebellion and disorder under the Tudors, 1485–1603

Sample assessment materials for first teaching September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/31

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.
- You must answer **three** questions.
- There are three sections in this question paper. Answer the question in Section A, **one** question from Section B and **one** question from 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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SECTION A

Answer Question 1.

Study the source in the Source Booklet before you answer this question.

1 Assess the value of the source for revealing the reasons for the Pilgrimage of Grace and why the smaller religious houses were so important in the north of England before their suppression in 1536.

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

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B

Answer ONE question in Section B.

EITHER

2 How far was Perkin Warbeck's challenge responsible for Henry VII's insecurity?

(Total for Question 2 = 20 marks)

OR

3 'It was the arrival of Mary Queen of Scots in England, not the rebellion of the northern earls, that posed the greater problem for Elizabeth and her government at the end of the 1560s.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

Chosen question number: **Question 2** ☐ **Question 3** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Answer ONE question in Section C.

EITHER

4 How far do you agree that the key turning point in the relationship between church and state in the sixteenth century was the Act of Supremacy of 1534?

(Total for Question 4 = 20 marks)

OR

5 'The Act for the Relief of the Poor (1598) was the most significant action by Tudor governments to gain the cooperation of the localities in the years 1485–1603.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

Chosen question number: **Question 4** ☐ **Question 5** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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Pearson Edexcel Level 3 GCE

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 31: Rebellion and disorder under the Tudors, 1485–1603

Sample assessment materials for first teaching September 2015
Sources Booklet

Paper Reference
9HI0/31

Do not return this booklet with the question paper.

Turn over ▶

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Source for use with Section A.

From the examination of Robert Aske, taken in the Tower of London in April and May 1537, following his imprisonment after the failure of the Pilgrimage of Grace and before his trial.

First to the statute of suppressions, Aske said that he did strongly oppose it and so did the whole [north] country. This was because the abbeys in the northern parts gave great alms to poor men and served God. But in recent days the people had only small comfort given by spiritual teaching. Because of the suppression, the divine service of almighty God is much diminished; great numbers of masses are unsaid, and the blessed consecration of the sacrament is now not used and shown in those places. This damages the faith and removes the spiritual comfort to man's soul. The temple of God is pulled down, the ornaments and relics of the church of God misused; the tombs of honourable and noble men pulled down and sold.

Hospitality in those places was not now offered. The farmers, for the most part, let and lease out the farms of the religious houses for money and advantage to themselves. The profits of these abbeys yearly goeth out of the north of England to the King's Highness, so that little money, in the form of rents and taxes, is left in the north of England.

Many of the abbeys were in the mountains and remote places, where the people lived simply and were not well taught the law of God. When the abbeys stood, the people not only had worldly refreshment for their bodies, but also spiritual refuge by preaching. Many of the abbeys' tenants were fed there, and serving men well looked after in time of need. And now these tenants and servants receive neither meat, cloth, nor wages, and nor do they know how they will get a living. Also travellers and carriers of corn betwixt Yorkshire, Lancashire and the bishopric of Durham benefitted from the monasteries. The abbeys cared for horses and men for no-one in these parts was denied, so that the people were well looked after by the said abbeys.

Also all gentlemen were much provided for, with their young sons cared for, and in nunneries their daughters brought up in virtue.

Such abbeys as were near the danger of sea banks were great maintainers of sea walls and dykes, maintainers and builders of bridges and highways for the common good.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/31)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 31: Rebellion and disorder under the Tudors, 1485–1603

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing the reasons for the Pilgrimage of Grace and the reasons why the smaller religious houses were so important in the north of England before their suppression in 1536. Aske is named in the specification; candidates can therefore be expected to know about him and be aware of the context. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The position of Robert Aske as accepted leader of the Yorkshire rebels meant he was in a position to understand the reasons for their rebellion • Robert Aske, a lawyer coming from a landed Yorkshire family, understood the importance of monasteries and abbeys to society in the north of England • Aske's answers have been mediated by being recorded by others • The answers were recorded over an extended period of time and therefore presumably represent a summary of his views. 2. The following inferences and significant points of information could be drawn and supported from the source: **Reasons for the Pilgrimage of Grace:** • It claims there has been a loss of spiritual guidance for the people of the north • It provides evidence that hospitality for travellers and the needy has been lost and the destitute have nowhere to go for assistance • It provides evidence there has been a drain of money from the north into the royal treasury • It provides evidence for the distress caused by the destruction of religious houses and the sale of their stone as building material for secular buildings. **Reasons why the smaller religious houses were so important in the north of England:** • It provides evidence that religious houses gave spiritual and temporal support to all-comers in a remote area with travellers and inhabitants far from urban centres • It provides evidence that religious houses maintained the fabric of the geographical area surrounding them, which would be particularly relevant to those houses on, or close to, the east coast and to those more remote houses in maintaining roadways for travellers • It provides evidence that religious houses provided training for the sons and daughters of gentlemen • It provides evidence that rents and taxes paid to the northern religious houses stayed in the north and were used locally to maintain the religious houses and those dependent on them. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the reasons for the Pilgrimage of Grace and the reasons why the smaller religious houses were so important in the north of England before their suppression. Relevant points may include: • The impact on the north of England of the 1536 Act for the Suppression of the Lesser Monasteries

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Question	Indicative content
	• The role of religious houses in Tudor society • Linkages between the Lincolnshire Rising and the Pilgrimage of Grace • The strength and nature of support for the Pilgrimage of Grace in the north • The extent of the threat the 'pilgrims' posed to the governance of Henry VIII.

Section B: indicative content

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how far Perkin Warbeck's challenge was responsible for Henry VII's insecurity. Arguments and evidence that Perkin Warbeck's challenge was responsible for Henry VII's insecurity should be analysed and evaluated. Relevant points may include: • Support was given to Warbeck by Margaret of Burgundy, who declared him to be her nephew and funded his attempted invasion of England • Charles VIII welcomed Warbeck to Paris • Warbeck had connections with Ireland, the Yorkist base • James IV of Scotland gave support to Warbeck by giving him refuge and a pension. Arguments and evidence for the role of other factors in Henry VII's insecurity should be analysed and evaluated. Relevant points may include: • Henry VII's assumed the throne by victory in battle, but had a very weak claim via succession; in 1485, there were many potential claimants, e.g. Earl of Warwick and John de la Pole, with a better dynastic claim than Henry • There was another uprising led by the pretender Lambert Simnel 1486–87, ending at the Battle of Stoke • There were also other rebellions, e.g. the Northern Rebellion (1489) and the Cornish Rebellion (1497) against perceived injustices in taxation • The death of Prince Arthur in 1502 created succession problems. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that the arrival of England of Mary Queen of Scots in 1568, not the rebellion of the northern earls, that posed the greater problem for Elizabeth and her government at the end of the 1560s. Arguments and evidence that the arrival of Mary Queen of Scots in 1568 posed the greater problem should be analysed and evaluated. Relevant points include: • Mary's arrival in England provided the spark for the rebellion of the northern earls. Northern England had not abandoned Catholicism, and nor had the two great northern families, the Percies and the Nevilles • As the natural leader of the English Catholics, she was a threat to national security and regarded as such by the Privy Council, if not by Elizabeth • During her captivity in England, Mary became the focus of potential Catholic plots to overthrow Elizabeth, yet Elizabeth was loath to agree to pressure from advisers to have Mary executed • Mary had the support of the Guise family in France and, eventually, Philip II of Spain, complicating English foreign policy and enhancing the danger to Elizabeth after Philip and Guise became allies in the early 1580s. Arguments and evidence that the rebellion of the northern earls posed the greater problem should be analysed and evaluated. Relevant points include: • Mary Queen of Scots provided only the spark for rebellion – she was already a threat to the position of Elizabeth as queen • The rebellion took on greater significance because it tapped into Catholic discontent – Catholic services were restored and in Durham Cathedral, English bibles were destroyed • It was linked to court intrigue to remove Cecil • English relationships with Spain deteriorated during this period – the rebels seized Hartlepool, intending to use it as a base for the landing of Alba's troops • The power of the great northern families, the Percies and the Nevilles, necessitated swift action on the part of Elizabeth and the eventual execution of Northumberland • The issuing of the Papal Bull *Regnans in Excelsis* (1570) excommunicated Elizabeth, potentially encouraging her Catholic subjects to rebel. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
4	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. Candidates are expected to reach a judgement as to how far the key turning point in relationships between church and state in the sixteenth century was the Act of Supremacy of 1534. Arguments and evidence that the key turning point was the Act of Supremacy of 1534 should be analysed and evaluated. Relevant points may include: • The monarch was declared supreme head of the church in England, replacing the Pope, and giving him complete power over the church • The church was now subject to lay control, which enabled the appointment of Thomas Cromwell as the king's vicegerent in spiritual matters • The Act made clear that parliament was not giving Henry the title (which would thereby suggest that parliament could take it away) but, rather, acknowledged it as an established fact • The Oath of Supremacy was administered to all religious houses, and Henry was given the right to order the visitation of monasteries • Benefit of the clergy and sanctuary were abolished. Arguments and evidence that the Act of Supremacy of 1534 was *not* the key turning point should be analysed and evaluated. Relevant points may include: • The Act simply confirmed the way things were by 1534; of itself it was not a turning point • The impact of the dissolution of the monasteries in 1536 and 1539, which removed all religious houses from England, and their extensive lands passed to the crown • The significance of the Act of Supremacy 1559, which was necessary because Mary I had repealed her father's Act of 1534 – this proved a much longer-lasting Act than that of 1534 • The emergence of the English Prayer Book via the Acts of 1549/1552 and 1559 shaped the nature of the Church of England more than the Act of 1534. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the suggestion that the Act for the Relief of the Poor (1598) was the most significant action on the part of Tudor governments to gain the cooperation of the localities in the years 1485–1603. Arguments and evidence that the Act for the Relief of the Poor (1598) was the most significant action should be analysed and evaluated. Relevant points may include: • The system of poor relief was based in the parishes and not administered centrally: four overseers were appointed in each parish to supervise the administration of poor relief • Overseers were responsible for finding apprenticeships for parish children and employment for adults • Parishes were empowered to build hospitals for the old and the sick • Each parish was to pay a compulsory poor rate; poorer parishes with a large number of paupers could be subsidised by richer parishes – the state was not involved in any funding. Arguments and evidence that the Act for the Relief of the Poor (1598) was *not* the most significant action should be analysed and evaluated. Relevant points may include: • The system of poor relief had been developing gradually since the first act in Edward's reign • The introduction of the Tudor subsidy in 1513, which combined a tax on rank for the nobility with an income tax on property and income for commoners in the localities, was seen to be a fairer way of raising money than blanket subsidies • The impact of the Statute of Artificers in 1563 on the localities, whereby local magistrates had the responsibility of fixing prices and imposing maximum wages • The increasing importance of the role of justices of the peace throughout the whole period, dating back to the reign of Henry VII • The boroughs were increasingly represented by gentlemen, who were seen as having greater weight to represent borough interests. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 32: The Golden Age of Spain, 1474–1598

Sample assessment materials for first teaching
September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/32

You must have:
Source 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.
- You must answer **three** questions.
- There are three sections in this question paper. Answer the question in Section A, **one** question from Section B and **one** question from 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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SECTION A

Answer Question 1.

Study the source in the Source Booklet before you answer this question.

1 Assess the value of the source for revealing the organisation of the Spanish Inquisition and its approaches to heresy in the mid-sixteenth century.

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

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer ONE question in Section B.

EITHER

2 'The treatment of Jewish *conversos* and Jews in the years 1480–92 was harsh and had a disastrous impact on Spain.'

How far do you agree with this statement?

(Total for Question 2 = 20 marks)

OR

3 'Both the revolt of the Comuneros in 1520 and the revolt in Aragon in 1590 show how limited the powers of Spanish kings were in this period.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 2** ☐ **Question 3** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Answer ONE question in Section C.

EITHER

4 'The key factor in upholding and extending Spanish power in the years 1474–1598 was the quality of the Spanish army.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

OR

5 How accurate is it to say that there was continuous extension of Spanish power and influence in the period 1474–1598?

(Total for Question 5 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 4** ☒ **Question 5** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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Pearson Edexcel Level 3 GCE

History

Advanced

Paper 3: Themes in breadth with aspects in depth

Option 32: The Golden Age of Spain, 1474–1598

Sample assessment materials for first teaching September 2015

Source Booklet

Paper Reference

9HI0/32

Do not return this booklet with the question paper.

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PEARSON

Source for use with Section A.

From a report written in 1559 by Don Diego Ramirez to the Inquisitor General, Hernando de Valdes, and to the Supreme Council of the Inquisition. Ramirez was a member of one of the regional branches of the Inquisition centred on the city of Toledo.

Even without any special order, I shall never fail to submit a report whenever developments justify such action. Such action is, in the present circumstances, called for.

Last Saturday, the fourteenth of this month, five pamphlets were found in five chapels of our church here. I am herewith sending one of these pamphlets to you. There was no trace of the culprit. All were in the same handwriting and had the same content. It rained very heavily that night and more than thirty additional pamphlets were found at many doors, virtually throughout the entire town. They were all written by the same hand and again identical in content. Despite great efforts to identify and find the author, no trace has been found thus far.

We are carefully and secretly applying ourselves to this task.

The following has been done: all teachers were called in, one after the other, and were asked under oath if they knew the handwriting. They were given the first three lines, without the title, to enable them to get their pupils to identify the writing without knowing the reason for the inquiry. All inns and hostels in Toledo have been visited to learn who has stayed there during the past two months, from where they came and what papers they had in their possession. This search was also undertaken in the hospitals. All writers were sought out and messengers were sent into outlying villages to learn if perchance someone lives there and writes. Lawyers and letter writers were called to identify the handwriting. These and other methods were used in all secrecy, as the situation demands, for it seems that it is the intent of these manifestoes to cause public commotion. No trace of the author has been found. In light of the content of the pamphlets it appears that an heretical monk is the author.

Acknowledgements

Source taken from Jon Cowans, *Early Modern Spain: A Documentary History*, University of Pennsylvania Press 2003

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/32)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 32: The Golden Age of Spain, 1474–1598

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing the organisation of the Inquisition and its approaches to heresy in mid-sixteenth century Spain. The author of the extract is not named in the specification; candidates therefore cannot be expected to know about him, but should be aware of the importance of Toledo and de Valdes, who is named in the specification. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The informed position of the author as a member of the Inquisition • The report contains a mass of telling detail about the methods used • It is being sent to a senior official in the Inquisition and so appears to be designed to impress him with the steps taken • The report is limited to Toledo so typicality could be questioned. 2. The following inferences and significant points of information could be drawn and supported from the source: **Organisation of the Inquisition:** • It suggests that the Inquisition had a clear hierarchy, with reports from the locality to the headquarters • It suggests that the Inquisition had a smoothly-functioning organisation in major towns such as Toledo • It suggests a considerable number of active assistants at local level. **Approaches to heresy:** • It provides evidence that the Inquisition operated with great thoroughness and speed in rooting out heresy • It provides evidence that the Inquisition operated in a secretive manner • It suggests that the Inquisition was extremely well versed in knowledge of the locality as a basis for conducting its task • It suggests that the Inquisition possessed considerable power in conducting its operations, an indication of how seriously heresy was taken. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the organisation of the Inquisition and its approaches to heresy in mid-sixteenth century Spain. Relevant points may include: • In 1559, there was a particular crackdown on heresy, following instructions issued by King/Emperor Charles • De Valdes the Inquisitor General was particularly concerned with Toledo, whose Archbishop he hated and had arrested in August that year • The powers of the Spanish Inquisition had just been strengthened by the Pope • The approaches of the inquisition could sometimes become influenced by personal rivalries. De Valdes was inclined to use the charge of heresy against any clerical rivals such as Carranza, Archbishop of Toledo • Some humanist but still orthodox Roman Catholics like Carranza found themselves under suspicion of heresy.

Section B: indicative content

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the suggestion that the treatment of Jewish *conversos* and Jews in the years 1480–92 was harsh and had a disastrous impact on Spain. Arguments and evidence that their treatment was harsh and had a disastrous impact on Spain should be analysed and evaluated. Relevant points may include: • There were many cases of torture and executions of c*onversos*, but accurate figures are difficult to come by; several hundred were burnt in Seville between 1480 and 1488 • The Inquisition in Aragon destroyed the great *converso* families after 1485 • The forcible conversion of the Jews led to great suffering among the 50,000 who refused and were expelled • 4,000 *converso* families fled from Andalusia in the autumn of 1480, partially depopulating the area and harming the economy • Some skills were lost with the expulsion of the Jews, notably in medicine • The crown lost in taxation from the expulsion of the Jews. Arguments and evidence that contradict or modify the view should be analysed and evaluated. Relevant points may include: • The vast majority of *conversos* survived and many continued to enjoy positions of authority • Much of the work of the Inquisition was concerned with enquiry rather than punishment • The Inquisition could only deal with Christians, and unconverted Jews were left alone by it • The majority of Jews expelled were poor farmers, and long-term damage to the economy was slight • Many of the roles in medicine and intellectual life were retained by newly, if forcibly converted, Jews • The number of *conversos* had actually increased by 1492. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that both the revolt of the Comuneros in 1520 and the revolt in Aragon in 1590 show how limited the powers of Spanish kings were in this period. Arguments and evidence that support the view that they show how limited the powers of Spanish kings were should be analysed and evaluated. Relevant points may include: • In both kingdoms there was a complex mass of local rights and privileges, which the crown was bound to respect • In Castile, the Church, nobility and the towns were powerful and the king depended on their cooperation • In Aragon, local *fueros* (customs and privileges) were even more extensive than in Castile, and the power of the *Cortes* greater • Royal power in Aragon was limited by the office of *justicia*, who existed to guard against the abuse of royal power. Arguments and evidence that contradict the view should be analysed and evaluated. Relevant points may include: • Both revolts were crushed in a relatively short time, indicating the effectiveness of royal power • There were enormous differences in royal powers in Castile and Aragon both before the revolts and after • The revolt in Castile was essentially conservative and made no new constitutional demands for the *Cortes* to share authority with the crown, and the Castillian *Cortes* was generally cooperative with Charles • There were deep divisions within the nobility and within the towns in both revolts, and this enabled royal power to triumph • The revolt in Castile was crushed by the nobility of Castile, who formed a cooperative partnership with Charles • The crushing of the revolt by troops from outside Aragon did not lead Philip to alter the constitutional arrangements of the kingdom. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that the key factor in upholding and extending Spanish power in the years 1474–1598 was the quality of the Spanish army. Arguments and evidence for the part played by the quality of the Spanish army should be analysed and evaluated. Relevant points may include: • The army and its effective use of hand guns under Gonzalo de Cordoba in the conquest of Naples for Ferdinand was vital • The small numbers of Spanish soldiers who overthrew the Aztec and Inca Empires in the Americas in the 1520s and 1530s • The formidable force assembled under Alba in the Netherlands in 1567 • The successes in both the Netherlands and France under Parma in the 1580s and 1590s. Arguments and evidence for other factors contributing to upholding and extending Spanish power should be analysed and evaluated. Relevant points may include: • The armies were far from being 'Spanish'; a majority of the troops serving the Spanish monarchy were often Italian or German, even under Spanish commanders • The growing realisation that naval forces were vital to such a disparate empire and the consequent growth of a full-time Spanish fleet • Financial resources were vital to support the armies, navies and diplomacy, hence the importance of silver from South America • The solid support of Castile in providing taxation was crucial. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement as to how accurate it is to say that there was a continuous extension of Spanish power and influence in the period 1474–1598. Arguments and evidence that there was a continuous extension of Spanish power and influence should be analysed and evaluated. Relevant points may include: • The conquest of Granada in 1492 and the opening up of the Indies by Columbus in that year • The conquest of Naples in 1504 and the later establishment of Spanish primacy throughout Italy • The extension of Spanish power in North Africa and the Americas in the 1520s and 1530s • The extension of influence to England in the 1550s and the establishing of a major army in the Netherlands in 1567 • The addition of Portugal to Philip's realm in 1580 • The exercise of military force in France by Parma in the 1590s. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • The serious setback to Spanish power in the Mediterranean in the 1540s that was brought about by Muslim raids • The loss of England in 1558 with the death of Mary • The outbreak of revolt in the Netherlands in 1572 and Alba's failure to suppress it • The failure of the Spanish Armada in 1588. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 33: The witch craze in Britain, Europe and North America, c1580–c1750

Sample assessment materials for first teaching September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/33

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.
- You must answer **three** questions.
- There are three sections in this question paper. Answer the question in Section A, **one** question from Section B and **one** question from 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

SECTION A

Answer Question 1.

Study the source in the Source Booklet before you answer this question.

1 Assess the value of the source for revealing popular attitudes to witches and the approaches of the courts to their prosecution in early seventeenth-century England.

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

[The live question paper will contain seven more pages of answer lines.]

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer ONE question in Section B.

EITHER

2 How accurate is it to say that it was the zeal of Mathew Hopkins that accounts for the extent of witch persecutions in East Anglia in the years 1645–47?

(Total for Question 2 = 20 marks)

OR

3 'It was the unusual political conditions operating in Massachusetts in 1692 that explain the extraordinary events in Salem.'

How far do you agree with this explanation of the Salem witch hunt of 1692?

(Total for Question 3 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 2** ☒ **Question 3** ☒

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Answer ONE question in Section C.

EITHER

4 How far can the trial and release of Jane Wenham in 1712 be seen as the key turning point in belief in the power of witchcraft in England in the years c1580–c1750?

(Total for Question 4 = 20 marks)

OR

5 'Belief in magic and the supernatural declined steadily as genuine understanding of the natural world increased.'

How far do you agree with this statement about changing beliefs and ideas in Britain in the years c1580–c1750?

(Total for Question 5 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 4** ☐ **Question 5** ☐

[The live question paper will contain seven more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 33: The witch craze in Britain, Europe and North America, c1580–c1750

Sample assessment materials for first teaching September 2015
Sources Booklet

Paper Reference
9HI0/33

Do not return this booklet with the question paper.

Turn over ▶

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S 4 7 5 0 5 A

PEARSON

Source for use with Section A.

From Thomas Potts, the *Wonderfull Discoverie of Witches in the Countie of Lancaster*, published 1613. Potts was Clerk of the Court during the trials of the witches. He was instructed to write this account by the two presiding judges and one of them, Sir Edward Bromley, checked and revised it before publication.

Though public justice hath passed at these Assizes, the eyes of all parts of Lancashire and the other neighbouring counties in the North were fixed upon this business.

An infinite multitude came to see the trial of these witches at Lancaster, the number of witches being known to exceed all others at any one time to be accused and tried for so many murders, conspiracies, charms, meetings, hellish and damnable practices, all so apparent from their own confessions. My Honourable and worthy Lords, the Judges of Assize, after great consideration, thought it necessary to publish to the whole world their most barbarous and damnable practices, together with the direct proceedings of the Court against them. In part this is because there are several uncertain and unreliable reports. Also several came to give evidence against many who were found not guilty, and so remain very discontented and not satisfied. Also it is necessary for men to know and understand the means whereby witches work their mischief, the hidden mysteries of their devilish and wicked enchantments, charms and sorceries, the better to prevent and avoid the danger that may ensue.

Pray give me leave, before I proceed to the trial of the prisoners in the Castle, to lay before you the life and death of the damnable and malicious witch (Old Demdike) from whose evil this whole business flows. Without her confession, we would never have had a clear understanding of the case: for from this woman, a sink of villainy and mischief, has all the evil proceeded.

She was a very old woman, about the age of fourscore [eighty] years, and had been a witch for fifty years. She dwelt in the Forest of Pendle, a vast place, fit for her profession. What she committed in her time no man knows. She lived securely for many years, brought up her own children, instructed her grandchildren, and took great care and pains to bring them to be witches. She was a general agent for the Devil in all these parts. No man escaped her, or her furies, who ever gave her or her brood any offence, or denied them anything they stood in need of. Certain it is, no man near them was secure or free from danger.

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/33)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 33: The witch craze in Britain, Europe and North America c1580–c1750

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing the popular attitude to witches and the approaches of courts to their prosecution in early seventeenth century England. The author of the extract is named in the specification; candidates can therefore be expected to know about him and should be aware of the context, namely the events that led to the trials and the named individual known as 'Old Demdike'. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The position of the author as a well-informed observer, who had sat through all the trials and was a court official • The account had been checked by Sir Edward Bromley, a professional judge, and was designed to disseminate the court's findings • Large numbers had attended the trials, which were not held in secret, and this would suggest that Potts's account should be accurate • It was written in the immediate aftermath of the trials with the express purpose of publicising the threat posed by witches. 2. The following inferences and significant points of information could be drawn and supported from the source: **Popular attitudes to witches:** • The number of spectators suggests a widespread interest in the subject • It suggests that there is a widespread acceptance that witches exist and can cause harm to their neighbours • It indicates a belief that witches' techniques can be identified and hence their identity discovered • It indicates a belief that witches were connected to the Devil • It suggests that witchcraft was associated with remote and mysterious places like Pendle Forest. **Approaches of the court:** • The large numbers spectators suggests prosecutions were not common • It suggests that it was very unusual to have so many accused in one trial • It suggests that confession was a key part of evidence • It indicates that those accused could be found not guilty and released, and that this could cause popular resentment • It suggests that having official accounts of witch trials was not normal practice, being done to correct false accounts and to justify their actions. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the popular attitude to witches and the approaches of the court to their prosecution. Relevant points may include: • Knowledge of how the case developed • Knowledge of the central importance of 'old Demdike' • Knowledge of the 1604 statute under which the accused were charged • The lack of torture and the importance of confessions • The widespread popular fear of witchcraft and the usual reticence of the courts in responding to these popular fears.

Section B: indicative content

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how accurate it is to say that it was the zeal of Mathew Hopkins that accounts for the extent of witch persecutions in East Anglia in the years 1645–47. Arguments and evidence that support the view that it was Mathew Hopkins's zeal that accounts for their extent in these years should be analysed and evaluated. Relevant points may include: • The upsurge in persecutions coincided with Hopkins's sudden interest in March 1645 • The tempo of persecutions was associated with Hopkins's movements round East Anglia in 1645–47 • There was a decline following his death from consumption in August 1647 • John Gaule, the leading contemporary critic of the persecutions, singled out Hopkins for blame • Hopkins's obsession with finding teats to suckle imps proved effective in convincing many • Although formal torture was not legal, Hopkins's use of sleep deprivation, tight binding or constant walking were effective in eliciting confessions used in court. Arguments and evidence against the proposition should be analysed and evaluated. Relevant points may include: • John Stearne played a significant part and continued after Hopkins's death to initiate persecutions • The period was marked by a breakdown in the traditional authority exercised by the established clergy and many of the gentry • The royal courts were not operating with the same effectiveness because of the Civil War • It was a time of particular economic hardship with many people seeking scapegoats. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that it was the unusual political conditions operating in Massachusetts in 1692 that explains the extraordinary events in Salem. Arguments and evidence supporting the proposition that the events at Salem can be explained in political terms should be analysed and evaluated. Relevant points may include: • The revolution in England in 1688 had produced a political vacuum in Massachusetts with no acknowledged governor till May 1692, when a new one arrived with a new charter • Witch hunting was not common in New England and the extent of this outburst was very unusual • There was real concern about Indian attacks on the Maine frontier and deep pessimism about the future of the colony • The court system had broken down and there was a large backlog of cases. Arguments and evidence for other factors should be analysed and evaluated. Relevant points may include: • The role of Cotton Mather in popularising European models of witch hunting • The role of Tituba as a catalyst for the witch hunt • The position of the Reverend Parris and his relationship with the community • The role of social tensions within the community, often associated with land disputes and inheritance • The role of children either as hysterics or as enjoying celebrity status. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how far the trial and release of Jane Wenham in 1712 can be seen as the key turning point in belief in the power of witchcraft in England in the years c1580–c1750. The evidence for the proposition should be analysed and evaluated. Relevant points may include: • The trial led to the last guilty verdict on a charge of witchcraft • The presiding judge ridiculed most of the evidence from neighbours, thus creating a well-publicised, serious clash between the law and popular belief • Despite a guilty verdict the judge released her • The case led to a celebrated sceptical book by Francis Hutchinson in 1718: *An Historical Essay Concerning Witchcraft*. The evidence contradicting or modifying the proposition should be analysed and evaluated. Relevant points may include: • There had been a significant decline in prosecutions since 1660 • There had been a series of well-received books before this that denounced beliefs in witchcraft, e.g. that of Reginald Scot in 1584 • The Lord Chief Justice from 1689–1710 had been very critical of witch prosecutions • The 1604 statute was not repealed until 1736, which could be considered a more significant turning point • Several writers after 1712 still wrote showing support for a belief in witchcraft, e.g. John Wesley. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the suggestion that belief in magic and the supernatural declined steadily in Britain in the years c1580–1780 as genuine understanding of the natural world increased. The evidence for the proposition should be analysed and evaluated. Relevant points may include: • There were remarkable breakthroughs in understanding the nature of the cosmos hitherto associated closely with magic • There was a growing acceptance amongst the educated elite of scientific experiment to verify or falsify – this had a damaging effect on belief in magic and the supernatural • Some influential thinkers like Hobbes were complete materialists, leaving no room for magic and the supernatural • The growing interest in deductive logic had a damaging effect on many popular supernatural beliefs. The evidence against the proposition should be analysed and evaluated. Relevant points may include: • The decline in these years was not steady – the decline was much more rapid after 1660 than before, but even in the 1660s the picture was confused with writers such as Joseph Glanville, a member of the new Royal Society, defending demonic intervention in the world • There remained widespread popular belief in magic and the supernatural • Many of the leading lights in the advance of science and reason still believed in arcane knowledge, e.g. Newton and his interest in prophecy and numerology • Other factors besides the advance of understanding of the natural world contributed to a decline in beliefs in the supernatural, e.g. the greater security brought about by the spread of insurance. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society
Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Sample assessment materials for first teaching September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/34

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.
- You must answer **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question from Section A, **one** question from Section B and **one** question from 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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SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Study Source 1 in the Sources Booklet before you answer this question.

1 Assess the value of the source for revealing the problems involved in determining the national gauge and Daniel Gooch's response to the outcome.

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

(Total for Question 1 = 20 marks)

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Study Source 2 in the Sources Booklet before you answer this question.

2 Assess the value of the source for revealing attitudes to poor relief and the approaches to the relief of poverty in use at the end of the nineteenth century.

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

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

EITHER

3 How far was Queen Charlotte's patronage responsible for the success of Josiah Wedgwood's business?

(Total for Question 3 = 20 marks)

OR

4 'The safety bicycle, not the Austin 7, brought about the greater change to people's lives.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

EITHER

5 To what extent, in the years to 1847, did the operation of the New Poor Law succeed in dealing with the problems it was set up to address?

(Total for Question 5 = 20 marks)

OR

6 'The changes to poor relief in the 1830s were greater than the changes made in the 1930s.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

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

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

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

EITHER

7 How far do you agree that the most significant change to adult work and working conditions in the period 1759–1928 resulted from the move from a domestic to a water-powered factory environment?

(Total for Question 7 = 20 marks)

OR

8 To what extent was the matchgirls' strike of 1888 the most significant action on the part of workers to bring about improvements to their working conditions in the period 1759–1928?

(Total for Question 8 = 20 marks)

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

EITHER

9 How accurate is it to say that the key factor in improving public health provision in the period 1832–1939 was better understanding of the cause of disease?

(Total for Question 9 = 20 marks)

OR

10 'Improvements in public health in the years c1780–1939 resulted more from the work of individuals than from government initiatives.'

How far do you agree with this statement?

(Total for Question 10 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 7** ☒ **Question 8** ☒

Question 9 ☒ **Question 10** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS

TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society
Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Sample assessment materials for first teaching September 2015
Sources Booklet

Paper Reference
9HI0/34

Do not return this booklet with the question paper.

Turn over ▶

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

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Source for use with Question 1.

Source 1: From *The Diaries of Sir Daniel Gooch*. The diaries were published in 1892, three years after Gooch's death, but he had supported their publication. Gooch was a railway engineer. In 1837 he was appointed as locomotive superintendent of the Great Western Railway (GWR), a position he held until 1864. Before being employed by the GWR, Gooch had worked as an engineer at the locomotive building company in Newcastle-upon-Tyne, run by George Stephenson's son, Robert.

1847

The Gauge Act required that all future lines should be made on the narrow gauge. But the House of Lords ordered an enquiry by the Railway Commissioners of the Board of Trade as to whether it would be expedient to lay the broad gauge to Birmingham. The Railway Commissioners sent out a series of printed questions to the narrow gauge London and North-Western Company and the Great Western Company. Mr Brunel sent in his answer and I sent in mine, separately.

To enable me to do this satisfactorily, I felt a complete series of experiments was required, and having the authority of the GWR Board to spend what was necessary, I designed and constructed an indicator to measure and accurately record the speed the train was moving. I made a great number of experiments over a level piece of line between Bristol and Exeter, at various rates of speed and loads. They gave me very different results from those obtained by the narrow gauge engineers, which were done more by calculation than by actual experiment.

Were the whole question to be decided again, the broad gauge which is safer, cheaper, more comfortable, and attains a much higher speed than the narrow, would be the best for the national gauge. However, the proportion of already constructed broad gauge track to narrow gauge track is so small. Because of this, there is no doubt that the country must submit to a gradual displacement of the broad, and the day will come when it will cease. The fight has been of great benefit to the public; the competition of the gauges has introduced high speeds and great improvements in the engines, and was of great practical use to all those who were actively mixed up in the contest, as they were forced to think and experiment. It was not allowed to them to rest quietly on speeds of twenty to thirty miles per hour. I know it was of great value to me by the practical information I obtained in investigation.

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Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Source for use with Question 2.

Source 2: From Charles Booth, *Life and Labour of the People in London*, published in seventeen volumes, 1902–03.

I advocate the introduction of Old Age Pensions, contributed directly from the national purse, not so much in aid of poverty as of thrift; simplifying the problems with which the Poor Law and private charity had to deal, and making action on their part in dealing with destitution and distress more practicable and more effective. To this end the recipient of a pension must have kept in the main clear of poor relief. The coming of the pension at a fixed age must be certain. Under these two fundamental conditions the expectation of the pension will surely stimulate individual effort to hold out till it comes and to add something to its meagre provision. I would make seventy the age at which a free and honourable pension should be granted to everyone who up to then had not received poor relief (other than medical), and I put the amount at seven shillings per week, in place of the more generally adopted proposal of five shillings a week at sixty-five. There would be no restriction as to earnings (if at seventy any are still possible); nor as to amount of savings: the seven shillings would be in addition to whatever the recipient had or might earn, but would be drawn weekly by personal application. If on this system any who did not exactly need the money, should still collect it, so much the better for maintaining the dignity of the rest.

To those who claim that it is impossible for working men to save enough for maintenance in old age, I would say that most could provide enough to eke out the earnings which are still possible between sixty and seventy. To those who take their stand on sixty-five as the right pension age, with five shillings as the amount, I can only say that in my, view, seven shillings at seventy provides a more practical scheme. The cost would be substantially less, and the difficulties, both economic and administrative, very much so. Up to seventy a man would have to provide for his life; beyond that age he need not worry. The motive to save up to the time of the pension and beyond it would be strong. The effect of looking forward to a pension would be the exact opposite to that of the anticipation of Poor Law relief: any claim to which must rest upon absolute destitution.

Acknowledgements
Source 2 is from www.victorianweb.org

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/34)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing problems involved in determining the national gauge and Daniel Gooch's response to the outcome. Daniel Gooch, the author of the extract, is not named in the specification; candidates can therefore not be expected to know about his work, but they should be aware of the context, namely the problems in determining a national gauge. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The authoritative position of Daniel Gooch to make judgements as the locomotive superintendent of the GWR • These appear to be judgements based on experiment and evidence • Gooch was employed by the GWR, so his loyalties may influence his judgements • Gooch was writing a diary, extracts from which he wanted published and so the extracts could be selective. 2. The following inferences and significant points of information could be drawn and supported from the source: **Problems in determining the national gauge:** • It provides evidence of the number of bodies involved in the issue: Houses of Commons and Lords, Railway Commissioners, the Board of Trade and the interests of different railway companies • It suggests this is a new area and required innovative experimentation • It provides evidence for support of Gooch's methods from the Board of GWR and of the cost involved • It suggests there was no accepted approach to obtaining appropriate and valid evidence. **Response of Daniel Gooch to the outcome:** • He maintains that empirical experimentation and observation proves broad gauge is better for a national gauge than narrow gauge • He accepts that narrow gauge will be the national gauge because it is so widespread • He maintains that the battle of the gauges benefited the public because it resulted in better locomotives • He believes the battle of the gauges benefited his work as a locomotive engineer. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing issues involved in determining a national gauge and the response of Daniel Gooch to the outcome. Relevant points may include: • The reasons for 4 ft 8 ins (1.44 m) being adopted for the first railway lines • The reasons for Brunel building track and locomotives using a broader gauge of 2.2 m

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Question	Indicative content
	• The problems for passengers and goods of the break in gauge • The nature of the work and the findings of the Royal Commission of 1845 • The significance of the 1846 Gauge Act.

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value in revealing attitudes to poor relief and approaches to the relief of poverty at the end of the nineteenth century. Charles Booth, the author of the extract, is named in the specification and so candidates can be expected to know about his work. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The author's past investigative experience in Liverpool should make him knowledgeable • The data for analysis was collected by team of investigators • It aims to persuade, making a case through argument as well as evidence • The enquiry was limited to London, so its typicality could be questioned. 2. The following inferences and significant points of information could be drawn and supported from the source: **Attitudes:** • It suggests that the receipt of poor relief was regarded as shameful • It suggests that contemporaries regarded self-help as a virtue, which poor relief should not undermine • It suggests the strength of prevailing attitudes regarding the importance of thrift through arguments about pensions as an incentive to save, and is designed to allay fears. **Approaches:** • It provides evidence that individuals were expected to provide for themselves, but workhouses existed as a last resort for the destitute • It provides evidence that charities gave some relief to those unable to support themselves in old age but could not provide relief for all in need • It provides evidence that some individuals made provision for support in their old age though contributions to clubs but could still become destitute • It provides evidence that the existing system of relief was designed to encourage thrift and personal provision. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing attitudes to poor relief and approaches to the relief of poverty at the end of the nineteenth century. Relevant points may include: • In 1871 the administration of the Poor Law had been made the responsibility of local government. • Working-class self-help kept many elderly out of pauperism through friendly societies and burial societies, trades unions and co-operatives • Booth's enquiry, published as *Life and Labour of the People in London*, found that 30 per cent of Londoners were living in poverty • Seebohm Rowntree conducted a similar study in York at the same time which supported Booth's findings • The Charity Organisation Society claimed that Booth and Rowntree had exaggerated their findings • The findings of Booth and Rowntree indicated that poverty was caused by economic circumstances, not individual character weaknesses.

Section B: indicative content

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
3	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. Candidates are expected to reach a judgement about how far Queen Charlotte's patronage was responsible for the success of Josiah Wedgwood's business. Arguments and evidence that Queen Charlotte's patronage was responsible for the success of Josiah Wedgwood's business should be analysed and evaluated. Relevant points may include: • The gift of a tea set to Queen Charlotte in 1765 resulted in Josiah Wedgwood being appointed 'Potter to Her Majesty' with consequent status • Wedgwood named the cream-coloured tableware 'Queen's Ware' and sales soared • The Queen's patronage led to the order of a dinner and dessert service from Empress Catherine II of Russia, which further added to Wedgwood's status and enhanced sales • Wedgwood opened a showroom in Greek Street, London, where he showcased all royal commissions before delivery, creating a demand amongst the well-to-do • By 1775, Wedgwood's Queen's Ware was being imitated and exported all over Europe and his Etruria works flourished. Arguments and evidence that Queen Charlotte's patronage was *not* responsible for the success of Josiah Wedgwood's business should be analysed and evaluated. Relevant points may include: • Wedgwood's skill in experimenting with different glazes, pigments and techniques made his ware attractive, different and saleable • The capital brought into the business by his marriage to Sarah Wedgwood • The construction and use of the Trent and Mersey canal, linking Wedgwood's factory to the canal system, opening markets and enabling a ready supply of raw material • Involvement with the Society for the Abolition of the Slave Trade extended Wedgwood's range of goods and markets. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the suggestion that the safety bicycle, not the Austin 7, brought about the greater change to people's lives. Arguments and evidence that the safety bicycle brought about the greater change to people's lives should be analysed and evaluated. Relevant points may include: • The social impact of bicycles, enabling more and different groups of people to become increasingly mobile, and enabling extensive social and political involvement than before • The number of people directly affected: thousands of men and women bought or hired bicycles and joined the newly-formed cycling clubs, involving a change in social interaction • The types of people directly affected: massive increase in mobility for working and middle classes, particularly women who were able to travel independently to events (e.g. suffrage meetings) and became more involved, socially and politically • The impact on employment, e.g. fashion and textile industries changed and expanded to accommodate requirements of cyclists, the publishing industry expanded to produce cycling magazines • Organisations affected: Clarion Clubs developed into a nationwide network. Arguments and evidence that the Austin 7 brought about the greater change to people's lives should be analysed and evaluated. Relevant points may include: • The economic impact of the Austin 7, in particular the complexity of their manufacture and the need for a greater support network • The number of people directly affected: thousands of families were able to travel together to events beyond their locality, effecting a change to their social interaction • Types of people directly affected: mainly middle-class men who became drivers, but also a significant increase in women drivers • Impact on employment: a range of new opportunities, e.g. the building/staffing of garages, staffing of new seaside leisure opportunities, direct employment in manufacture • Organisations affected: the RAC and AA expanded into nationwide networks and motoring clubs expanded. Other relevant material must be credited.

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
5	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. Candidates are expected to reach a judgement about the extent to which, in the years to 1847, the operation of the New Poor Law succeeded in dealing with the problems it was set up to address. Arguments and evidence about the extent to which the New Poor Law solved the problems it was set up to address in these years should be analysed and evaluated. Relevant points may include: • The cost of poor relief fell from £6.79m in 1833 to £4.7m in 1847 • The principle of less eligibility reduced the numbers claiming relief • The prevailing ideology, utilitarianism, was met by serving the needs of the ratepayers, who were greater in number than the paupers • The centralisation of administration led to greater efficiency and consistency in application. Arguments and evidence about the extent to which the New Poor Law did *not* solve the problems it was set up to address in these years should be analysed and evaluated. Relevant points may include: • Not all parishes applied the Settlement Laws consistently, and some not at all • Outdoor relief continued to be the main form of relief given • Continuing evidence of corruption by poor law officials • The Act was inappropriate for areas of the country where cyclical unemployment was common. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on the suggestion that the changes made to poor relief in the 1830s were greater than the changes made in the 1930s. Arguments and evidence that the changes made to poor relief in the 1830s were greater should be analysed and evaluated. Relevant points may include: • The establishing of a central authority, the Poor Law Commission, to supervise the implementation and regulate the administration of the Poor Law • Grouping parishes into Poor Law unions, each with a workhouse, in order to provide relief efficiently • New 'less eligibility' criteria discouraged applications to workhouses • Outdoor relief continued, though was discouraged. Arguments and evidence that the changes made to poor relief in the 1930s were greater should be analysed and evaluated. Relevant points may include: • In 1931, the National Government reduced benefits paid to the unemployed • The Unemployment Act 1934 set up a national Unemployment Assistance Board that standardised dole payments • The dole was paid using a means test that was a household test • The government backed/implemented schemes whereby jobs were created in areas of high unemployment, thereby helping people out of poverty. Other relevant material must be credited.

Section C: indicative content

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
7	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. Candidates are expected to reach a judgement about how far it can be said that the most significant change to adult work and working conditions in the years 1759–1928 resulted from the move from a domestic to a water-powered factory environment. Arguments and evidence that the most significant change to adult work and working conditions in this period *did* result from this change should be analysed and evaluated. Relevant points may include: • The shift from the home to the factory as a workplace • Working fixed hours for fixed rates of pay, when previously they had undertaken piece work at their own pace • The splitting of families, with men, women and children frequently working in different areas of factories, when previously they had worked together with parents able to supervise their children • The existence of punitive rules and regulations in an unfamiliar environment • Being subject to direct management by supervisors, e.g. overlookers in a mill. Arguments and evidence that the most significant change to adult work and working conditions did *not* result from this change should be analysed and evaluated. Relevant points may include: • The break between domestic and factory manufacture was frequently not absolute: in many instances, domestic and factory work continued side-by-side • The move from water-powered to steam-powered factories created considerable change regarding location and lack of disruption that used to be caused by fluctuating water supplies • The impact of government legislation (e.g. the Factory Act 1833) on working conditions • The work of philanthropic factory owners (e.g. Titus Salt) provided exemplar working conditions for others to follow • The First World War changed many working conditions in factories by encouraging a female workforce and allowing the dilution of labour • Impact of the spread of electric power in the early twentieth century. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement about the extent to which the matchgirls' strike of 1888 was the most significant action on the part of workers to bring about improvements to their working conditions in the period 1759–1928. Arguments and evidence that the matchgirls' strike of 1888 was the most significant action in these years should be analysed and evaluated. Relevant points may include: • It was direct action taken explicitly against poor working conditions, triggered by the dismissal of one female worker • It was significant because it was the first strike action initiated exclusively by women workers • It was significant as it was a successful action by unskilled workers and received widespread publicity • It was the first time an action showed that it could be successful when it had influential support and featured concerted action • Their demands included abolition of unfair deductions, treatment of future grievances and facilities for eating meals, all of which were accepted by management. Arguments and evidence that the matchgirls' strike of 1888 was *not* the most significant action in these years should be analysed and evaluated. Relevant points may include: • It was a small-scale strike that did not spread to workers outside the Bryant and May factory and was settled satisfactorily within three weeks • Pre-1799 workers' combinations could be seen as more significant as they were the forerunners of later unions, focusing on the fixing of wages, the enforcement of contracts and proper arrangements for apprentices • The new model unions, which developed from 1851 for skilled workers, began the process of unionisation of workers and so could be seen as more significant • The London dock strike of 1889 was far more significant than the matchgirls' strike because it led directly to the formation of the General Labourers' Union for unskilled workers, the first large-scale successful union • The triple alliance of miners, railwaymen and transport workers in 1919 created a potentially stronger combination to bring about change to working conditions than the matchgirls' strike. Other relevant material must be credited.

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
9	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. Candidates are expected to reach a judgement on how accurate it is to say that the key factor improving public health in the period 1832–1939 was better understanding of the cause of disease. Arguments and evidence for the part played by better understanding of the causes of disease in these years should be analysed and evaluated. Relevant points may include: • The continuation of the miasma theory of disease as an inhibitor to change • The growing understanding, after the 1854 cholera epidemic, that disease could be waterborne, leading to pressure for clean, piped water for human consumption • The eventual acceptance of the germ theory of disease leading, for example, to the effective construction of sewerage systems in the late nineteenth and twentieth centuries • Twentieth-century research into the causes of a range of diseases, leading for example, to the construction of appropriate sanatoria and the early development and use of sulphonamides. Arguments and evidence for the part played by better understanding of the cause of disease should be analysed and evaluated against other factors contributing to improvements in public health. Relevant points may include: • A range of reports on the state of towns as a result of rapid industrialisation • Action by central government in introducing Acts of Parliament in 1848, 1858, 1875 and 1936 • Action by local authorities, for example setting up ante-natal and child welfare clinics, providing school meals and free school milk, public baths and street cleaning • Changes in attitudes of the public and press to public health issues. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement on the suggestion that improvements in public health in the years c1780–1939 resulted more from the work of individuals than from government initiatives. Arguments and evidence relating to the importance of the outcome of the work of individuals in these years should be analysed and evaluated. Relevant points may include: • The work of Edward Jenner, whcih led to the development of vaccination for smallpox, a major killer • John Snow's work as an epidemiologist that led to the reduction of adulteration in bread that had been a source of rickets • Joseph Bazalgette's work on designing a sewerage system for London, resulting in a cleaner and healthier city • Ebenezer Howard's founding of the garden city movement that resulted in the building of, for example, Letchworth Garden City, thus enabling people to live in sound housing in a healthy environment • Marie Stopes's work in promoting birth control, resulting in smaller families and healthier living for parents and children. Arguments and evidence relating to the importance of the outcome of government initiatives should be analysed and evaluated. Relevant points may include: • The Public Health Act 1848, which was permissive, but which enabled healthier living in worst affected towns • The Local Government Act 1858, which enabled local initiatives to be taken in public health matters instead of broader action by the General Board of Health, which was wound up • The Sanitary Act 1866, which resulted in the demolition of some slum dwellings • The Public Health Act 1875, which established public health authorities in every county, with responsibility for all aspects of public health • The Public Health Act 1936, which enabled local authorities to act in the prevention and notification of disease. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 35.1: Britain: losing and gaining an empire, 1763–1914
Option 35.2: The British experience of warfare, c1790–1918

Sample assessment materials for first teaching September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/35

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.
- You must answer **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question from Section A, **one** question from Section B and **one** question from 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

SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 35.1: Britain: losing and gaining an empire, 1763–1914

Study Source 1 in the Sources Booklet before you answer this question.

1 Assess the value of the source for revealing the attitude of Canadians to the Empire in the late 1830s and the approaches to the governing of Canada adopted by the British government before this report.

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

(Total for Question 1 = 20 marks)

Option 35.2: The British experience of warfare, c1790–1918

Study Source 2 in the Sources Booklet before you answer this question.

2 Assess the value of the source for revealing the problems in supplying the troops in the Crimea, and the attitudes of those in command and control.

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

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 35.1: Britain: losing and gaining an empire, 1763–1914

EITHER

3 How accurate is it to say that it was French intervention in the War of American Independence that determined the British defeat by 1783?

(Total for Question 3 = 20 marks)

OR

4 To what extent was it Britain's fears of European rivals that led it to occupy the Nile Valley in the years 1882–98?

(Total for Question 4 = 20 marks)

Option 35.2: The British experience of warfare, c1790–1918

EITHER

5 How far do you agree that the second Boer War demonstrated that the British army was a poor fighting machine?

(Total for Question 5 = 20 marks)

OR

6 'Lions led by donkeys.'

How far do you agree with this statement about the British commanders' conduct of the war on the Western Front during the First World War?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

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

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

Option 35.1: Britain: losing and gaining an empire, 1763–1914

EITHER

7 How far can the acquisition of strategic bases in 1815 be regarded as the most significant development in the growth of Britain's global maritime power in the years 1763–1914?

(Total for Question 7 = 20 marks)

OR

8 'The power of the Royal Navy was a key factor in the growth of British trade throughout the world in the years 1763–1914.'

How far do you agree with this statement?

(Total for Question 8 = 20 marks)

Option 35.2: The British experience of warfare, c1790–1918

EITHER

9 To what extent do you agree that Cardwell's army reforms were the key turning point in reforming the military in the years 1815–1918?

(Total for Question 9 = 20 marks)

OR

10 How far do you agree that Fisher's reforms at the Admiralty marked the most significant change in preparing the military for war in the years 1815–1918?

(Total for Question 10 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 7** ☒ **Question 8** ☒

Question 9 ☒ **Question 10** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS

TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 35.1: Britain: losing and gaining an empire, 1763–1914
Option 35.2: The British experience of warfare, c1790–1918

Sample assessment materials for first teaching September 2015
Sources Booklet

Paper Reference
9HI0/35

Do not return this booklet with the question paper.

Turn over ▶

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PEARSON

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

Option 35.1: Britain: losing and gaining an empire, 1763–1914

Source for use with Question 1.

Source 1: From *The Report on the Affairs of British North America*, by Lord Durham, published 1839. Lord Durham had been sent to Canada in 1838 as Governor General following tensions and riots in Upper and Lower Canada. As Governor General, he was based in Quebec. He was known as 'Radical Jack' in view of his liberal sympathies. He had held a series of important government positions.

Being strongly impressed with the necessity of maintaining our connection with our colonial possessions, it is not desirable that we should interfere with the Colonies' internal legislation in matters which do not affect their relations with the mother country. The matters which so concern us are very few.

The connection with the Empire is certainly not strengthened, but greatly weakened, by an irritating interference on the part of the Home Government, with the enactment of laws for regulating the internal concerns of the Colony, or in the selection of the persons entrusted with carrying them out.

The colonists may not always know what laws are best for them. They may not know which of their countrymen are the fittest for conducting their affairs. However, at least they have a greater interest in coming to a right judgement on these points. They will take greater pains to do so than those whose welfare is very remotely and slightly affected by good or bad legislation of these portions of the Empire. If the colonists make bad laws and select improper persons to conduct their affairs, they will generally be the only, and always the greatest, sufferers; and, like the people of other countries, they must bear the ills which they bring on themselves until they choose to apply the remedy. But it surely cannot be the duty, or in the interest of Great Britain, to keep such an expensive military presence in these Colonies in order that a Governor or Secretary of State may be able to confer colonial appointments.

My own observation convinces me that the predominant feeling of all the English population of the North American Colonies is that of devoted attachment to the mother country. I believe that neither the interests nor the feelings of the people are incompatible with a colonial Government wisely and popularly administered. The proofs, which many who are much dissatisfied with the existing administration of the Government, have given of their loyalty, are not to be denied or overlooked. The attachment constantly exhibited by the people of these Provinces towards the British Crown and Empire has all the characteristics of a strong national feeling. They value the institutions of their country as marks of nationality, which distinguish them from their Republican neighbours.

Option 35.2: The British experience of warfare, c1790–1918

Source for use with Question 2.

Source 2: From a letter written by Captain W P Richards to his sister Caroline. It was written on 12 January 1855 from a camp outside Sebastopol. Captain Richards was an officer in the Royal Artillery and had been fighting in the Crimea since mid-1854.

I see in a leading article of *The Times* of the 23rd of last month that you at home are beginning to find out the true state of things here. It would make the people of England's blood boil, to see even one half of the miseries the Army are being made to suffer. Added to this is the horrible waste, mismanagement, and culpable neglect of the stores sent out for us so generously by the public. The soldiers are most thankful for them, that is for the intention, but as to the things themselves, they never get them. The stores are either left on board the transports to rot, or carried into some of the deserted houses at Balaklava, which have been converted into what they call stores. There they are piled in heaps, in an undesirable state of confusion. When anything is applied for, you find Mr. Commissary Jones, Smith or Robinson smoking a cigar (which most likely has been sent out for the soldiers), who tells you that really he is very sorry, he believes that the article is somewhere in one of the stores, but where he has not the slightest idea, and at present he has no time to look for it.

Consequently, the poor soldier is obliged to go to a shop and pay double for an article. If the affairs were carried on as they ought to be, these would have been received from the Government, or our Country, for nothing, or at the worst, what they cost in England. If the soldier does not do this, he must starve from hunger or cold, as the case may be. Now this is – on my honour – the true state of things.

Lord Raglan does not care the least about us. He has a good house, stabling for his horses, good coal fires, good grub, and his things washed and starched just as if he was in England. There he remains, scarcely ever seen except about once a week when he takes a ride through the Army, when it is a fine day. He does not see any of the miseries. He does not see the hundreds of sick in hospital with only one blanket to cover them. He does not see men carried out of the trenches these cold nights frozen to death.

Acknowledgements
Source 1 is from Gerald M Craig, *Lord Durham's Report*, Carlton University Press 2006

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/35)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 35.1: Britain: losing and gaining an empire, 1763–1914

Option 35.2: The British experience of warfare, c1790–1918

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 35.1: Britain: losing and gaining an empire, 1763–1914

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing attitudes of the Canadians to the Empire and the approaches of the British government to the governing of Canada before this Report. The author of the extract is named in the specification, and candidates can therefore be expected to know about him and should be aware of the context, namely the Canadian Revolt and this report. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The authoritative position of the author as an experienced politician who has served as Governor General of Canada • It was written in the immediate aftermath of his service in Canada, addressing the issue of rebellion and how to avoid a repetition • He did not serve in Canada for long and had difficulty in gaining an overview of Canada as he was based in Quebec with only a small staff • He had clearly-pronounced Liberal political views, which could influence his judgement and the nature of the report. 2. The following inferences and significant points of information could be drawn and supported from the source: **Attitudes:** • It claims there is a strong sentiment of loyalty to the crown and Empire • It claims that their resentments of failings in the past administrations are overridden by more powerful sentiments of loyalty, indicating its strength • It claims that their loyalty is in part explained in terms of helping to define them against their much larger Republican neighbour to the south, namely the USA • The observation about loyalty is qualified by reference to the 'English population'. **Approaches:** • It claims that the British approach has not been wise and popular • It claims that there has been 'irritating interference' in the internal affairs of the colony, which was not necessary in terms of British interests • It claims that the choice of administrators has not always been beneficial for those living in Canada • It claims that the government has involved too great a military expense, i.e. too much force had to be deployed to execute government. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the attitude of Canadians to British power and the approaches of the British authorities hitherto. Relevant points may include: • Arrangements for the administration of colonial government of Canada • Causes of the rebellions which led to Durham's appointment • Ways in which the rebellions were overcome: Lower Canada crushed by British troops; Upper Canada overcome by the patriotism of loyalists

Question	Indicative content
	• The reasons why many Canadians disliked and feared the USA • The significance of his nickname 'Radical Jack' and its influence on the tone and content of the report.

Option 35.2: The British experience of warfare, c1790–1918

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value in revealing the problems in supplying the troops in the Crimea, and the attitudes of those in command and control. The author is not named in the specification; candidates cannot therefore be expected to know about him, but should be aware of the context, namely the Crimean campaign. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The author had been fighting in the Crimea for over six months and could be expected to be knowledgeable about the experiences of his men • The source is part of a private letter, written without expectation of publication, and so could be expected not to be coloured by the expectation of publication • As a relatively junior officer, the author would not have an overview of the conduct of the war, hence limiting the generalisations possible from his experiences. 2. The following inferences and significant points of information could be drawn and supported from the source: **Problems in supplying the troops:** • It claims that there is a failure to unload provisions from the ships • It provides evidence that once unloaded, supplies are badly stored • It claims the soldiers have to buy supplies they should have had for free • It suggests that *The Times* is alerting the public to the situation. **Attitudes of those in command and control:** • It provides evidence that officers in charge of supplies are indifferent to the needs of the soldiers • It provides evidence that Lord Raglan is well looked after and claims he may be indifferent to the needs of the soldiers he commands. • It suggests that Lord Raglan may be unaware of the plight of the sick and injured under his command • The fact that the letter is written by a captain provides evidence that some officers are sympathetic to the plight of ordinary soldiers. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the problems involved in supplying the troops in the Crimea, and the attitudes of soldiers to those in command and control. Relevant points may include: • Roger Fenton and William Russell were reporting back to London about conditions in the Crimea • Growing understanding in Britain about the supplies problem led *The Times* to set up a 'Crimea Fund' to which the public contributed over £7,000 • Adequate supplies reached Crimea, but much was destroyed off-shore in the great storm of 14 November 1854 • Lack of coordination between different government and army departments contributed to the apparent chaos and confusion involved in supplying the army in the Crimea • Raglan's frequent warnings to the government of conditions in the Crimea and his requests for supplies were frequently lost in muddled bureaucracy.

Section B: indicative content

Option 35.1: Britain: losing and gaining an empire, 1763–1914

Question	Indicative content
3	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. Candidates are expected to reach a judgement about how accurate it is to say that it was French intervention in the War of American Independence that determined British defeat by 1783. Arguments and evidence that support the proposition about the importance of French intervention should be analysed and evaluated. Relevant points may include: • The French intervention massively extended the war and stretched British resources • French intervention led to Spain's participation against Britain, opening up fresh areas of conflict • The French sent troops that played a part in forcing the surrender at Yorktown • The French fleet under d'Estaing and de Grasse was vital in denying Britain naval supremacy at crucial times • The French provided crucial financial help, which became vital by 1781–82 • The British were divided by 1782 as to whether to focus on the USA or France. Arguments and evidence that counter the proposition about the importance of French intervention should be analysed and evaluated. Relevant points may include: • The British had regained naval supremacy by 1782 and France was desperate for peace • The task of controlling the vast area of the Thirteen Colonies was beyond the limited military resources of Britain or most other powers in this period • The British made a series of strategic errors and the quality of British military leadership was mediocre • There was considerable opposition to the war in Britain. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about the extent to which it was Britain's fears of European rivals that led it to occupy the Nile Valley in the years 1882–98. Arguments and evidence that support the proposition should be analysed and evaluated. Relevant points may include: • Fear of sole French influence in Egypt, a key strategic point, ensured British involvement in 1882 • There was a real fear in the late 1890s that French power would reach the upper Nile from the west of Africa • France and Russia played a part in aiding the Ethiopians against Italy in 1896, and there was a fear of a move from there to the upper Nile Valley • Salisbury's government decided to occupy the Sudan to counter these threats. Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include: • It was originally intended that Britain would occupy Egypt in cooperation with the French, but the French withdrew • The British government under Gladstone consistently insisted that Britain was in Egypt as the representative of the European powers • Gladstone set up the International Debt Commission to oversee Egyptian finances, handing diplomatic levers to other European nations and making British government of Egypt more difficult; local circumstances and fear of anarchy often drew the British into involvement that they did not seek • The actions of individuals on the spot, like Gordon, often generated greater involvement • British public opinion and financial interests could exert pressure for action, as they did in 1882 and 1885. Other relevant material must be credited.

Option 35.2: The British experience of warfare, c1790–1918

Question	Indicative content
5	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. Candidates are expected to reach a judgement about how far the second Boer War demonstrated that the British Army was a poor fighting machine. Arguments and evidence that support the view that the second Boer War demonstrated that the British army was a poor fighting machine should be analysed and evaluated. Relevant points may include: • Recruitment into the ranks was increasingly from the poorer and less physically fit elements of society, making a fighting force less efficient • Lack of knowledge of Boer skills and tactics resulted in insufficient British forces being deployed in southern Africa • British troops and Cecil Rhodes were cut off in Kimberley by a Boer force under General Cronje • Sir George White, after suffering some minor reverses, managed to get himself cut off in Ladysmith, together with a large British force in excess of 10,000 soldiers • The three defeats of 'Black Week' demonstrated ineptitude on the part of the army's tactics in trying to relieve Kimberley and Ladysmith. Arguments and evidence that counter the view that the second Boer War demonstrated that the British army was a poor fighting machine should be analysed and evaluated. Relevant points may include: • The efficiency with which British volunteers and troops from the Empire were shipped to southern Africa and integrated into the forces already there • The out-manoeuvring of Boer besiegers by Field Marshal Roberts, who relieved Kimberley on 15 February 1900 • On 27 February 1900, Cronje and 4,000 Boers surrendered to British forces at Paardeberg, following Sir John French's tactics in cutting the Boer supply lines • On 28 February 1900, General Sir Redvers Buller relieved Ladysmith after a well-planned and methodical attack • In 1901, the scorched earth tactics employed by Field Marshal Horatio Kitchener eventually overcame the guerrilla tactics of Boers. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on the suggestion that the British commanders' conduct of the war on the Western Front could be characterised as 'lions led by donkeys'. Arguments and evidence that support the characterisation of British commanders' conduct of the war on the Western Front as being 'lions led by donkeys' should be analysed and evaluated. Relevant points may include: • Sir John French's poor control of the BEF in the long retreat from Mons to the Marne • The failure of Sir John French at Loos, which was sufficiently significant to lose him the support of government and army; General Sir Douglas Haig replaced him as commander of the BEF in December 1915 • The failure of Haig to realise that the bombardment preceding the Battle of the Somme (1916) was inadequate, resulting in a disastrous infantry attack on 1st July • Haig's insistence on continuing, until 1918, with big pushes rather than a series of coordinated attacks at different points. Arguments and evidence that counter the characterisation of 'lions led by donkeys' should be analysed and evaluated. Relevant points may include: • The British commanders were facing industrial warfare of an unprecedented kind, for which neither their training nor experience had prepared them • The shell shortage of 1915 left the British commanders with too few armaments • Haig's readiness to utilise new technology: the tank, fuse 106 • General Herbert Plumer's capture of the Messines Ridge, June 1917 • August 1918: Haig's part in the Hundred Days' Offensive and eventual victory. Other relevant material must be credited.

Section C: indicative content

Option 35.1: Britain: losing and gaining an empire, 1763–1914

Question	Indicative content
7	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. Candidates are expected to reach a judgement on how far the acquisition of strategic bases in 1815 can be seen as the most significant development in the growth of Britain's global maritime power in the years 1763–1914. Arguments and evidence that support the proposition should be analysed and evaluated. Relevant points may include: • The acquisition of Cape Town from the Dutch gave Britain a vital staging post, controlling movement from the Atlantic to the Indian Oceans • The acquisition of Malta confirmed and facilitated Britain's naval domination of the Mediterranean • The acquisition of Ceylon provided a fine naval base at Colombo and promoted control in an area of growing commercial importance to Britain • The change from sail to steam made the holding of large numbers of coaling stations vital and these three were particularly important in this respect by the later nineteenth century. Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include: • There had been previous periods of significant gains, notably the acquisition and retention of Gibraltar • Throughout the nineteenth century, later significant acquisitions strengthened control further such as Aden (1839) and the Falklands (1834), consolidating the hold on the Indian and Atlantic oceans • The acquisition of Singapore (1819) and later Hong Kong (1842) gave Britain control of the South China Seas, which was a growing area of changing commercial importance • The opening of the Suez Canal changed the geographical focus of control and the acquisition of Alexandria (1882) and Cyprus (1878) were important in relation to this and might be considered of more significance. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on the suggestion that the power of the Royal Navy was a key factor in the growth of British trade throughout the world in the years 1763–1914. Arguments and evidence that support the proposition that the power of the Royal Navy was a key factor in these years should be analysed and evaluated. Relevant points may include • The importance of the Royal Navy in exploration and mapping, such as Cook in the 1770s • The importance of the Royal Navy in suppressing piracy and protecting trade • The role of the Royal Navy in acquiring trading stations, e.g. Hong Kong in 1842 • The role of the Royal Navy in protecting British merchants, e.g. in China. Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include: • The large growth in Britain's industrial base drove changing trade patterns and massively increased the quantity of goods for export • The increasing need to import food to feed the expanding urban population of Britain • The growth in the cotton industry in Lancashire drove a massive increase in trade with the southern states of the USA • The growing population in Britain led to massive emigration and a big increase in human cargos to be carried. Other relevant material must be credited.

Option 35.2: The British experience of warfare, c1790–1918

Question	Indicative content
9	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. Candidates are expected to reach a judgement about the extent to which Cardwell's army reforms were the key turning point in reforming the military in the years 1815–1918. Arguments and evidence that Cardwell's army reforms were the key turning point in these years should be analysed and evaluated. Relevant points may include: • Various military departments were combined into one: the War Office • The country was divided into local regimental districts • Length of overseas service was cut from 12 years to six • The purchase of commissions was abolished and replaced by a system of promotion through merit • The Commander-in-Chief was answerable to the Secretary for War and through him to parliament • The flogging of ordinary soldiers in peacetime was forbidden. Arguments and evidence that Cardwell's army reforms were *not* the key turning point in these years should be analysed and evaluated. Relevant points may include: • Cardwell's reforms were purely administrative and did not directly affect the military as a fighting force • The McNeill-Tulloch report (1855) was key in initiating moves to bring the army under the control of parliament and less under the control of the crown and generals, as in the earlier years of the nineteenth century • Fisher's reforms at the Admiralty (1904–10) created a more competent navy equipped for modern warfare at sea • Haldane's army reforms created the BEF with a permanent peacetime organisation and full complement of supporting troops, and an Officer Training Corps in public schools and universities. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement about how far Fisher's reforms at the Admiralty marked the most significant change in preparing the military for war in the years 1815–1918. Arguments and evidence that Fisher's reforms at the Admiralty marked the most significant change in these years should be analysed and evaluated. Relevant points may include: • The removal, in 1904, of 150 ships on active service, which were no longer appropriately useful • Fisher introduced the newly-developed torpedo boat destroyers intended for defence against submarines • He was responsible for authorising the construction of HMS Dreadnought, the first all-big-gun battleship • He supported the introduction of turbine engines, which were much more efficient than the reciprocating designs currently in use • He introduced more efficient oil fuelling to replace coal fired engines • He introduced daily baked bread on board ships to replace weevil-infested hard biscuit. Arguments and evidence that Fisher's reforms at the Admiralty did *not* mark the most significant change in these years should be analysed and evaluated. Relevant points may include: • Fisher's reforms applied to the navy only, not the entire military • The advent of steam engines to power ships in the 1820s, heralding the move from sail to the more efficient and manageable steam power • The McNeill-Tulloch report (1855) was key in initiating moves to bring the army under the control of parliament • Cardwell's army reforms (1870–71) resulted in a more efficient army • Haldane's army reforms created a significant change to the BEF with a permanent peacetime organisation and full complement of supporting troops, and an Officer Training Corps in public schools and universities. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928
Option 36.2: Ireland and the Union, c1774–1923

Sample assessment materials for first teaching September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/36

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.
- You must answer **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question from Section A, **one** question from Section B and **one** question from 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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SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Study Source 1 in the Sources Booklet before you answer this question.

1 Assess the value of the source for revealing the methods used by the government to control the Chartists and the attitudes of the Chartists to the government.

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

(Total for Question 1 = 20 marks)

Option 36.2: Ireland and the Union, c1774–1923

Study Source 2 in the Sources Booklet before you answer this question.

2 Assess the value of the source for revealing tensions in Ireland over land and the part played by Charles Stewart Parnell in attempting to deal with these tensions.

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

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

EITHER

3 'Effective leadership is the key to success.'

How far do you agree that this explains the success of the campaign for the repeal of the Contagious Diseases Acts in 1886 and the failure of the Women's Social and Political Union to obtain votes for women by 1914?

(Total for Question 3 = 20 marks)

OR

4 How significant was the report of the Samuel Commission (1926) in bringing about the General Strike of that year?

(Total for Question 4 = 20 marks)

Option 36.2: Ireland and the Union, c1774–1923

EITHER

5 'The British government response to the Irish Famine of the 1840s was totally inadequate.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 How accurate is it to say that trade union militancy in Northern Ireland, in the years 1907–14, was largely unsuccessful?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

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

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

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

EITHER

7 How far do you agree that the reform of parliamentary representation was driven by pressure, in the years 1815–1928, from those excluded from the franchise?

(Total for Question 7 = 20 marks)

OR

8 To what extent was the Representation of the People Act 1867 the key turning point in the development of political parties in the years 1790–1928?

(Total for Question 8 = 20 marks)

Option 36.2: Ireland and the Union, c1774–1923

EITHER

9 How far can the Easter Rising be seen as the key turning point in the development of Irish nationalism in the years 1801–1923?

(Total for Question 9 = 20 marks)

OR

10 How far do you agree that the most significant change in British government reaction to Irish nationalism in the years c1774–1923 was Gladstone's decision in 1885 to support Home Rule for Ireland?

(Total for Question 10 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 7** ☒ **Question 8** ☒

Question 9 ☒ **Question 10** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928
Option 36.2: Ireland and the Union, c1774–1923

Sample assessment materials for first teaching September 2015
Sources Booklet

Paper Reference
9HI0/36

Do not return this booklet with the question paper.

Turn over ▶

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

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Source for use with Question 1.

Source 1: From Robert Gammage, *History of the Chartist Movement 1837–1854*, published 1854. This was the first published account of the Chartist movement. Gammage was a Chartist all his working life, becoming increasingly active as a Chartist lecturer as he travelled the Midlands and south of England looking for work. He was involved in many of the meetings he describes and on which he comments. Here he is writing about the Kennington Common meeting in April 1848.

Various bodies continued to arrive on the Common with music and banners.

Meanwhile, the Convention assembled at nine o'clock, where a letter from the Commissioner of Police was read out, stating that the contemplated procession to Parliament would on no account be allowed to take place. O'Connor delivered a precautionary speech; took the blame off the government for the preparations they had made, and placed it upon those who had talked of an armed demonstration.

The delegates started from the Convention Room at ten o'clock. The procession to the Common was headed by a carriage, decorated with various banners and drawn by four horses. This carriage conveyed the National Petition, followed by a second carriage containing the delegates, drawn by six horses.

When the carriage reached the Common, O'Connor was asked to go to the Horns' Tavern. Mr Mayne, Commissioner of Police, was awaiting him. It was believed that O'Connor had been arrested, but this was an idle rumour. Mayne informed him that the Government would not interfere with the meeting, but that the procession would not be allowed. He said that the Government had the means of preventing it and those means would be used and that O'Connor would be held responsible. O'Connor promised that the procession should be abandoned. He had led the people to believe that he would head the procession to Parliament and he had pledged himself to the police that it should be abandoned.

O'Connor then addressed the masses on the Common, commending them not to injure their cause by any act of folly. He pointed to the Petition, which he said contained the voices of five million seven hundred thousand of their countrymen, who would be looking for good conduct from them that day. He then told them that the Executive would accompany the Petition and urged them not to accompany it.

The meeting being at an end, the Petition was placed in three carriages. The Chartist delegation accompanied it to Parliament. The police guarded the bridges, and for upwards of an hour after the meeting, prevented any approach on the part of the people. Some endeavoured to cross the bridges, but the police used their staves, often with very little moderation. The masses, however, did not risk a collision with the police, and considering the tension previously existing, the day passed off in a singularly peaceful manner.

Option 36.2: Ireland and the Union, c1774–1923

Source for use with Question 2.

Source 2: From a speech made by Charles Stewart Parnell at Ennis, a town in County Clare, Ireland, on 19 September 1880, as reported in *The Times* newspaper on 20 September 1880.

Depend upon it that the measure of the Land Bill in the next session of parliament will be determined by your activity and energy this winter. It will be the measure of your determination not to pay unjust rents; it will be the measure of your determination to keep a firm grip on your homesteads; it will be the measure of your determination not to bid for farms from which others have been evicted, and to use the strong force of public opinion to deter any unjust men amongst yourselves, and there are many such, from bidding for such farms. If you refuse to pay unjust rents, if you refuse to take farms from which others have been evicted, the land question must be settled, and settled in a way that will be satisfying to you. It depends therefore, upon yourselves, and not upon any Commission or any Government. When you have made this question ripe for settlement, then, and not until then, will it be settled.

Now, what are you to do to a tenant who bids for a farm from which another tenant has been evicted? I think I heard someone say 'shoot him'. I wish to point out to you a very much better way, a more Christian and charitable way, which will give the lost sinner an opportunity of repenting. When a man takes a farm from which another has been evicted, you must shun him on the roadside when you meet him, you must shun him on the fair green and in the market place, and even in the place of worship, by leaving him alone, but putting him into a moral Coventry by isolating him from the rest of his country, as if he were the leper of old. You must show him your detestation of the crime he has committed.

You may depend upon it, if the population of a county in Ireland carry out this doctrine that there will be no man so full of greed, so lost of shame, as to dare the public opinion of all right-thinking men within the country, and to transgress your unwritten code of laws.

Acknowledgements

Source 1 is from R G Gammage, *History of the Chartist Movement 1837-1854* © 2000 The Merlin Press; Source 2 is from The Tablet's correspondent, 'The Land Agitation, 25 September 1880'. By permission of The Tablet Publishing Company

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/36)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Option 36.2: Ireland and the Union, c1774–1923

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing the methods used by the government to control the Chartists and the attitudes of the Chartists to the government. The author is not named in the specification; candidates cannot therefore be expected to know about him, but should be aware of the context, namely the Chartist rally on Kennington Common. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The author was a Chartist and could be expected to be authoritative • The source is from an account published for popular consumption and concerns events within most people's memory, and should therefore resonate with the public mind • The source could be coloured by hindsight as the author was writing after the collapse of the Chartist movement • It is not clear whether the author was present at the Kennington Common rally; his report could be based on hearsay and so not necessarily accurate. 2. The following inferences and significant points of information could be drawn and supported from the source: **Methods used by the government to control the Chartists:** • It provides evidence that the government was well prepared for an insurrection by the Chartists • It provides evidence that the government first tried persuasion, accompanied by threats, keeping an armed response in reserve • It provides evidence that the government used the police to implement their directives. **Attitudes of the Chartists to the government:** • It suggests that the Chartists on Kennington Common were peaceful (music and banners) and did not seem to fear government violence • It provides evidence that some Chartists had been planning an armed demonstration against the government as represented by the forces of law and order • It provides evidence that O'Connor was anxious to agree to the government's conditions insofar as presenting the Petition was concerned, suggesting that that the presentation of the Petition to parliament took priority for him over the march. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the methods used by the government to control the Chartists and the attitudes of the Chartists to the government. Relevant points may include: • Government awareness of 1848 revolutions in Europe would have led them to be fearful of the Chartist rally on Kennington Common • The rally was in support of the third petition to be presented to parliament; the government, in the face of a huge rally, could be expected to be nervous

Question	Indicative content
	• The first two petitions having been unsuccessful, the Chartists would have high expectations of this one as far greater effort had gone into obtaining signatures and support for this petition, including support from MPs; tensions would have been high at the Kennington Common rally • Throughout the years 1838–48, when the government did respond to the Chartists, it was usually with violence – to attempt to negotiate first was a departure from established practice • O'Connor, by agreeing to government demands, was departing from his normal approach, which was violence.

Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value in revealing tensions in Ireland over land and the part played by Charles Stewart Parnell in attempting to deal with these tensions. Charles Stewart Parnell, who wrote and delivered the speech, is named in the specification, and candidates can therefore be expected to know about his work. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • As Parnell was an MP at Westminster, he would presumably have been knowledgeable and influential • Parnell, as President of the National Land League of Ireland, had detailed knowledge and understanding of Irish land issues • It is a speech designed to persuade, making a case through argument and rhetoric • The fact that it is being reported in *The Times* newspaper provides evidence that the Irish land issue is of interest beyond Ireland. 2. The following inferences and significant points of information could be drawn and supported from the source: **Tensions over land issues in Ireland:** • It suggests tenant evictions are widespread • It suggests that tensions are running very high ('I heard someone say "shoot him" ') • It provides evidence that tensions are caused, in part, by the willingness of some to take over farms from those who have been evicted • It suggests there are customs and practices amongst tenant farmers that are well-known, although unwritten, and that these are being violated. **The part played by Charles Stewart Parnell in dealing with these:** • It provides evidence of Parnell's determination to encourage direct action by tenant farmers • It suggests this is part of Parnell's strategy to effect the passage of the Land Bill through parliament • It suggests that Parnell was anxious to avoid physical violence by appealing to the community's sense of solidarity • It provides evidence that Parnell tries to persuade people to take a non-violent approach by referring to Christian teachings. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing tensions in Ireland over land and the part played by Parnell in attempting to resolve them. Relevant points may include: • The founding of the National Land League 1879, with the aim of abolishing landlordism and enabling tenant farmers to own the land they worked • The campaign following the founding of the National Land League under Parnell, which combined Home Rule with agrarian issues • The impact of Parnell's speech on the Land Wars • Gladstone's attitude to the Land Wars • The aims of the 1881 Land Bill.

Section B: indicative content

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that effective leadership was key to the success of the campaign for the repeal of the Contagious Diseases Acts in 1886 and the failure of the WSPU to obtain votes for women by 1914. Arguments and evidence that effective leadership was responsible for the success of the campaign for the repeal of the Contagious Diseases Acts should be analysed and evaluated. Relevant points may include: • The work of Josephine Butler and Elizabeth Wolstenholme in forming the Ladies' National Association for the Repeal of the Contagious Diseases Acts • Its efficient leadership and management in publicising and driving the campaign nationwide • The unity of the leadership team. Other factors may include: • The nature of the problem – a single-issue campaign that that did not have wider social implications • The support of many influential people – moralists, feminists and those who perceived the Acts as being an attack on civil liberties • The nature of the opposition, primarily the Association for the Extension of the Contagious Diseases Acts, which was perceived as being reactionary. Arguments and evidence that ineffective leadership of the WSPU did *not* account for the lack of success of the campaign for women's suffrage by 1914 should be analysed and evaluated. Relevant points may include: • The work of Emmeline Pankhurst and her daughters in founding the WSPU and turning it into a national movement • The organisational skills of the leadership 'team' • The divisions in their leadership and the impact of these on the movement • The perception by many, and many potential supporters, that the movement was too middle class and that this was encouraged by the leaders. Other factors may include: • The nature of the problem: although appearing to be a single-issue campaign, it had far-reaching social and political implications • The increasing militancy of the campaign, including criminal acts, alienated many • The onset of war. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about the significance of the report of the Samuel Commission (1926) in bringing about the General Strike of that year. Arguments and evidence that for the significance of the Samuel Commission's report in bringing about the strike should be analysed and evaluated. Relevant points may include: • The significance of the specific recommendation of the Samuel Commission that miners' pay be reduced by 13.5 per cent • The reasons why the mine owners proposed a reduction of 10 to 25 per cent and accompanied it with the threat of a lock-out • The significance of the MFGB refusal of both wage reduction and regional negotiation • The role of the TUC in attempting to effect a compromise • The attitude of the Labour Party leaders to the Commission and its impact. Arguments and evidence that the Samuel Commission's report was *not* significant should be analysed and evaluated. Relevant points may include: • The heavy domestic use of coal during the First World War led to a loss of overseas markets • The desire of mine owners to maintain profits, leading to longer working hours and lower pay for miners • The reintroduction of the gold standard in 1925, making the pound too strong for the profitable exporting of coal • The Dawes Plan (1924) allowing Germany to export coal • The fall in coal output per man accompanied by falling coal prices. Other relevant material must be credited.

Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the suggestion that the British government's response to the Irish Famine of the 1840s was totally inadequate. Arguments and evidence that the British government's response to the Irish Famine was totally inadequate should be analysed and evaluated. Relevant points may include: • No attempts were made to stop the exporting of food from Ireland, with the government arguing the efficacy of non-intervention and laissez faire • The imported maize (Peel's brimstone) was unsuitable, needing grinding in a country where there were few mills and becoming virtually inedible • The public work schemes were badly set up and administered, and were ineffective in providing relief to a starving people • The soup kitchen initiative, on which thousands depended, lasted for only six months • Poor relief, from 1847 onwards, was virtually the only form of public assistance, and its administration was cumbersome and restrictive • Nothing was done to stop ruthless eviction of tenants. Arguments and evidence that the British government's response to the Irish Famine was *not* totally inadequate should be analysed and evaluated. Relevant points may include: • A Relief Commission was set up to advise the government and to direct support and coordinate the work of local relief committees (1845–46) • The government ordered £100,000 of American corn (maize) to be imported into Ireland • Public work schemes were created that paid labourers in cash • Irish workhouses were given additional funding to help cope with the thousands of new paupers • Soup kitchens were introduced in 1847 following the ending of the public works programme. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement about the extent to which trade union militancy in Northern Ireland in the years 1907–14 was largely unsuccessful. Arguments and evidence that support the view that trade union militancy was unsuccessful in these years should be analysed and evaluated. Relevant points may include: • The demands of the NUDL strikers in the 1907 Belfast dock strike were not met by the employers and a negotiated settlement amounted to capitulation by the NUDL • In 1913, militancy on the part of the ITGWU led to a lock-out by Dublin employers, lasting from August 1913 to January 1914, which ended in failure for the employees • Lack of sufficient union funds resulted in genuine hardship for many of the 20,000 workers locked out from their workplaces • The collapse of the dispute with Dublin employers after five months, when most workers returned to work on the same or reduced pay with no improvement in working conditions. Arguments and evidence that support the view that trade union militancy had success in these years should be analysed and evaluated. Relevant points may include: • In 1907, successful militancy by the NUDL demanding union recognition, an increase in wages and better working conditions brought all the workers out in the Belfast dock strike • The strike created Catholic/Protestant solidarity and resulted in a significant increase in trade union membership with the establishment of the ITGWU in 1908 • The principle of union action and workers' solidarity had been firmly established • Longer-term successes – no future employer in the period covered by the specification would attempt to 'break' a union as Murphy had tried to do by spearheading the Dublin lock-out. Other relevant material must be credited.

Section C: indicative content

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Question	Indicative content
7	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. Candidates are expected to reach a judgement about how far the reform of parliamentary representation was driven by pressure, in the years 1815–1928, from those excluded from the franchise. Arguments and evidence that support the proposition that parliamentary representation was driven by pressure from those excluded from the franchise should be analysed and evaluated. Relevant points may include: • Riots in Nottingham and Bristol in September 1831 helped push through the Great Reform Bill • The pressure for reform from manufacturing/industrial areas 1830–31 • The impact of the Reform Union (formed 1864) and Reform League (founded 1865), with rallies demanding reform • The militancy of the suffragettes, gaining momentum 1910–14. Arguments and evidence to counter the proposition that parliamentary representation was driven by pressure from those excluded from the franchise should be analysed and evaluated. Relevant points may include: • Real pressure from those outside the franchise in the years 1815–28 did not produce reform in those years • The impact of deep divisions among the Tories over parliamentary reform following the death of George IV and the accession of William IV, who favoured reform, enabled Whigs to focus on parliamentary reform • Political manoeuvrings of Gladstone and Disraeli, and the desire of Disraeli to outwit Gladstone being his main reason for supporting parliamentary reform in 1867 • The peaceful campaign of suffragists 1897–1914, possibly gaining more credibility than the militancy of the suffragettes, though boundaries blurred • The impact of the First World War on the decision to grant limited female suffrage. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement about the extent to which the Representation of the People Act 1867 was the key turning point in the development of political parties in the years 1790–1928. Arguments and evidence that support the significance of the 1867 Act as being the key turning point should be analysed and evaluated. Relevant points may include: • Party caucuses on the model created in Birmingham by Joseph Chamberlain were developed • Clubs and associations were founded, e.g. the National Liberal Foundation, the Conservative and Constitutional Associations; the Primrose League • Neither Conservative nor Liberal parties were familiar with the urban working class, and so new philosophies and policies had to be developed • The development of the role of party leader and the greater public focus on the leader. Arguments and evidence to counter the proposition that the 1867 Act was the key turning point should be analysed and evaluated. Relevant points may include: • Continued influence of the landed elite throughout the period, with decisions made in country houses as well as exclusive clubs • Party leaders still managed to keep rank and file party members out of the decision-making process throughout the period • The 1832 Parliamentary Reform Act, by requiring voter registration, marked the beginning of a change in party organisation exploited by, e.g., Bonham and the Tories • The Redistribution Act 1885 destroyed local party structure, giving more power to the centre. Other relevant material must be credited.

Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
9	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. Candidates are expected to reach a judgement about how far the Easter Rising can be seen as the key turning point in the development of Irish nationalism in the years 1801–1923. Arguments and evidence that the Easter Rising was the key turning point in the development in this period should be analysed and evaluated. Relevant points may include: • The handling of the Rising by the British authorities generated support for Irish nationalism and increased anti-British sentiment • It marked a significant change in Irish nationalist politics, launching the careers of Éamon de Valera and Michael Collins as leaders of the Irish nationalists • It provided physical evidence that the aim of some influential nationalists had changed from Home Rule to independence • It was a political event of emotional power, which succeeded in changing the focus of many of the Irish from the First World War to nationalism. Arguments and evidence against the Easter Rising being the key turning point should be analysed and evaluated. Relevant points may include: • There was mixed support within Ireland for the Easter Rising, so it is doubtful that it was generally accepted as a key turning point • The Act of Union 1801 could be seen as a key turning point, as it abolished the Dublin parliament – Ireland was to be represented at Westminster and it was this that ultimately stimulated Irish nationalism • The Young Ireland Rebellion of 1848 could be seen as a key turning point as it heralded the founding of the Fenian Brotherhood, 10 years later • The Ulster Covenant of 1912 could be seen as a key turning point – it was signed by nearly half a million men and women pledged to oppose Irish nationalism, and this polarised opinion in Ireland stimulating a more militant nationalism in the south. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement about how far the most significant change in British governments' reaction to Irish nationalism in the years c1774–1922 was Gladstone's decision in 1885 to support Home Rule for Ireland. Arguments and evidence that support the view that it marked the most significant change in British governments' reaction to Irish nationalism should be analysed and evaluated. Relevant points may include: • One of the two major political parties was now committed to Home Rule (despite internal splits) which had not been the case previously • The first ever Home Rule bill introduced into the Commons in April was in 1886 and attempted to harness the support of Parnell's Irish party by acknowledging some of its demands, thus marking an acceptance of some nationalist demands • A second attempt to obtain Home Rule for Ireland received a clear majority in the Commons but not the Lords. Despite the fall of Parnell, Gladstone again made concessions to the Irish Home Rulers • The 1912 Home Rule Bill, very similar to the second one in its concessions to Irish Home Rulers, led to bitter constitutional crises, but became law in September 1914, although was suspended because of the outbreak of war. Arguments and evidence that counter the view that it marked the most significant change should be analysed and evaluated. Relevant points may include: • Gladstone's conversion to Home Rule consolidated opposition to it from the Conservative Party, led by Salisbury, and elements within the Liberal Party, led by Hartington and Chamberlain, so could not be regarded as a significant change • The constitution of 1782 was a significant change. Granted by the British government, it freed the Irish parliament from legal restrictions on the scope of its jurisdiction, resulting in Grattan's Parliament • The impact of Daniel O'Connell and the Repeal Organisation on the British government, whose 'Monster Meetings' throughout Ireland demanding the repeal of the Act of Union led to his imprisonment and the quashing of his conviction by the Lords • Catholic emancipation in 1829 permitted members of the Catholic Church to sit in parliament at Westminster for the first time, marking a significant change • The impact made by Charles Stewart Parnell and the Irish Parliamentary Party at Westminster, formed in 1882. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 37.1: The changing nature of warfare, 1859–1991: perception and reality
Option 37.2: Germany 1871–1990: united, divided and reunited

Sample assessment materials for first teaching September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/37

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.
- You must answer **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question from Section A, **one** question from Section B and **one** question from 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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SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

Study Source 1 in the Sources Booklet before you answer this question.

1 Assess the value of the source for revealing the attitudes and approaches of the German army High Command to an attack on France in 1940.

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

(Total for Question 1 = 20 marks)

Option 37.2: Germany 1871–1990: united, divided and reunited

Study Source 2 in the Sources Booklet before you answer this question.

2 Assess the value of the source for revealing the approaches of the new Nazi regime to potential opposition in 1933 and its success in suppressing it.

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

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 37.1: The changing nature of warfare, 1859–1991: perception and reality

EITHER

3 How far do you agree that May 1943 was a turning point in the Battle of the Atlantic, 1939–45?

(Total for Question 3 = 20 marks)

OR

How accurate is it to say that the use of US air power in the years 1965–73 had no effect on the outcome of the war in Vietnam?

(Total for Question 4 = 20 marks)

Option 37.2: Germany 1871–1990: united, divided and reunited

EITHER

5 To what extent did Bismarck succeed in reducing divisions in the new Germany in the years 1871–79?

(Total for Question 5 = 20 marks)

OR

6 'It was the flood of refugees from East Germany to West Germany that made unification inevitable in 1990.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

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

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

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

EITHER

7 How far do you agree that throughout the period 1861–1991 in the USA, the popular portrayal and remembrance of war has largely focused on heroism rather than suffering and death?

(Total for Question 7 = 20 marks)

OR

8 How far do you agree that throughout the period 1861–1991, successive US governments were largely successful in gaining and keeping widespread public support for armed conflict when the nation was at war?

(Total for Question 8 = 20 marks)

Option 37.2: Germany 1871–1990: united, divided and reunited

EITHER

9 **'**Government intervention in the economy was the crucial factor in maintaining German prosperity in the years 1871–1990.'

How far do you agree with this statement?

(Total for Question 9 = 20 marks)

OR

10 'The German urban working class has grown steadily in importance and prosperity throughout the years 1871–1990.'

How far do you agree with this statement?

(Total for Question 10 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 7** ☒ **Question 8** ☒

Question 9 ☒ **Question 10** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 37.1: The changing nature of warfare, 1859–1991: perception and reality
Option 37.2: Germany 1871–1990: united, divided and reunited

Sample assessment materials for first teaching September 2015
Sources Booklet

Paper Reference
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Do not return this booklet with the question paper.

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

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

Source for use with Question 1.

Source 1: From *Panzer Leader* by Heinz Guderian, published in English in 1952. Here he is recalling events that took place in 1939–40.

The Army High Command, spurred on by Hitler to mount an offensive, was intending to use, once again, the so-called 'Schlieffen Plan' of 1914. It is true that this had the advantage of simplicity, though hardly the charm of novelty. Thoughts turned to alternative solutions. In November 1939, Manstein, the Chief of Staff of army group A, outlined his ideas to me; these involved a strong tank attack through southern Belgium and Luxembourg towards Sedan, a breakthrough splitting in two the whole French front. He asked me to examine this plan from the point of view of a tank man. After a lengthy study and remembering the terrain from the First World War, I assured Manstein that the operation he had planned could be carried out. The only condition was that a sufficient number of armoured and motorised divisions must be employed, if possible all of them.

Manstein thereupon wrote a memorandum which was sent to the Army High Command on the 4th December 1939. There it was by no means joyfully received. To start with, the High Command only wanted to use one or two panzer divisions for the attack. I held such a force to be too weak and therefore pointless. Manstein was insistent on stronger tank forces and by so doing aroused such hostility in the High Command that he was removed from his position and appointed commanding general of an Infantry Corps.

When Manstein reported to Hitler on assuming command of his corps, he took the opportunity to express his views on the forthcoming operations. This resulted in the Manstein Plan now becoming the object of serious study: a war game that took place seemed to me decisive in its favour. The Chief of the Army General Staff, Halder, who was present, envisaged tank forces reaching the Meuse and even securing bridgeheads across it and then waiting for the infantry armies to catch up. I contradicted him strongly and repeated that the essential idea was that we use all the available offensive power of our armour in one surprise blow at one decisive point; to drive a wedge so deep and wide that we need not worry about our flanks; and then immediately to exploit any successes without bothering to wait for the infantry corps.

I was given command of three panzer divisions. No one believed we would be successful, except for Hitler, Manstein and myself.

Option 37.2: Germany 1871–1990: united, divided and reunited

Source for use with Question 2.

Source 2: From Sebastian Haffner, *Defying Hitler*, published 2002. Haffner was a 28-year-old trainee judge in Berlin in 1933. He left Germany with his Jewish fiancée in 1938. This extract relates to events in 1933, but the memoir was written in exile in England in 1939 and not discovered until after Haffner's death in 1999.

The world I lived in dissolved and disappeared. Every day one looked around and something else had gone and left no trace. What was happening openly and clearly in public was almost the least of it. Yes, political parties disappeared or were dissolved; first those of the Left, then those of the Right; I had not been a member of any of them. The men who had been the focus of attention, whose books one had read, whose speeches we had discussed, disappeared into exile or the concentration camps: occasionally one heard that one or other had 'committed suicide while being arrested' or been 'shot while attempting to escape'. At some point in the summer the newspapers carried a list of thirty or forty names of famous scientists or writers; they had been proscribed, declared to be traitors to the people and deprived of their citizenship.

More unnerving was the disappearance of quite harmless people, who had in one way or another been part of daily life. The radio announcer whose voice one had heard every day, who had become an old acquaintance, had been sent to a concentration camp, and woe betide you if you mentioned his name. The familiar actors and actresses who had been a feature of our lives disappeared from one day to the next. The brilliant young star Hans Otto lay crumpled in the yard of an SS barracks. He had 'thrown himself out of a fourth floor window' they said. A famous cartoonist, whose harmless drawings had brought laughter to the whole of Berlin every week, committed suicide, as did the master of ceremonies of a well-known cabaret. Others just vanished. One did not know whether they were dead, incarcerated or had gone abroad. They were just missing.

The symbolic burning of books in April had been widely publicised, but the disappearance of books from bookshops and libraries was uncanny. Contemporary German literature, whatever its merits, had simply been erased. Books of last season that one had not bought by April became unobtainable. Readers were deprived of their world overnight. Further they felt intimidated; and if they dared to talk about the newest books by Jewish authors, they put their heads together and whispered like conspirators.

Many journals and newspapers disappeared from the kiosks, but what happened to those that continued in circulation was much more disturbing. You could not quite recognise them anymore.

Acknowledgements

Source 1 is from Heinz Guderian, *Panzer Leader*, Penguin Classics 2009. © Penguin Books Ltd; Source 2 is from Sebastian Haffner, *Defying Hitler: A Memoir*, Picador 2003

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/37)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

Option 37.2: Germany 1871–1990: united, divided and reunited

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing the attitudes and approaches of the German army High Command to an attack on France in 1940. The author of the extract is named in the specification – candidates can therefore be expected to know about him and should be aware of the context, namely the attack on France in 1940. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The author, as a highly placed German general and Germany's leading expert on tank warfare, is in a position to offer insight • He appears to be confident enough to argue with his superiors and to have a good grasp of the overall strategy • He is writing over 10 years after the event and with the benefit of hindsight • He may be exaggerating points to boost his own position and importance, as with many memoirs. 2. The following inferences and significant points of information could be drawn and supported from the source: **Attitudes:** • It claims that the High Command had little enthusiasm for attack – they had been spurred on by Hitler • It claims that it was only with reluctance that the High Command examined Manstein's plan and under pressure from Hitler • It suggests resentment of those challenging its assumptions and hence the removal of Manstein • It claims that there was little faith in the success of an attack. **Approaches:** • It suggests that the fundamental approach of the original plan was unimaginative, relying on a long-standing and traditional strategy • It suggests suspicion of the original strategic conceptions in Manstein's plan in breaking the French Front through the Ardennes • It claims that the High Command believed armoured divisions should be employed only to secure the way for the infantry. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the attitude and approaches of the German High Command to the attack on France. Relevant points may include: • Guderian, as the author of *Achtung Panzer* in 1937, was at the forefront of those advocating a new approach • The Manstein Plan turned out to be brilliantly successful and hence it was in Guderian's interest to claim as much credit as possible and to minimise the number of senior officers who backed it • There was a large element of luck in the success of the plan – in this sense, Halder's estimate that it had a 10 per cent chance of success was realistic and Guderian was almost foolhardy in his optimism.

Option 37.2: Germany 1871–1990: united, divided and reunited

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value in revealing approaches of the new Nazi regime to potential opposition in 1933 and is success in suppressing it. The author of the extract is not named in the specification and therefore candidates cannot be expected to know about him but should be aware of the context, namely the events in Germany in 1933. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The position of the author as an educated and well-informed observer living in the capital city at the time he describes • He was not a member of any opposition party • There is a mass of telling detail covering a range of activities that an educated young man might be interested in • It was written six years later and in exile, so it may have a justificatory purpose, but appears not to have been intended for publication. 2. The following inferences and significant points of information could be drawn and supported from the source: **Approaches to potential opposition:** • It suggests that the Nazi regime operated with great thoroughness in dealing with a range of actual and potential critics • It suggests that the threat and use of extreme violence was well known • It suggests that there was a deliberate attempt to create an atmosphere of intimidation • It suggests that government moves were measured and stealthy and difficult to resist. **Successes in suppressing it:** • It suggests that across a wide range of areas the regime imposed its will and removed opponents, real or imaginary • It provides evidence that the regime was able to impose a climate of fear upon the population • It provides evidence that eminence and celebrity appear to have been no protection. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing approaches to opposition in 1933 and the success of the Nazi regime in dealing with it. Relevant points may include: • In 1933 there was a gradual, but effective, Nazi consolidation of power • Most of the steps taken were 'constitutional', e.g. the Enabling Act of March • The process of *Gleichschaltung* is well illustrated here • The author's middle class and Berlin perspective perhaps leads him to ignore the suppression of the trade unions and the militant left in the big industrial areas • The extract tends to give a sense of helplessness in the face of the regime, but little sense of the degree of support for the Nazis which, it can be argued, made it that much more effective in suppressing its opponents.

Section B: indicative content

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how far May 1943 was a turning point in the Battle of the Atlantic, 1939–45. Arguments and evidence that May 1943 was a turning point should be analysed and evaluated. Relevant points may include: • The strength of the German position prior to May – the German U-boat fleet had reached its largest extent with 300 boats in commission and 70 on station • The German U-boats sank 510,000 tons of shipping in March 1943 for the loss of few U-boats • The position was dramatically reversed in May with the loss of only six merchant ships, but 20 U-boats were lost • Dönitz decided to withdraw all U-boats from the North Atlantic • Dönitz sent U-boats back in September but lost 59 in return for only nine merchant ships sunk by December • From May, over 96 per cent of allied ships crossed the Atlantic safely. Arguments and evidence against the proposition should be analysed and evaluated. Relevant points may include: • New levels of shipbuilding were significant, and it was in July 1943 that a record high of 200 ships built in a month was achieved – the Germans could never hope to match this with sinkings • The crucial breakthrough in breaking the German Naval Code was significant and took place partially in December 1942, but not to full effect until the autumn of 1943 • Germany continued to work on new submarines, which were faster and harder to detect, and these were deployed in 1945 • Fast liners used as troopships were almost invulnerable to slow moving U-boats in most circumstances. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about how accurate it is to say that the use of US air power had no effect on the outcome of the war in Vietnam. Arguments and evidence supporting the statement that US air power had no effect should be analysed and evaluated. Relevant points may include: • The USA had massive air superiority and dropped a greater tonnage of bombs than in the whole of the Second World War, yet it still lost • Huge quantities of bombs were dropped in an attempt to impede communist supply lines, but on the Ho Chi Minh Trail, statistically, there was more risk from snake bite than US bombing • The US displayed excessive caution, according to air power specialists, in attacking North Vietnam, particularly near the Chinese border • SAM missiles used by the Vietcong often forced US strategic bombers to fly too high for accuracy • The jungle cover limited the tactical effectiveness of US air power. Arguments and evidence contradicting the statement should be analysed and evaluated. Relevant points may include: • Air power was effective in blunting the NVA offensive of 1972 • The use of air power against Hanoi in late 1972 was crucial in forcing the North to a compromise in negotiations with the Nixon Government • Where the NVA chose to make a conventional attack, as in the la Drang valley in 1965, US air power contributed significantly to inflicting defeat • The widespread use of helicopters was an enormous asset to the US Army in attack and in the evacuation of the wounded, which had great benefit in maintaining morale. Other relevant material must be credited.

Option 37.2: Germany 1871–1990: united, divided and reunited

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the extent to which Bismarck succeeded in reducing divisions in the new Germany in the years 1871–79. Arguments and evidence supporting the proposition about the extent of Bismarck's success in reducing divisions in these years should be analysed and evaluated. Relevant points may include: • The effective cooperation with the National Liberals, the largest party in the *Reichstag* until 1878 • The establishing of a uniform coinage • The setting up of an Imperial Bank (1875) • The establishing of a new commercial code for trade and industry. • The legal reforms, e.g. uniform legal procedures were established across the *Reich*. Arguments and evidence contradicting the proposition about the extent of Bismarck's success in reducing divisions in these years should be analysed and evaluated. Relevant points may include. • Germany was a federal state and there were considerable variations in each state's constitutional arrangements • The armies of the separate states remained • The *Kulturkampf* heightened tensions with the large Roman Catholic minority • Minorities on the borders of the Reich continued to vote for separatist candidates in elections • The growing working class increasingly identified with the marxist Social Democrats, increasing social and political tensions • Bismarck introduced the divisive Anti-Socialist Law in 1878. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on the suggestion that it was the flood of refugees from East Germany to West Germany that made unification inevitable in 1990. Arguments and evidence supporting the proposition about the flood of refugees making reunification inevitable should be analysed and evaluated. Relevant points may include: • In the winter of 1989–90, around 2,000 crossed from East to West Germany each day, and this was predicted to reach one million per year • The strains placed on the West German housing and social welfare system were becoming intolerable • The flood of refugees added to the existing temporary unemployment problem in West Germany • In East Germany, the loss of skilled workers threatened economic collapse • Managing the flood of refugees through unification seemed increasingly an easier option in the West than raising taxes to support refugees. Arguments and evidence contradicting the proposition about the flood of refugees making reunification inevitable should be analysed and evaluated. Relevant points may include: • Honecker's illness and intransigence, undermining the long-standing government of the GDR • The importance of 'Wir sind ein Volk' • There were enormous additional economic problems in the East, including state debts • The willingness of Kohl to push for unification and throw the resources of the CDU into the elections in East Germany • The fact that Gorbachev and the Russian leadership were distracted by domestic problems • The generous agreement of Kohl and the Federal Republic to accept currency unification at parity. Other relevant material must be credited.

Section C: indicative content

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

Question	Indicative content
7	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. Candidates are expected to reach a judgement as to how far, throughout the period 1861–1991, the popular portrayal and remembrance of war in the USA has been focused on heroism rather than suffering and death. Arguments and evidence supporting the proposition that popular portrayals and remembrance have focused more on heroism should be analysed and evaluated. Relevant points may include: • Veterans' parades took place for decades after the US Civil War with stirring speeches on heroism. Generals on both sides continued to be portrayed as heroic figures • The bestselling novel in the late nineteenth century *The Red Badge of Courage*, portrayed the triumph of courage over cowardice • The heroic antics of the 'rough riders' dominated reportage of the Spanish American War • The overwhelming number of popular fictional portrayals of the Second World War focus on heroism in a just cause, e.g. *The Sands of Iwo Jima* • Early and popular portrayals of the Vietnam War were positive in their portrayal of combat, e.g. *The Green Berets*. Arguments and evidence contradicting or modifying the proposition should be analysed and evaluated. Relevant points may include: • The use of photography in the Civil War showed civilians the carnage of battles • The Spanish American War produced a bitter anti-war piece of writing from Mark Twain condemning the massacre of 600 civilians in the Philippines by US troops • The First World War led to the production of a series of films stressing the horror and pointlessness of war, the most famous of which was *All Quiet on the Western Front* • From the late 1960s, portrayals of the Second World War in film turned darker, e.g. *Patton* • The Vietnam War eventually elicited a mass of bleak portrayals, e.g. *Apocalypse Now*. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement as to how far, throughout the period 1861–1991, successive US governments were largely successful in gaining and keeping widespread public support for armed conflict when the nation was at war. Arguments and evidence supporting the idea that US governments were largely successful in gaining and keeping support should be analysed and evaluated. Relevant points may include: • The governments of both the Confederacy and the Union were successful in gaining large numbers of volunteers for their armies • The outbreak of the Spanish-American War was greeted with wild jubilation and widespread support in the media • There was widespread support for the US war effort in 1917–18, as shown by the numbers of volunteers and the popularity of the crackdown on the small number of dissidents • The nature of the outbreak of the Second World War in 1941 ensured widespread support, which continued • The Vietnam War initially commanded widespread support and enjoyed majority support to 1973, according to opinion polls. Arguments and evidence contradicting the idea should be analysed and evaluated. Relevant points may include: • There was considerable opposition in the north to the Conscription Act of 1863 and riots in New York; there was growing and widespread desertion from the Confederate Armies by 1864–65 • The short duration of the Spanish-American War did not allow for real opposition to develop • Many Americans of German and Irish descent were less than enthusiastic about the First World War, as indicated by the authorities' crackdown on dissidents • Support for the Second World War was in part a result of increased prosperity and falling unemployment rather than government propaganda • The Vietnam War attracted an increasingly vocal minority of opponents particularly amongst the young; there was growing and serious opposition in Congress. Other relevant material must be credited.

Option 37.2: Germany 1871–1990: united, divided and reunited

Question	Indicative content
9	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. Candidates are expected to reach a judgement on the suggestion that government intervention in the economy was the crucial factor in maintaining German prosperity in the years 1871–1990. Arguments and evidence supporting the proposition should be analysed and evaluated. Relevant points may include: • The adoption of a tariff in 1879 protected German agriculture and helped the growing German iron and steel industry • The adoption of social welfare programmes in the 1880s aided German workers in sickness and old age • The construction of the large High Seas Fleet after 1898 stimulated the steel and engineering industries • The economic and social programmes adopted by the Nazi regime in 1933–39 helped to promote recovery from the slump and extended benefits to various groups • The economic protectionism and the common agricultural policy of the European Community aided German agriculture and industry in the years after 1956. Arguments and evidence contradicting the proposition should be analysed and evaluated. Relevant points may include: • The skills of the workforce and entrepreneurial drive of the owners were vital to the boom in industry pre-1873 and in the period 1895–1914 • The boom of the 1920s relied heavily on exports and foreign investment • The governments of 1927–32 did little to ameliorate the slump in agriculture or the later slump in industry • Marshall Aid was a US initiative that aided German recovery in the later 1940s • German culture valued hard work, skills and entrepreneurial drive; these and exports were vital in producing the economic miracle of the 1950s onwards. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement on the suggestion that the German urban working class grew steadily in importance and prosperity in the years 1871–1990. Arguments and evidence supporting the proposition should be analysed and evaluated. Relevant points may include: • The growth in urbanisation over the period increased the size of the working class, increasing its importance compared to the hitherto dominant peasantry • It is reflected in the growth of trade unions which were well established and large by 1914 – these played an important part in the 1920s and again in the Federal Republic post-1949 • The political importance of the working class was shown in the growth and continued importance of the SPD • The introduction of welfare reforms in the 1880s and under the Nazis reflected the political importance of the urban working class • There was an overall rise in wage rates from 1871–1913, again in the late 1920s and in the periods 1933–39 and 1949–90. Arguments and evidence contradicting the proposition should be analysed and evaluated. Relevant points may include: • There were serious setbacks to prosperity in the two world wars and in the severe slump of 1929–33 • The growth in prosperity has seldom been steady – following the slump of 1873, growth was uneven and troubled until 1895 • The Nazi regime abolished trade unions in 1933 and free trade unions were only re-established post-1945 • The post-war boom and economic miracle was punctuated by slowdowns and recessions, such as that following the oil price shock of 1973 • The 'dear food' policies brought in by the Bismarck tariff and the Common Agricultural Policy favoured rural Germany and indicate that the interests of the working class could be ignored and therefore their importance was not great. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 38.1: The making of modern Russia, 1855–1991
Option 38.2: The making of modern China, 1860–1997

Sample assessment materials for first teaching
September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/38

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.
- You must answer **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question from Section A, **one** question from Section B and **one** question from 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

SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 38.1: The making of modern Russia, 1855–1991

Study Source 1 in the Sources Booklet before you answer this question.

1 Assess the value of the source for revealing the extent of support for the Bolsheviks in Russia and their attitude to democracy.

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

(Total for Question 1 = 20 marks)

Option 38.2: The making of modern China, 1860–1997

Study Source 2 in the Sources Booklet before you answer this question.

2 Assess the value of the source for revealing the nature of Chinese society in the late nineteenth century and the reasons for the Boxer Rebellion.

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

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 38.1: The making of modern Russia, 1855–1991

EITHER

3 How extensive were the political reforms of Alexander II in the years 1855–70?

(Total for Question 3 = 20 marks)

OR

4 To what extent did Nikita Khrushchev 'de-Stalinize' the USSR in the years 1956–61?

(Total for Question 4 = 20 marks)

Option 38.2: The making of modern China, 1860–1997

EITHER

5 How accurate is it to say that it was Chiang Kai-shek's decision to attack the Japanese in Shanghai in August 1937 that turned a minor incident in Beijing into all-out war?

(Total for Question 5 = 20 marks)

OR

6 To what extent was the Sino-Soviet split simply a result of the clash of personalities between Mao Zedong and Nikita Khrushchev?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

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

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

Option 38.1: The making of modern Russia, 1855–1991

EITHER

7 How far do you agree with the opinion that there was a steady improvement in the lives of Russian peasants over the years 1855–1991?

(Total for Question 7 = 20 marks)

OR

8 How far can the collectivisation of agriculture 1928–32 be seen as the key turning point in the process of change in agriculture in Russia and the USSR in the years 1855–1991?

(Total for Question 8 = 20 marks)

Option 38.2: The making of modern China, 1860–1997

EITHER

9 How far can Deng Xiaoping's launching of the Four Modernisations in 1978–79 be regarded as the key turning point in the development of China as a great economic power in the years 1860–1997?

(Total for Question 9 = 20 marks)

OR

10 'The process of economic growth in China was driven, in the years 1860–1997, mainly by Chinese political leaders.'

How far do you agree with this statement?

(Total for Question 10 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 7** ☒ **Question 8** ☒

Question 9 ☒ **Question 10** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 38.1: The making of modern Russia, 1855–1991
Option 38.2: The making of modern China, 1860–1997

Sample assessment materials for first teaching
September 2015
Sources Booklet

Paper Reference
9HI0/38

Do not return this booklet with the question paper.

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

Option 38.1: The making of modern Russia, 1855–1991

Source for use with Question 1.

Source 1: From 'The Decree of the All-Russian Executive Committee of the Soviets on the dissolution of the Constituent Assembly', 6 January 1918. This was drafted by Lenin.

From the very beginning of the Russian Revolution the Soviets brought the toiling and exploited classes together and led them in the fight for full political and economic freedom. They learned by experience the futility of compromising with the bourgeoisie.

The Constituent Assembly, which was elected on the lists made out before the October Revolution, represents the old order.

At the time of voting for the Socialist Revolutionaries, the people were not in a position to decide between the Right Wing (supporters of the bourgeoisie) and the Left Wing (supporters of socialism). This accounts for the fact that the Constituent Assembly, the crown of the bourgeois-parliamentary republic, stands in the way of the October Revolution and the Soviet power.

The labouring classes have learned by experience that the old bourgeois parliament has outlived its usefulness. It is quite incompatible with the task of establishing socialism. The task of overcoming the propertied classes, and of laying the basis of a socialistic society, cannot be undertaken by a national institution, but only by one representing a class such as the Soviet does. To deny full power to the Soviets in favour of a bourgeois parliamentarianism such as the Constituent Assembly would be a step backwards and the death blow of the October workers'-peasants' revolution.

The Constituent Assembly, which opened on 5 January, has a majority of Socialist Revolutionaries of the Right, the party of Kerensky. It is natural that this party should refuse to recognise the October Revolution and the Government of the Soviet. By these very acts the Constituent Assembly has cut every tie that bound it to the Soviet of the Russian Republic. Under the circumstances the Bolsheviks and the Socialist Revolutionaries of the Left had no choice but to withdraw from the Constituent Assembly.

The Majority parties of the Constituent Assembly – the Socialist Revolutionaries and the Mensheviks – are carrying on an open war against the Soviet, calling for its overthrow and in this way helping the exploiters in their efforts to block the transfer of the land and the factories to the toilers.

It is clear that this part of the Constituent Assembly can be of help only to the bourgeois counter-revolution in its efforts to crush the power of the Soviets.

In view of the above the Central Executive Committee hereby decrees: The Constituent Assembly is dissolved.

Option 38.2: The making of modern China, 1860–1997

Source for use with Question 2.

Source 2: From Sir Robert Hart, *These from the Land of Sinim* [China], published 1901. Hart was a former British diplomat and was Head of the Chinese Imperial Maritime Customs Service, 1863–1910. He received the high honour of the award of the Red Button from the Imperial Court. The book was a memoir and commentary on China. Here, he is writing about China at the time of the Boxer Rebellion of 1898.

Sixty years of treaty relations have culminated in this Boxer movement; how to account for such a finale? The Chinese are a proud – some say a conceited – people but they have good reasons for their pride. There is pride of race, pride of intellect, pride of civilisation, pride of supremacy; and this inherited pride, in its massive and magnificent setting of blissful ignorance, has been so hurt by the manner of foreign impact that it has overwhelmed the other good points of Chinese character; it is not simply the claim for equality by foreigners, or the demonstration of physical superiority or the expansion of contact under compulsion, or the dictation of treaties, that have hurt that pride. It is something in those treaties which keeps open the raw wound and prevents healing.

The most important, and from the foreign standpoint the most essential, stipulation in the treaties is that which extra-territorialises* the foreigner in China. By it the foreigner is not subject to any Chinese tribunal and can only be dealt with by officials of his own country. It leads to the supposition that he is not only to be judged by his own laws, but is absolved from any laws of China. These laws are of two kinds, the one being the written laws of the Chinese Empire and the other the unwritten laws, the practices, prejudices and superstitions of a locality. These in their turn are just as binding on all the people there. They are more likely to produce ill-feeling if violated.

A foreign official is brought in by missionaries, for instance, and his intervention obliges Chinese officials to enforce the sale of a certain plot of ground to the missionaries against the wishes of the neighbours. Then the mission proceeds to put up a lofty building on it, thereby, in the estimation and to the consternation of the whole population, irretrievably ruining the luck of the neighbourhood and the fortunes of the inhabitants. To the foreigner, the native objection is not only something to be laughed at, but is a superstition to be fought against and swept away.

This is just the style of action which carries with it the sure seed of a future riot followed by demands by the foreigners for gunboat protection.

*extra-territorialises – removing foreigners from Chinese law and jurisdiction

Acknowledgements

Source 1 is from J Bunyan and H H Fisher, *The Bolshevik Revolution 1917-18*, Stanford University Press 1934 © The Board of Trustees of the Leland Stanford Jr University 1961; Source 2 is from Sir Robert Hart, *These from the Land of Sinim: Essays on the Chinese Question*, Chapman & Hell 1901

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/38)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 38.1: The making of modern Russia, 1855–1991

Option 38.2: The making of modern China, 1860–1997

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 38.1: The making of modern Russia, 1855–1991

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing the extent of support enjoyed by the Bolsheviks and their attitude to democracy. The author of the extract, Lenin, is named in the specification, and candidates can be expected to know about him and should be aware of the context, namely the dissolution of the Constituent Assembly. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The authoritative position of the author as the acknowledged leader of the Bolsheviks and the driving force behind the October Revolution • The document was issued in the name of the Soviet, which the Bolsheviks claimed was now the legitimate authority in Russia, and this is therefore a public and official document • There is a clear appeal to public opinion and the verdict of history • It is clearly written with the intention of reducing any blame that might fall on the Bolsheviks for 'destroying' democracy. 2. The following inferences and significant points of information could be drawn and supported from the source: **Extent of support for the Bolsheviks:** • The fact that the Bolsheviks felt able to dissolve a popularly elected assembly suggests they felt confident they had popular support • It admits that the Bolsheviks' opponents have a majority in the Assembly • It implies that the electoral lists that formed the basis of the election are now invalid because they were drawn up before October • It suggests that the Bolsheviks had powerful sources of support outside the assembly, through the Soviets. **Their attitudes to democracy:** • It suggests that there were different ideas of democracy and the Constituent Assembly represented bourgeois ideas of democracy • It suggests that democracy had to be based on class, and the Soviets were more representative of the workers than this Assembly • It claims that the pursuit of a socialist ideal justifies ignoring election results if the elected representatives stand in the way of the implementation of socialism • It suggests that ultimately Lenin and the Bolsheviks believed they should decide what is best. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the extent of the support for the Bolsheviks and their attitude to democracy. Relevant points may include: • Growing support for the Bolsheviks and the increase in party membership • The areas of Bolshevik support in the large cities (particularly Petrograd and Moscow) and the army compared to much wider support for their opponents in the villages and small towns • The use of violence to seize power in Petrograd and even more so in Moscow in October • The Marxist belief in the primacy of class in determining value judgements and faith in the Bolshevik Party as the vanguard of the working class.

Option 38.2: The making of modern China, 1860–1997

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value in revealing the nature of Chinese society in the late nineteenth century and the reasons for the Boxer Rebellion. The author of the extract is not named in the specification – candidates cannot therefore be expected to know about him, but should be aware of the context of the source, namely the Boxer Rebellion. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The position of the author as an educated and well-informed observer who had lived in China for many years and was highly regarded at the Chinese Court • He appears to be genuinely trying to explain Chinese actions and to enter into their mindset; in this sense he displays sympathy • He has knowledge of Chinese history, culture and the political system • It was written in the immediate aftermath of the Boxer Rebellion, which should aid accuracy of recollection but might limit reflective analysis. 2. The following inferences and significant points of information could be drawn and supported from the source: **Nature of Chinese society:** • It suggests a respect for Chinese civilisation and an awareness of the importance of unwritten codes of behaviour • It claims there are good reasons for Chinese resentment of foreigners • It claims that most Chinese people are ignorant of the outside world but that this ignorance is 'blissful' and almost to be admired • He appears to think that many ordinary Chinese are prey to strange superstitions, but these need to be treated with respect, not laughed at. **Reasons for the Boxer Rebellion:** • It claims that there has been 60 years of unequal treatment and foreigners enjoy a position that most Chinese rightly resented • It claims that missionaries in particular have been the cause of ill feeling • It claims that deeply-held cultural values have been summarily dismissed and this has contributed to the Rebellion. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the nature of Chinese society and the reasons for the Boxer Rebellion. Relevant points may include: • Knowledge of the treaties referred to, such as the Treaty of Tianjin 1860 • The recent humiliation of China's defeat at the hands of Japan in 1895 • Germany's, Russia's and France's behaviour in the years 1895–98, further humiliating China • Reasons why the Chinese felt such pride in their civilisation • Knowledge of popular belief being outraged by foreign behaviour, such as the belief in Feng Shui, which is alluded to in the source.

Section B: indicative content

Option 38.1: The making of modern Russia, 1855–1991

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how extensive the political reforms of Alexander II were in the years 1855–70. Arguments and evidence confirming the extent of the political reforms of Alexander II should be analysed and evaluated. Relevant points may include: • The new elected *Zemstva* represented a break with the autocratic traditions of the past, and they often became centres of 'liberal' influence • The legal reforms marked a clear separation of executive government and justice • There was a major advance in education, which was removed from church control • There was an increase in intellectual debate and freedom, which stimulated the growth of opposition to autocracy • The new military system was far less of a burden on the peasantry. Arguments and evidence that suggest the impact of the political reforms of Alexander II was limited should be analysed and evaluated. Relevant points may include: • The powers of the *Zemstva* were limited and voting weighted in favour of the nobility • The legal reforms had little impact on the peasantry, who formed the vast majority of Russians • The growing press was still censored • There was no national representative institution and Russia remained an autocracy • The church remained a powerful and deeply reactionary force in the realm of ideas. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about the extent to which Khrushchev 'de-Stalinized' the USSR in the years 1956–61. Arguments and evidence confirming the extent to which Khrushchev 'de-Stalinized' the Soviet Union in these years should be analysed and evaluated. Relevant points may include: • The worst excesses of state brutality were ended and the powers of the KGB reduced • Millions of prisoners were released from the camps • Fallen politicians such as Molotov were not executed but comfortably pensioned off • There was a considerable increase in literary freedom • There was a sustained attempt to decentralise power. Arguments and evidence suggesting limitations in the extent to which Khrushchev 'de-Stalinized' the Soviet Union should be analysed and evaluated. Relevant points may include: • There was no challenge to the sole authority of the Communist Party and power was wielded by a very narrow group • Khrushchev continued to behave as an unpredictable autocrat • The closure of churches was particularly severe between 1959 and 1961 • Arrest for purely political offences still happened. Other relevant material must be credited.

Option 38.2: The making of modern China, 1860–1997

Question	Indicative content
5	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. Candidates are expected to reach a judgement on how accurate it is to say that it was Chiang Kai-shek's decision to attack the Japanese in Shanghai in 1937 that turned a minor incident in Beijing into all-out war. Arguments and evidence supporting the proposition that the Chinese attack on the Japanese in 1937 was key should be analysed and evaluated. Relevant points may include: • The Japanese intended to conduct only a limited attack in Northern China in July following an accidental clash • The Japanese misjudged the situation and assumed that China would back down in the face of Japanese aggression and sign an armistice as they had done before • The Chinese decided to attack the Japanese in August in Shanghai with the best-trained part of their army, and this produced a major conflict • The Japanese responded to the Chinese attack with massive reinforcements being sent to Shanghai and the Yangtze Valley, leading to the committal of the best part of the Japanese army to war in China. Arguments and evidence against the proposition that the Chinese attack on the Japanese in 1937 was key should be analysed and evaluated. Relevant points may include: • Japanese hardliners won the debate within the Japanese army and government in July and decided to inflict real humiliation on China, making all-out war difficult to avoid • The Japanese attack around Beijing in July was a massive provocation with demands that the Chinese withdraw all forces from Beijing. This was almost a declaration of all-out war • The Japanese behaved as if all-out war had developed when they occupied several towns in northern China and behaved with great brutality, massacring all civilians in Dongzhou • In the light of Japanese actions, Chiang could not have survived without a major response. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement about the extent to which the Sino-Soviet split was simply the result of a clash of personalities between Mao and Khrushchev. Arguments and evidence supporting the proposition that the split was the result of personality clash between Mao and Khrushchev should be analysed and evaluated. Relevant points may include: • Mao despised Khrushchev and compared him unfavourably with Stalin • Mao was appalled at Khrushchev's denunciation of Stalin in 1956 • Mao thought Khrushchev weak in his bid for better relations with the West • Khrushchev thought Mao irresponsible in his attitude to nuclear war • Mao and other Chinese leaders felt patronised by Khrushchev and resented his criticism of the Great Leap Forward • Khrushchev wanted to teach Mao a lesson in 1960 when he withdrew all Russian technicians from China. Arguments and evidence pointing to other causes of the split should be analysed and evaluated. Relevant points may include: • It was the Russian demand in 1958 for Russian military facilities in China that sparked hostility • Mao had always been suspicious of the Moscow trained communist leaders, whom he had replaced in the late 1930s and 1940s • After the fall of Khrushchev in 1964, relations continued to deteriorate • The period of maximum tension took place in March 1969 when fighting broke out on the frontier over a disputed border. Other relevant material must be credited.

Section C: indicative content

Option 38.1: The making of modern Russia, 1855–1991

Question	Indicative content
7	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. Candidates are expected to reach a judgement as to how far there was a steady improvement in the lives of Russian peasants over the years 1855–1991. Arguments and evidence supporting the proposition should be analysed and evaluated. Relevant points may include: • The abolition of serfdom in 1861 brought personal freedom • State serfs (the majority) did better than private serfs in the amount of land received • There was considerable progress for the better off peasants in the years before the First World War • There was a general improvement in living standards for most peasants between 1922 and 1929 • Collectivisation brought some benefits in the 1930s in the form of greater technology and also the slow spread of electrification • There was a general improvement from the mid-1950s with the reduction of taxation, and living standards slowly rose. Arguments and evidence contradicting the proposition should be analysed and evaluated. Relevant points may include • For many serfs on private estates there was less land available after emancipation than before and they paid more • The massive growth in population in the late nineteenth century worsened living standards in many areas and produced famine from time to time • The reforms of Stolypin in 1906–11 worsened conditions for many poor peasants • Collectivisation was a disaster for many peasants and there was widespread resistance and death. Famine may have killed eight million in 1932–34 and rural living standards remained depressed till the 1950s. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement as to how far the collectivisation of agriculture can be seen as the key turning point in the process of agricultural change in Russia and the USSR in the years 1855–1991. Arguments and evidence supporting the proposition should be analysed and evaluated. Relevant points may include: • The impact was enormous, leading to a vast amount of suffering in terms both of famine and forcible eviction and movement • There was a major shift in the application of more advanced technology to farming, but few of the benefits came to the peasants • The key result was a much greater control of agriculture by the government, which made possible the feeding of the growing urban areas and facilitated industrialisation • It made possible the export of more grain with which to buy advanced technology from abroad, and this continued to the 1950s. Arguments and evidence contradicting the proposition should be analysed and evaluated. Relevant points may include • There were long-term problems associated with the collective farms, which were only acknowledged in the 1950s but even then not fully – Soviet agriculture remained a weak link in the Soviet economy with increasing imports of grain from the 1960s • It became increasingly clear that the most productive part of Soviet agriculture were the small peasant plots, i.e. the land that was not collectivised • The emancipation of the serfs in 1861 brought about as big a change but with less suffering • The 1917 Land Decree was hugely popular with the peasants and marked a major turning point. Other relevant material must be credited.

Option 38.2: The making of modern China, 1860–1997

Question	Indicative content
9	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. Candidates are expected to reach a judgement on how far Deng Xiaoping's launching of the Four Modernisations in 1978–79 can be regarded as the key turning point in the development of China as a great economic power in the years 1860–1997. Arguments and evidence supporting the proposition that it was the key turning point should be analysed and evaluated. Relevant points may include: • The scale of change after 1980 was unprecedented, with Chinese GDP doubling in 10 years • There was a massive migration to the towns from villages freed from controls: 100 million in the years 1984–88 • There was a massive increase in consumer goods, particularly in Guangzhou and neighbouring provinces • There was a massive boom in Chinese exports and in foreign dollar earnings • The growth after 1978–79 was in sharp contrast to the previous 14 years, which had seen massive disruption to the economy as a result of the Cultural Revolution and Mao's influence and legacy. Arguments and evidence contradicting or modifying the proposition should be analysed and evaluated. Relevant points may include: • There had been previous periods of significant growth and transformation: the development of steam ships and railways under the late Qing dynasty produced significant growth • There had been growth in the late 1920s and 1930s, particularly in the generation of electrical power • There had been impressive growth of heavy industry in the 1950s • There had been a period of real progress from 1962 to 1966, again with Deng exercising considerable influence. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement as to whether the process of economic growth in China was driven, in the years 1860–1997, mainly by Chinese political leaders. Arguments and evidence supporting the proposition that growth was driven mainly by political leaders should be analysed and evaluated. Relevant points supporting the proposition may include: • The importance of such dominant figures of the Self-Strengthening Movement of the late Qing period, such as Li Hongzhang, in furthering growth • The political importance of Mao in furthering growth in the period 1949–58 • The key role of Deng Xiaoping after 1978–79 in promoting economic liberalisation and achieving growth • The leadership of Chiang Kai-shek and his finance minister, T V Soong, brought some growth in the years 1926–36, e.g. coal output more than doubled and electrical power quadrupled. Arguments and evidence countering the proposition should be analysed and evaluated. Relevant points may include: • Political leaders did not invariably promote growth – there were serious setbacks to growth in the years 1958–62 and 1966–76 as a result of Mao's dominance • There was a period of rapid growth following the fall of the Qing and particularly during the First World War when annual growth reached 13.8 per cent, and this period was notable for an absence of strong political leadership • The application of newly-developed technology in the 1980s and 1990s helped rapid growth • Container shipping and reduced transport costs facilitated Chinese exports in the late twentieth century. Other relevant material must be credited.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 39.1: Civil rights and race relations in the USA, 1850–2009
Option 39.2: Mass media and social change in Britain, 1882–2004

Sample assessment materials for first teaching
September 2015
Time: 2 hours 15 minutes

Paper Reference
9HI0/39

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.
- You must answer **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question from Section A, **one** question from Section B and **one** question from 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

SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Study Source 1 in the Sources Booklet before you answer this question.

1 Assess the value of the source for revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans in the 1960s.

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

(Total for Question 1 = 20 marks)

Option 39.2: Mass media and social change in Britain, 1882–2004

Study Source 2 in the Sources Booklet before you answer this question.

2 Assess the value of the source for revealing the reasons underpinning BBC policy on reporting the Second World War and the attitudes of the general public to this policy.

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

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 20 MARKS

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 39.1: Civil rights and race relations in the USA, 1850–2009

EITHER

3 'It was the Supreme Court that was responsible for the worsening social and political condition of black Americans in the southern states in the period 1883–1900.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4 To what extent did the New Deal improve the lives of black Americans in the years 1933–41?

(Total for Question 4 = 20 marks)

Option 39.2: Mass media and social change in Britain, 1882–2004

EITHER

5 How accurate is it to say that the press barons, in the years 1914–36, exercised extensive influence over national affairs?

(Total for Question 5 = 20 marks)

OR

6 'The media in the 1960s reflected rather than moulded society.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒

Question 5 ☒ **Question 6** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION B = 20 MARKS

SECTION C

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

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

Option 39.1: Civil rights and race relations in the USA, 1850–2009

EITHER

7 How far can the Second World War be regarded as the key turning point in the changing geography of civil rights issues in the USA in the period 1850–2009?

(Total for Question 7 = 20 marks)

OR

8 How far has the portrayal of the lives of black Americans in fiction and film produced a change in the perceptions of black Americans by the white majority in the period 1850–2009?

(Total for Question 8 = 20 marks)

Option 39.2: Mass media and social change in Britain, 1882–2004

EITHER

9 How far do you agree that the most significant change to women's lives in the period 1882–2004 resulted from the wide availability of the contraceptive pill in the 1960s?

(Total for Question 9 = 20 marks)

OR

10 To what extent were developments in technology responsible for changing leisure activities in the years 1882–2004?

(Total for Question 10 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 7** ☒ **Question 8** ☒

Question 9 ☒ **Question 10** ☒

[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 39.1: Civil rights and race relations in the USA, 1850–2009
Option 39.2: Mass media and social change in Britain, 1882–2004

Sample assessment materials for first teaching September 2015
Sources Booklet

Paper Reference
9HI0/39

You do not need any other materials.

Turn over ▶

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PEARSON

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

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Source for use with Question 1.

Source 1: From a letter written by George Jackson, a black prisoner in San Quentin Prison, California, to his father on 11 April 1968. Jackson was born in 1941 in Chicago and later moved to Los Angeles. He had been given a prison sentence for robbery in 1960. Martin Luther King was assassinated on 4 April 1968. George Jackson was associated with the movement known as the Black Panthers.

Martin Luther King organised his thoughts much in the same manner as you have organised yours. He was indeed a devout pacifist. It is very odd, almost unbelievable, that so violent and tumultuous a setting as this country can still produce such men. He was out of place, out of season, too naive, too innocent, too cultured, too civil for these times. This is why his end was so predictable.

Violence in its various forms he opposed, but this does not mean that he was passive. He knew that nature allows no such contradictions to exist for long. He was perceptive enough to see that men of color across the world were on the march and their example would soon influence those in the US to also stand up and stop trembling. So he attempted to direct the emotions and the movement in general along lines that he thought best suited to our unique situation: non-violent civil disobedience, political and economic in character. I was beginning to warm somewhat to him because of his new ideas concerning US foreign wars against colored peoples. I am certain that he was sincere in his stated purpose to 'feed the hungry, clothe the naked, comfort those in prisons, and trying to love somebody'. I really never disliked him as a man. As a man, I accorded him the respect that his sincerity deserved.

It is just as a leader of black thought that I disagreed with him. The concept of non-violence is a false ideal. It presupposes the existence of compassion and a sense of justice on the part of one's adversary. When this adversary has everything to lose and nothing to gain by exercising justice and compassion, his reaction can only be negative.

The symbol of the male here in North America has always been the gun, the knife, the club. Violence is everywhere praised; the TV, the motion pictures, the best seller lists. The newspapers that sell best are those that carry the boldest, bloodiest headlines.

King exhorted us in his own words 'to put away your knives, put away your arms and clothe yourselves in the breastplate of righteousness' and 'turn the other cheek to prove the capacity to endure, to love'. Well, that was good for him, perhaps, but I most certainly need both sides of my head.

George

Option 39.2: Mass media and social change in Britain, 1882–2004

Source for use with Question 2.

Source 2: From a letter written by Sir Frederick Wolff Ogilvie to *The Times* newspaper on 22 July 1940. Ogilvie was Director–General of the BBC. Here, he is responding to letters of complaint, published in *The Times*, that the BBC showed a lack of sensitivity in broadcasting an eye-witness account of Royal Air Force action.

This broadcast gave an eye-witness account of an air action, successful without loss of British aircraft, against enemy attack on a convoy. The business of news broadcasting is to bring home to the whole public what is happening in the world and, at a grim time like this, to play some part in maintaining civilian morale. British fighting men do not wage war with long faces. The seriousness of German troops is alien to them. British troops have a spirit of cheerful realism, and, in a total war, is it not also the spirit of the British people as a whole? That young men, on a fine July Sunday afternoon, fight to the death over the Channel instead of swimming in it, is horrible. But it is, alas, through no fault of our country, a fact. The young men face this fact without loss of their native high spirits. Do civilians want it presented to them in any other way?

People in all walks of life have assured us since this broadcast that they found it heartening and a tonic. One group of listeners voted it 'the finest thing the BBC has ever done'. Many have suggested the record should be sold for the Red Cross. Others hoped it would be relayed to America (as in fact it was) to show the British spirit at this moment. These comments came from all parts of the island. On the other side, there were objectors.

Broadcasting must face the war, as do individuals in and out of uniform. There is a debatable borderline between cheapness and the cheerfulness that springs from a stout heart. Evidently I shall not persuade some of our critics that we were not guilty of crossing to the wrong side. Other critics, no less detached and reputable, believe us to have been right. Listeners as a body will, we hope and believe, give us the credit of being aware of that borderline, and equally, of having no intention of being brow-beaten into a retreat to the safe regions of the colourless. Cheerfulness, even in time of battle, will keep breaking in on the ordinary men and women who, after all, have to win this war, and we mean to keep it in our programmes too.

Acknowledgements

Source 1 © J Genet, G Jackson, and J Jackson, *Soledad Brother: The Prison Letters of George Jackson*, Chicago Review Press 1994; Source 2 is from Anthony Livesey (Ed), *Are we at war? Letters to The Times 1939–1945*, Times Books 1989

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Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/39)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Option 39.2: Mass media and social change in Britain 1882–2004

Generic Level Descriptors: Section A

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	**1–3**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two enquiries may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

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	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Question	Indicative content
1	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. Candidates must analyse and evaluate the source to consider its value in revealing the approaches of Martin Luther King to civil rights and the relationship of white Americans with black Americans in the 1960s. The author of the extract is not named in the specification, and candidates therefore cannot be expected to know about him. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • He was a young black American, clearly literate and politically aware • He is writing to another black American of a different generation, namely his father • His particular circumstances as a prison inmate may have influenced his views and made them more extreme and pessimistic than many black Americans not in his position • It was written in the immediate aftermath of King's assassination, which may have affected the views expressed. 2. The following inferences and significant points of information could be drawn and supported from the source: **Approaches:** • It provides evidence that King's approach aroused real respect, even among opponents • It provides evidence for a widening of King's appeal to those with more radical beliefs since King's approach has changed to include condemnation of current US foreign policy • It provides evidence that some believe King's peaceful approach is naive in the context of the violent everyday reality of the USA • It suggests that King is out of touch with some young black Americans. **Relationship of white and black Americans:** • It suggests that some black Americans perceive the USA as a violent and bloody society, largely as a product of the values of white Americans • It suggests that they believe that most white Americans have no sense of compassion or justice in their relationship with black Americans • It suggests that they believe that white Americans were largely opposed to civil rights and had everything to lose and nothing to gain by the advance of civil rights • It suggests a very bleak view of the relationship between the two groups. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans. Relevant points may include: • Knowledge of King's condemnation of US policy in Vietnam • The recent growth in black American militancy and the splits in the civil rights movement • The generational gap between the civil rights activists of King's age and the new militants

Question	Indicative content
	• The author's background in the urban north and west of America, as opposed to King's background in the south, and how in the late 1960s the focus had switched to urban issues of the north and west • Knowledge of the concerns of the Black Panthers about the need of black Americans to defend themselves.

Option 39.2: Mass media and social change in Britain 1882–2004

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value in revealing the reasons underpinning BBC policy on reporting the Second World War and the attitudes of the general public to this policy. The author is not named in the specification; candidates cannot therefore be expected to know about him, but should be aware of the context, namely the issues surrounding the BBC's role in reporting the war. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The authoritative position of Ogilvie, as Director-General of the BBC, to write about BBC broadcasts • As Director-General, Ogilvie would be privy to the reasoning behind policy decisions • It is a letter designed to explain and persuade • The letter is published in a highly respectable newspaper, which would be intended and expected to reach an educated, influential audience. 2. The following inferences and significant points of information could be drawn and supported from the source: **Reasons behind the BBC policy on war reporting:** • It provides evidence the BBC believed it should report the reality of war • It claims that the cheerfulness of British combatants is part of that reality • It provides evidence that the BBC believed it was part of its role to maintain civilian morale • It provides evidence that the BBC believed its approach was doing no more than reflecting the innate cheerfulness of the British public • It suggests that the BBC is aware of the line between what is acceptable and what is not and maintains that this line has not been crossed. **Reaction of the general public:** • It provides evidence of support from the listening public ('Many have suggested the record should be sold for the Red Cross', 'One group of listeners voted it the finest thing the BBC has ever done') • It provides evidence of criticism by referring to critical letters published in *The Times* • It provides evidence of the sensitivity of the general public to the early years of wartime broadcasting. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the reasons underpinning BBC policy on war reporting and the general public's attitude to the policy. Relevant points may include: • The relationship between the government and the BBC on war reportage and the attitude of Churchill to the BBC • The issue of censorship and the role of the BBC in supporting or challenging censorship • The dependence of the general public on the BBC for reliable information about the war • Examples of other programmes confirming the policy relating to cheerfulness.

Section B: indicative content

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the suggestion that it was the Supreme Court that was responsible for the worsening social and political conditions of black Americans in the southern states in the period 1883–1900. Arguments and evidence that support the proposition about the Supreme Court's responsibility should be analysed and evaluated. Relevant points may include: • The decision in the Civil Rights Cases (1883) undermined the Civil Rights Act of 1875 and opened the door to social segregation • The Plessy v. Ferguson judgment of 1896 upheld the principle of separate but equal, thereby giving federal legality to the Jim Crow Laws • The Mississippi v. Williams judgment of 1898 gave the blessing of Federal legality to state laws designed to exclude black Americans from voting • The case of Cumming v. Board of Education in 1899 extended the principle of 'separate but equal' to the realm of education • The Supreme Court justices tended to be conservative in this period and consistently found against enforcement of civil rights. Arguments and evidence that counter the proposition about the Supreme Court's responsibility should be analysed and evaluated. Relevant points may include: • The initiatives for social segregation came from individual southern states, as in the case of Florida and rail transport – this was four years after the 1883 judgment • The attempts to exclude black American voters followed an initiative in Mississippi, which led the way for other states • It was only in southern states, not across the whole union, that Jim Crow Laws developed • The key changes producing the Jim Crow Laws were the changes in the political control in southern states and the rise of populist politicians as opposed to the 'Bourbons', i.e. the old wealthy elite. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which the New Deal improved the lives of black Americans in the years 1933–41. Arguments and evidence that support the proposition that the New Deal improved the lives of black Americans in these years should be analysed and evaluated. Relevant points may include: • Black Americans benefited from increased relief payments – 30 per cent of all black Americans were on relief by 1935 • Substantial numbers of black Americans were appointed to federal bodies, giving black Americans a higher political profile • The President's wife, Eleanor Roosevelt, championed the cause of racial equality and may be considered as improving black American self-esteem • There was a massive swing in voting by black Americans from Republican to Democrat between 1932 to 1936, indicating benefits received or expected. Arguments and evidence that counter the proposition that the New Deal improved the lives of black Americans should be analysed and evaluated. Relevant points may include: • The AAA displaced many small black farmers in the south • The CCC operated segregated camps • The NRA excluded black Americans from most skilled jobs and offered discriminatory wage rates • Roosevelt showed no interest in pushing civil rights issues and refused to back a federal anti-lynching bill – the New Deal produced no improvement in this area. Other relevant material must be credited.

Option 39.2: Mass media and social change in Britain 1882–2004

Question	Indicative content
5	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. Candidates are expected to reach a judgement about how accurate it is to say that the press barons, in the years 1914–36, exercised extensive influence over national affairs. Arguments and evidence that the press barons exerted extensive influence over national affairs should be analysed and evaluated. Relevant points may include: • Beaverbrook's use of the *Daily Express* to undermine Asquith and support Lloyd George • Northcliffe's support for conscription and criticism of aspects of the conduct of the war • The use of the Zinoviev Letter published in *The Times* and the *Daily Mail* in October 1924 and its effect on the election of that month • The *Daily Express* and Beaverbrook's support for Imperial Preference, which was ultimately successful, 1931–33. Arguments and evidence that the press barons did *not* exert extensive influence over national affairs should be analysed and evaluated. Relevant points may include: • There are some isolated examples, but there is no direct evidence that government policy often changed because of pressure from press barons • The failure of the *Daily Herald's* opposition to the First World War and to conscription to influence events to any degree • The clash between Prime Minister Baldwin and Rothermere and Beaverbrook (1931), resulting in Baldwin's public denunciation of their arrogance and assumed influence • Press barons' influence on national affairs was only indirect, through their readers' actions, and so cannot be defined as extensive • Press barons played to the prejudices and opinions of their readers in order to keep circulation figures and profits high rather than to exert influence. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on the suggestion that the media in the 1960s reflected rather than moulded society. Arguments and evidence that the media in the 1960s reflected society should be analysed and evaluated. Relevant points may include: • Film: *Saturday Night and Sunday Morning* reflected a more liberal attitude to sex • Film: *A Taste of Honey* reflected the plight of an unmarried mother • TV: *Cathy Come Home* reflected poverty experienced by growing numbers and attendant homelessness • TV: *Til Death Us Do Part* reflected underlying racism, sexism and homophobia, although was intended to satirise these attitudes • There was a growth of the sense of a 'teenager' identity, distinct from adulthood and childhood, that was reflected in media portrayals of the 'Swinging Sixties' Arguments and evidence that the media in the 1960s moulded society should be analysed and evaluated. Relevant points may include: • The revue *Beyond the Fringe* satirised the establishment and affected the culture of deference to the Church and monarchy • The TV programme *TW3* mocked weekly events and so reduced deference to politicians • The satirical magazine *Private Eye* lampooned the establishment and current affairs, affecting the culture of deference to parliament and politicians • Media promotion of the 'Swinging Sixties' created demand for goods, records, and clothes in areas far from London and Carnaby Street • The play *Cathy Come Home* impacted on a small charity Shelter, precipitating it to national status with greatly increased income. Other relevant material must be credited.

Section C: indicative content

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Question	Indicative content
7	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. Candidates are expected to reach a judgement on how far the Second World War can be regarded as the key turning point in the changing geography of civil rights issues in the USA in the period 1850–2009. Arguments and evidence that support the proposition that the Second World War was the key turning point should be analysed and evaluated. Relevant points may include • The scale of change during the Second World War was unprecedented • 10 per cent of black Americans living in the south moved north or west in these years • There was a government Executive Order outlawing racial discrimination in defence industries, most of which were in the north and west • The extensive population movement led to a substantial rise in the living standards of many black Americans as there was a significant rise in black American pay in industrial jobs in these years • The extensive movement of population led to serious race riots in some northern cities, such as Detroit in 1943, i.e. a worsening of race relations in the north. Arguments and evidence that counter the proposition that the Second World War was the key turning point should be analysed and evaluated. Relevant points may include: • In some ways, the movement north was modified by the drift back to the south from the 1970s • There had been previous periods of significant movement northwards, beginning with the period after the Civil War and emancipation, which could be considered a key turning point • There had been movement northwards particularly before and during the First World War – areas like Harlem in New York were already predominantly inhabited by black Americans by 1920 • The earlier movements northwards had led to serious race riots in Chicago in 1919 • There had been considerable drift northwards during the Depression of the interwar years • The 'old south' still had the largest percentage of black Americans in the early twenty-first century. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement as to how far the portrayal of the lives of black Americans in fiction and film produced a change in the perceptions of black Americans by the white majority in the period 1850–2009. Arguments and evidence that support the proposition should be analysed and evaluated. Relevant points may include • The important influence of *Uncle Tom's Cabin* in heightening horror against slavery in the north • The film *Birth of a Nation* in 1915, based on a racist novel *The Clansman*, strengthened prejudice and helped fuel the revival of the KKK in the 1920s • A series of films and novels in the 1960s helped the growing civil rights movement, but probably mostly in the areas where there was already support, i.e. they reinforced opinion rather than producing dramatic change • The television series *Roots* in 1977 is credited with having considerable influence in stimulating sympathy for black Americans' historic legacy, and enjoyed widespread popularity with white audiences. Arguments and evidence that counter or modify the proposition should be analysed and evaluated. Relevant points may include: • It has often been difficult to quantify and measure the degree of change produced by fiction or film that occurred in society as a whole • There were many examples of fictional portrayals that merely reinforced existing perceptions such as *Gone with the Wind* in 1939 • Fictional portrayals often reflected changing perceptions, rather than inducing change, e.g. the film *Mississippi Burning* in 1988 • Considerable prejudice and hostility to black Americans still existed in the early twenty-first century. Other relevant material must be credited.

Option 39.2: Mass media and social change in Britain 1882–2004

Question	Indicative content
9	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. Candidates are expected to reach a judgement about whether the most significant change to women's lives in the period 1882–2004 resulted from the wide availability of the contraceptive pill in the 1960s. Arguments and evidence that the most significant change to women's lives in the period 1882–2004 resulted from the wide availability of the contraceptive pill in the 1960s should be analysed and evaluated. Relevant points may include: • Women could be in complete control of their own fertility • It gave them the ability to care appropriately for a limited number of children • It brought the likelihood of better health and longer life expectancy with more reliable control of pregnancy • It gave them the ability to pursue a career within marriage by determining the number and spacing of children • Pre-marital sex became safer, altering sexual behaviour in the 1960s. Arguments and evidence that the wide availability of the contraceptive pill in the 1960s was *not* the most significant change to women's lives should be analysed and evaluated. Relevant points may include: • Whilst the contraceptive pill was widely available, it was only reliable if taken regularly, and other methods, increasingly available from the 1920s, had begun to change family lives before the 1960s • The second Married Women's Property Act of 1882 allowed women to own and control their own property • The Bryant and May matchgirls' strike empowered women to find their own voice in trade disputes • The establishment of the NHS (1948) enabled women and children, and not just the male breadwinner, to have access to medical treatment • The 1941 National Service Act enabled women to take on work traditionally seen as male occupations • The 1970 Equal Pay Act legislated for equal pay for equal work. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement about the extent to which developments in technology were responsible for changing leisure activities in the years 1882–2004. Arguments and evidence that developments in technology were responsible for changing leisure activities in the years 1882–2004 should be analysed and evaluated. Relevant points may include: • Improved gas and electric lighting increased the number and popularity of musical shows • Better techniques of film production, including the move to 'talkies' and colour, and in distribution, resulted in the popularity of cinema going • The production of small, affordable family cars enabled daytrips and holidays away from home • The development of cheaper-to-run planes enabled package holidays abroad • The development of the internet, enabling a wide range of home-based entertainment. Arguments and evidence that developments in technology were *not* responsible for changing leisure activities in the years 1882–2004 should be analysed and evaluated. Relevant points may include: • Shorter working hours across the period, enabling more time to be available for leisure • A decrease in family size, freeing time for leisure and reducing the per capita cost of a family holiday • The Holiday Pay Act of 1938 gave poorer workers one week's paid holiday a year • An increase in disposable income for some sections of society. Other relevant material must be credited.

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