



Delegate Booklet

A Level History: Exam Insights May/June 2024 9HI0-24ON2

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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 (55%)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none">• 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.



Paper 2 Option 2C.1: France in revolution, 1774–99
AO1 – Section B Question 4

- 4** How accurate is it to say that the Terror of 1793–94 and the White Terror of the mid-1790s were markedly different?

(Total for Question 4 = 20 marks)

Exemplar starts on next page



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 Terror was a period of frightening Jacobin dominance. Following the execution of Robespierre in 1794, the White Terror, an anti-Jacobin backlash, swept through France. Despite having very different beliefs the perpetrators of the Terror and the White Terror both had similarities, such as the use of radical groups. Therefore, it is only somewhat accurate to say that the Terror of 1793-94 and the White Terror of the mid 1670s 1790s were markedly different.

Firstly, it is only somewhat accurate to say that the Terror and the White Terror were markedly different because they both had a violent group leading the events. For example, during the Terror, the ~~sans~~ Jacobins, the primary perpetrators, allied with the sans-culottes who were the radical workers of Paris who aimed to preserve the gains of the revolution. Similarly, ~~during~~ It was the sans-culottes who took direct action, in the journée of 10th August 1792, for example, when they stormed the ~~Fort~~ Tuileries Palace and killed 600 Swiss guards. Similarly, during the White Terror, another group dominated the movement,

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1. INFORMATION FOR EXAMINERS: THESE QUESTIONS ARE NOT TO BE USED FOR ANY OTHER PURPOSES

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this time, the *jeunesse dorée*, meaning 'gilded youth'. This group were also the ones who took direct action against the Jacobins during the White Terror. They hunted down, intimidated and attacked any Jacobins - these were the people on the ground, driving the movement forward, similar to the *sans-culottes* in the Terror. Without the *sans culottes* during the Terror and the *jeunesse dorée* in the White Terror, the movements may not have been as successful. Therefore as both the Terror and the White Terror had groups of people taking action, it is only somewhat accurate to say that the periods were markedly different.

One thing that was markedly different was the common beliefs held during and aims of the perpetrators. The Terror aimed to increase centralised control and can therefore be seen as more of a dictatorship than a successful structure of government, particularly after the Law of Frimaire which centralised control in the Committee of Public Safety and took power away from the Convention. Also, the Cult of Supreme Being, that was another aspect of the Terror, which was (a state imposed religion that replaced all other faiths during the Terror) threatened dictatorship too, as Robespierre,



the ~~leader~~ leading figure of the Terror, made himself look like a dictator and to some, a God. This style of government proved to be a primary cause of opposition to the Terror and is something that the Thermidorians, those who ruled after the ~~to~~ had Robespierre executed, wanted to end and avoid at all costs. Therefore the Terror was markedly different to the White Terror. The perpetrators of the White Terror were aimed to reverse all the policies that the Terror had imposed, proving that they had very different ideas of what a stable government looked like. With this in mind, it becomes clear that the periods were different - it is therefore only somewhat accurate to say that the Terror and the White Terror were markedly different.

In conclusion, it is only somewhat accurate to say that the Terror, 1793-1794 and the White Terror of the mid-1790s were markedly different, because although their beliefs and goals were complete opposite, with the White Terror wanting to get rid of what the Terror had done to France, they achieved their goals in similar ways - by using radical groups. It is therefore only somewhat accurate to ~~suggest~~ say that the Terror and the White Terror were markedly different.



Paper 3 Option 36.1: Protest, agitation and Parliamentary reform in Britain, c1780–1928

AO1 – Section C Question 7

- 7** 'The Representation of the People Act of 1832 brought about the most significant change in parliamentary representation in the years c1815–1928.'

How far do you agree with this statement?

(Total for Question 7 = 20 marks)

7.

This essay will argue that when it comes to the most influential change in parliamentary representation that occurred within the period of 1815-1928, it was in fact not the 1832 Great Reform Act as while it effectively led the way for the rest of the reforms, it was the revolutionary period of reform from 1867-1885 that led to the

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most significant change in representation. These 18 years of reforms were crucial more so in the sense of the paradigm shift it wrought in terms of who could vote and the power of a persons vote. In order to further explore the importance of this period of reform, the 1918 and 1928 reform acts will also be considered together for their role to play in boosting parliamentary representation.

The 1832 reform act, while not enfranchising any significant amount of the population, was important in its own right with respect to ushering in the period of reform in the modern period of British politics. Therefore, for what it instigated, the great reform act is undoubtedly of importance. While the act itself only in actuality took the size of the electorate from around 440,000 to around 817,000, the consequences for the increasing of the franchise were significant as it led the way for further reform later down the line. Ultimately however this is about where its importance ends realistically. It is dramatically limited in impact due to the fact that it was only a minority still of the male population with 1 in 5 adult men actually being able to vote as a result of this change. Therefore in this respect there can be no doubt that the extent of which the parliamentary representation can be lauded is wholly debatable. Furthermore the power of ones vote as a result of this act did not change to any large extent. While many rotten boroughs were eliminated, especially in the south of england and in rural yet affluent areas. There were still questionable boundaries drawn for key areas meaning that there were wildly disproportionate district sizes in comparison to others. This was particularly prevalent in northern cities whereby the population to MP ratio was vastly higher than in southern areas. Therefore while to some extent there was a degree of change politically, the



significance of this reform was largely symbolic rather than literal. A point of comparison being that during the later period the 1918 reform act enfranchised 5 million men alone, which is not even taking into account the number of women who were also given the vote. Therefore ultimately it is in this respect that the great reform act cannot be considered to be the most significant change in parliamentary representation as other acts such as 1867 reform act and even 1918 reform act, vastly outshadow the success and significance of the first great reform act. Thus leaving its impact to be wholly symbolic of the democratic change in the system.

Arguably the most important period of reform occurred within 1867-85. This led to fundamentally the most evident shift in parliamentary representation within the period as while the number of voters was boosted from initially 2 million or so in 1867, the 1884 reform act enfranchised a further 6 million people bringing the electorate up to 8 million in total. Meaning that now 1 in 3 adult men could now vote in elections, furthermore the votes had been extended to the respectable working class who met the £7 private or governmental renting qualification. Furthermore this period of reforms significance was boosted in part thanks to the additional reforms that occurred in the period, namely the 1872 secret ballot act, which enabled more democratically fair elections, and the 1883 anti-corruption and bribery act which effectively set parameters on how much money either the Liberals or Tories could spend in an election year due to the dramatically spiralling election campaign costs that had occurred in 1880 in particular. These were both fundamentally significant acts alongside the reform acts as it meant that with respect to parliamentary representation, there was now more value in each person's vote as they could



exercise their free will outside of judgement in order to choose a candidate or party they wanted. This effectively demonstrates the importance of this period of reform as by 1885, electoral district boundaries were refined to be more accurate and a third MP was given to the northern factory cities of Manchester, Birmingham, Leeds and other such key areas. This meant that through all the reforms combined, through the anti-corruption laws and fairer voting and electoral districts and with more eligible voters, this led to the greatest degree of significant change in parliamentary representation as significantly more people were now able to be represented while also eliminating the grey areas that had existed prior to this with respect to the value of each individual vote. Thus this means to say that it cannot be doubted that the period of reform from 1867-84 was the most significant for parliamentary reform and democratisation.

The final period of reform that could potentially also be considered to be a significant period of reform is with the 1918 and 1928 reform acts. The importance and value of these two acts lay in the sheer and extreme expansions of the franchise that they effectively facilitated. This being evident with the fact that the 1918 reform act, through giving the vote to all working class males and 'respectable females' who needed to meet certain criteria were able to vote from the age of 30 onwards. This altogether boosted the franchise up to 21 million voters. This was hugely significant as it dramatically expanded the number of people who could now vote and so this was huge for parliamentary representation as a wider view of working class views, ultimately led to the rise and success of Labour to form its own government by 1924. Furthermore the 1928 reform act naturally built on the first reform act, giving the vote



to all adults. The enfranchisement of the adult population in its entirety meant that now the electorate stood at 28 million voters. Therefore in this respect, for the gender equality achieved by the end of this period of reform and the vast waves of enfranchisements that happened, this period of reform can be considered to be vastly successful and thus significant in what it effectively achieved. However, this period of reform ultimately is somewhat limited with the respect that it effectively expanded on the period of reform from 1867-85 and so in this respect is not as comparatively significant. This is backed up by the fact that a lot of the reforms that removed corruption and brought higher degrees of voter power and fairer voting districts had already occurred and so the most significant period of reform had already occurred and this only really served to build on the foundations that had already been established. Therefore in this respect, while it can be argued that the period of 1918-28 could be considered to be fundamentally the most impactful for democracy as a whole, it must be accepted that it was an extension realistically of the earlier 1867-85 reform act that had set the scene for more ambitious reforms to the system of parliamentary representation.

In conclusion it must be stated that while the 1832 reform act was important for setting the stage for future reform, its impact was limited due to how long it took for the next wave of reforms to occur with the second great reform act in 1867. Furthermore the period of 1918-28 was equally as important in its own right to 1832, but not so in a symbolic sense but in a literal sense for what it provided for parliamentary representation and the expanded franchise as a whole. Therefore, this is to say that the period of reform from 1867-85 including the minor reforms that



occurred in 1872 and 1883, were fundamentally the most significant for changing the system of parliamentary representation. This being through the changes to corruption and bribery, electoral districts, fairer secret ballots and finally with the step forward in enfranchising key elements of the population as once the working class had received the vote in earnest by 1884, this led the way for women and the Residuum to in time also get the vote by 1918-28.



AO2 – Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context (20%)

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.
Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none">• 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.



Paper 2 Option 2B.1: Luther and the German reformation, c1515–1555
AO2 – Section A Question 1 and Sources 1 & 2

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the development of Lutheranism in the aftermath of the Diet of Worms?

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)

Source 1: From a letter written by Martin Luther to George Spalatin, 14 May 1521. Spalatin, the personal secretary of Duke Frederick the Wise, controlled all the Duke's correspondence and advised him on religious matters. Spalatin was also a friend of, and adviser to, Luther. Here, Luther is referring to events on his journey back to Wittenberg from the Diet of Worms.

I have not written to you before for fear that, in the present circumstances, someone might intercept my letters.

After we departed the town of Eisenach, many of my travelling companions left me. I went on through the forest and a little later, I was captured. Of course, some of my friends had already known that I was going to be taken by someone but they do not know where I am now. Here in Wartburg Castle, my own clothes were replaced and I was dressed in those of a knight. I am letting my hair and beard grow – you would hardly recognise me! 5

The safe conduct granted to me by the Emperor expires tomorrow. I am upset to learn from your letter to me that the Emperor seems determined to force people to act against their consciences. Such dreadful hostility will only incite hatred and violence. 10

As for me, I sit here all day long with my wine, safe from the Emperor's laws. I intend to write a sermon on the confession of sins. I am reading the Bible in Greek and Hebrew. I shall continue my work on the translation of the Old Testament as soon as I have received the books I require from Wittenberg. 15



Source 2: From a report written by Philip Melanchthon for Duke Frederick the Wise, 27 December 1521. Here Melanchthon is referring to developments during Luther's absence from Wittenberg while Luther was in hiding at Wartburg Castle.

Your Majesty is aware of the many dangerous arguments concerning the Word of God that have taken place in your city of Zwickau. Indeed, many people have been imprisoned there for asking for all kinds of changes to religion.

Now, three men, who have been among the leaders of this unrest in Zwickau, have come to Wittenberg. Two are uneducated weavers while the other has some learning. I have heard them speak. What they are saying appears miraculous. They say they have been sent to preach the pure Word of God, even that they are able to converse directly with God. They say that they can foretell the future, that they are prophets and apostles.

These men have strongly impressed me, for they give numerous indications that they are truly motivated by the Holy Spirit. However, only Martin can judge this matter. Therefore, because the Gospel, and also the honour and peace of the church, are now at stake, it is vital that these men are able to meet soon with Martin. They themselves demand this.

I do not wish to trouble Your Majesty, but this situation is so important that it requires a prompt answer. On the one hand, we must be careful not to suppress the Spirit of God but on the other, we must not be fooled by Satan.

Exemplar starts on next page



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 ☒

Inferences can be made from Source 1 and linked to historical context. Source 1 states that Luther 'shall continue [his] work on the translation of the Old Testament'. From this it can be inferred that Luther is planning to translate the traditionally Latin bible (vulgata) into ~~German~~ ^{another} language. This can be supported by historical context as during his time in hiding at Wartburg castle Luther did in fact translate the bible into German as many ordinary people were unable to understand Latin and Luther believed that one's faith should be based solely on scriptures (sola scriptura) and that you should not have to go to sermons to hear the word of God. Source 1 also states 'The Emperor seems determined to force people to act against their consciences'. From this it can be inferred that ~~the~~ Charles V disapproved of Luther's ideas and was attempting to eradicate Lutheranism. This can be supported by historical context as following the Edict of Worms, Luther was excommunicated and the earlier Papal Bull of 1520 declared that all his works

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were banned and to be burned. Furthermore, the belief that 'such dreadful hostility will only incite hatred and violence' can also be supported as Luther's ideas were used as justification in the 1525 Peasants War.

Inferences can be made from Source 2 and linked to historical context. Source 2 states 'They say they have been sent to preach the pure word of God'. From this it can be inferred that the Zwickau prophets had rather similar beliefs to Luther's. This can be supported by historical context as, like Luther, the Zwickau prophets also believed that religion should be based upon 'sola fide' - faith alone. This showed that Luther's ideas had developed and that many had similar views as a result of this. Source 2 states that 'the honour and peace of the church are now at stake'. From this it can be inferred that after the Edict of Worms it was believed there was no way to restore the church without war. This can be supported by historical context as after the edict of Worms Charles V realised that the only way he would be able to restore Catholicism would be through war. In 1547, Charles was



able to raise troops and force the majority of the South to revert back to Catholicism however this did not last due to his other responsibilities.

There are strengths to the provenance of both sources. For example, Source 1 is a first hand account from Martin Luther so gives an accurate account of how he himself is planning to further develop Lutheranism. Also, it has been written as a letter so is intended to only be seen by his friend and adviser Spalatin and not a public audience so it is more likely to be honest. Source 2 has been written by Phillip Melancthon a well known humanist writer and the source itself is a professional report. This means the source is likely to be accurate. However, there are certainly weaknesses to both of the sources. Both Source 1 and 2 were written in 1521 which provides limited perspective into how Lutheranism had developed after that date, and both come from a Lutheran viewpoint which increases the possibility of bias.

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Overall, both sources can be used with a somewhat significant degree of certainty as they are both balanced arguments which discuss both the limitations and developments of Lutheranism after the edict of Worms and both come from credible academic writers with one being Luther himself. However, the fact both sources are from the same viewpoint in support of Lutheranism and have been written only 7 months apart does weaken ~~the~~ ~~its~~ their usefulness together as it provides a rather singular, narrow ~~view~~ viewpoint.



Paper 3 Option 39.2: Mass media and social change in Britain, 1882–2004
AO2 – Section A Question 1 and Source 1

- 2** Assess the value of the source for revealing the role of the media during the miners' strike (1984–85) and the attitude of the media towards Arthur Scargill.

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)

Source 2: From a weblog by Nicholas Jones, published 7 February 2017. Jones was a BBC industrial and political correspondent during the 1980s. He was named industrial journalist of the year in 1986 for his coverage of the miners' strike. Here he reflects on the role of Arthur Scargill, President of the National Union of Mineworkers.

Arthur Scargill relied on his union's industrial strength, but he was a naturally skilled communicator who had mastered the challenges posed by radio and television. He enlivened strike rallies across the coalfields with speeches regularly interrupted by cheering and applause. His status as the strikers' hero unnerved the news media. Most national newspapers sided strongly with Margaret Thatcher during the pit dispute, and mutual hostility fed through into much of the broadcast coverage. 5

Scargill challenged that established order, mounting highly personalised attacks on political leaders, making arguments that made a positive impact on his target audiences. He connected in a language that his supporters understood. When addressing rallies, he succeeded in strengthening their sense of grievance by personally blaming the journalists in their midst for the constant hostility shown by mainstream media. He seized every opportunity to attack journalists, interviewers and presenters for being biased against the miners, and for always siding with Mrs Thatcher. His aim was to convince miners and their families that the media were part of an establishment conspiracy to assist the new National Coal Board chairman in his plan to close loss-making collieries. 10 15

Source continues on next page



Scargill was praised by supporters and opponents alike for the speed with which he had become a household name. He was at ease in front of camera, always dominating proceedings. He had mastered the technicalities. In June 1984, at the height of the struggle between picketing miners and the police, he was commissioned by Channel 4 News to prepare his own filmed report outlining the case against pit closures. Scargill took full advantage of the opportunity, and, to his great satisfaction, his report was ready for transmission on the day of the Battle of Orgreave*. After allegedly staging an injury during that day's massive Police operation, he ended up spending the night under observation in hospital. That evening Channel 4 News showed a bedside interview with Scargill and then showed Scargill's filmed report. The presenter, Peter Sissons, ended the news item with the ultimate tribute, 'That report was by Arthur Scargill!'

I asked if he found it difficult to memorise what he wanted to say to camera. 'You mean my voice-over during the walk-in shot? Oh, that was easy.' Scargill had mastered the jargon of television news production – 'walk-in shot', 'voice-over' – faster than some union leaders memorised their own rule book.

*Battle of Orgreave – a violent confrontation between miners on strike and the police

Exemplar starts on next page



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 ☒

Source 2 is more valuable for revealing the attitude of the Media towards Arthur Scargill as it states they 'posed' many 'Challenges' against him and also that his powerful presence amongst 'united' news & Media - inferring that this resulted in the 'Anti-Scargillism' found across most Media during the 1984 to 1985 Mines' strike. Moreover, the fact Source 2 is written by a BBC industrial correspondent who was active in the 1980s suggests a level of reliability in information on the Media's attitudes towards Scargill, as he was President of the Mines' Union and was a central figure to the industrial business in the 1980s. However, it could also be considered valuable in for researching the roles of the Media during the Mines' strike as it spoke of the 'constant' hostility and 'biased' reportings surrounding the strikes from the British media and how they were ^{direct} devout supporters of Margaret Thatcher at the time. This is valuable as it could be used to suggest the unfair portrayals of the danger and violence of the strike, such as the Battle of Orgreave, shown in the media in order to try shape public opinion against the miners. It could also be useful as it is written by an experienced journalist and correspondent who focused on the strike in the 1980s, this could mean he had direct experience with



Seeing how the media reacted^{to} and reported the strikes, whilst also being able to reliably comment on the use of media and its effects towards or events ~~and~~ and the public in general.

Source 2 is most valuable for researching the attitude of the Media towards Arthur Scargill as leader of the NUM during the 1984-1985 Miners' Strike as it demonstrates the hatred shown by both press and ~~the~~ online news coverage. It mentions the 'challenges posed by radio and television' towards Scargill and how he 'misused' them, suggesting a sense of relentless and repetitive criticism from the media and attempts to damage his public perception. This was significantly evident throughout the 1980s ~~and~~ as many press and online media organisations attempted to make Scargill appear completely at fault to encourage Britons to distrust him and his left-wing striking policies; for example, most local personalised strikes during the Miners' action were blamed entirely on Scargill, being named 'Scargill's pickets' in the press to directly turn readers of the press against him. Additionally, the media reinforced this 'constant ~~low~~ hostility' by bringing in Labour MPs such as Hinch to also openly speak negatively about Scargill, this cleverly emphasised the ideas of distrust amongst ^{the} British ~~as~~ towards the NUM leader as both political parties stood against his actions, Labour being even more significant due to its left-wing core. Moreover, Source 2 is valuable as it states how Scargill's portrayal of the



miners' 'hoo' 'unerved' the media, we can see this as true through the fact the majority of the media relied on publicising Scargill's mistakes rather than his intelligent speeches or political campaigning in order to present him poorly as a distrustworthy ~~and~~ man who should not ~~have~~ be receiving any public support. The extremity of this is shown in 'The Sun' 's attempt to portray Scargill as a persistent Nazi with their banned article 'Mine fuhrer', this also shows the desperate attempts to minimise and ruin Scargill's image by taking an image of a simple hand wave and suggesting something so extreme as a Nazi salute. Lastly, Source 2 is valuable for researching the attitude of the media towards Scargill as it was written by a BBC correspondent who worked on industrial matters during the 1980s - this makes the Jane reliable as not only would have had personal experience witnessing the media's treatment of Scargill during the strike, his reporting must be considered reliable ~~and~~ ~~not~~ ~~biased~~ since he worked for the BBC, which was considered a neutral source of news offering all perspectives.

Alternatively, Source 2 may be valuable for researching the role of the media during the 1984 to 1985 Mines' strike as it demonstrates how most press 'sided strongly' with Thatcher to promote negative stories and opinions on the strike. This is valuable as we know during her time as Prime Minister,



Margaret Thatcher had 70% of all press supporting the Conservatives due to her agreements with the press baron Murdoch, who owned papers like the 'Sun' and 'The Times'. The fact that they sided strongly ~~the~~ with anti-striking policies shows how the Media was used during the Mines' Strike to try manipulate opinions against ~~the~~ the strikes with 'Mutual head hostility' shown on broadcasting. This manipulation of the public against striking, which was a main role of the Media, was shown by the false encouragement for strikes to leave the pickets and abandon their industrial actions; Most media reported sudden 'floods' back to work towards the end of the strike to try persuade mines to unwillingly damage their own progress. This Manipulation through Media towards the strike was also seen as 'scabs' were often portrayed as victims of the strikes and unions instead of the government's harsh treatment and restrictive legislation like the recent 1984 Trade Union Act limiting choices to strikes. Moreover, source 2 is valuable as it accuses the Media as being 'biased against the mines', emphasising their role in breaking down support for the Mines and creating images of them being destructive towards both industries and society. This was seen in the extreme exaggerated focus on the violence of the strikes, especially the Battle of Orgreave in South Yorkshire, when only around 20000 were remotely injured - the Media purposefully tried to present the 1984 to 1985 Mines' strike as dangerous and ~~even~~ even inhumane in order to distract the public from issues such as Mismanagement



of justice towards the working class with Thatcher's Employment Acts throughout the 1980s. Lastly, Source 2 could be considered valuable as it was written by an industrial journalist, who will have had special insight in the world of media, especially as he was named Industrial journalist of the year for specifically researching the miners strike. He was actively a part in the media investigating the strike and since Source 2 was published later in 2017 ^{we} can infer all her information is trustworthy and without an agenda as it was no longer to create public opinion or face consequences.



AO3 – Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted (25%)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.



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

AO3 – Section C Question 5 and Extracts 1 & 2

- 5 In the light of differing interpretations, how convincing do you find the view that the slave trade was abolished in 1807 because the political climate favoured abolition?

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

(20)

Extract 1: From Michael Taylor, *The Interest: How the British Establishment Resisted the Abolition of Slavery*, published 2020.

Under the repressive rule of Pitt's Tories, and in the context of the execution of Louis XVI in France, anything that threatened the social order and the safety of property was labelled revolutionary. As a consequence, after the abolitionists' third bill was rejected in 1793, the abolitionists were forced into inactivity.

However, the political climate that had equated abolition with treason in 1793 5
changed again in 1805. Abolition could now be used as a patriotic weapon.
Nelson's victory at Trafalgar, and the failed attempts to subdue the slave
rebellion in Haiti, meant that France was no longer seen as a threat to Britain's
West Indian colonies. Abolition would allow Britain to show moral superiority 10
over the pro-slavery Napoleon. With Lord Grenville leading the liberal coalition
known as the Ministry of All the Talents the abolitionists tried again.

This time the humanitarianism of the abolitionists coincided with British
imperial interests and the bill to abolish the slave trade was passed by a
landslide of two hundred and eighty-three votes for abolition with just sixteen 15
against. Curiously, given the fierce resistance that Wilberforce had faced for
twenty years, abolition was celebrated as the triumph of the whole nation.



Extract 2: From Eric Williams, *Capitalism and Slavery*, published 1944.

To disregard the humanitarianism that destroyed the slave trade would be a serious historical error. It would ignore one of the greatest propaganda movements of all time. The abolitionists were the humanitarian spearhead of the attack on the slave trade. 20

The abolitionists were a brilliant group of campaigners. Thomas Clarkson personified the best of the humanitarianism of the age. He was a tireless worker who conducted endless and dangerous researches into the conditions and consequences of the slave trade. Clarkson was also a prolific pamphleteer whose history of the abolition movement is still a classic. 25

William Wilberforce, despite a certain smugness, was a persuasive and eloquent speaker with a melodious voice, which earned him the description of 'the nightingale of the House'. His reputation for saintliness and selflessness was a powerful factor in his leadership of the parliamentary crusade.

Along with others like Macaulay, Wesley, Thornton and Brougham, these men raised abolitionism to the status of a religion. They were likened to 'hyenas' and 'tigers' by the planters, but were more popularly referred to as 'the Saints'. 30



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 was abolished in 1807 because the **political climate favoured abolition?**

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

(20)

Both interpretations acknowledged the role of humanitarianism in ~~the~~ the abolition as it provided the political climate to enable abolition. However extract 1 argues it was because of ~~the~~ ^{wanting to oppose the} French that the political climate favoured abolition whereas extract 2 argues it was because of individuals who were key in campaigning that the political climate changed.

Extract 1 argues the political climate changed as a result of ~~the~~ opposing the French. As the extract says abolition was equated with treason in 1793 this is because ~~from~~ ^{from} 1793-1815 Britain were at war with the French in the Napoleonic war. Therefore the ideas of 'rights of man' by Edmund Burke and liberty were seen as sympathising with the French who were the enemy and so this made abolition difficult. ~~This~~ This was ~~was~~ furthered when the French banned slavery from their colonies in 1794 as this meant Britain were unable to ~~abate~~ abolish slavery as they couldn't ~~do the same~~ copy the French when at war with them so this prevented the political climate from favouring abolition until as extract 2 says 1805. This is

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because Napoleon reintroduced slavery to French colonies. This meant the political climate changed as Britain was now able to abolish the trade without copying the French. This ~~led to the~~ is significant as in 1806 a bill was passed effectively removing ~~2/3~~ two-thirds of the trade. This shows how as a result of the French reintroducing slavery the political climate change ~~to~~ and was able to not only ~~act~~ more readily acknowledge abolition but act on it. Abolition as the extract says became a 'patriotic weapon' for which the country was able to pass as anti-French and prove British superiority.

~~Extract 2 also argues~~ Extract 1 also argues that the following the third bill ~~the~~ in 1793 abolitionists were forced into ~~an~~ inactivity. However, whilst the French and having to oppose them ~~at times~~ due to the Napoleonic war did ~~consequently~~ mean the political climate was less favourable to abolition. as it was seen as unpatriotic to Britain as it sided with French concepts of rights of man. The abolition campaign did not completely ~~cease to exist~~ as become inactive as ~~people such as Olaudah Equiano~~ were there were still many campaigners such as Olaudah Equiano who were advocating for abolition and depicting the horrors of slavery from the perspective of an ex-slave himself. However, the forced inactivity was still significant as a result of the war with the French as in 1792



there was a sugar boycott of almost 400,000 people and in 1791 Olaudah Equiano's book had become a bestseller in England. This was significant as ~~this~~ this demonstrates how prior to the Napoleonic war there was mass support for the abolitionist cause however as a result of not wanting to sympathise with the enemy and be anti-British the ~~abolitionist cause~~ abolitionist cause became temporarily inactive.

Extract 2 also argues the political climate for abolition was ~~the reason for the~~ significant in the abolition as the humanitarian cause played a role in enabling abolition. The humanitarian cause was significant as it caused mass mobilisation such as the 1792 sugar boycott whereby 400,000 people were no longer purchasing slave-produced sugar. However extract 2 also argues this humanitarian cause was significant ~~as~~ because of the role of individuals as without them the public would be unaware and so wouldn't ~~the~~ have mobilised for the abolitionist cause. # Extract 2 argues Thomas Clarkson was significant as he worked tirelessly on the cause. Thomas Clarkson was a member of the Clapham Sect he was significant as he ~~he~~ had a chest of horrors to present ~~the~~ some of the items used against slaves and the horrors of their conditions. He travelled 300,000 miles across the UK presenting



this chest. ~~So~~ ~~that~~ he also had essays on the horrors of slavery published by Quakers. Therefore he was significant in gaining attention and therefore the needed political climate for change. Extract 2 also argues Wilberforce was significant as he was a powerful speaker. Wilberforce was an MP who was convinced by his religion of evangelism to fight for the abolitionist cause. He presented 19 petitions to parliament and so was very significant in creating change within parliament as without him such petitions would not have been presented. Also, he ~~is~~ used Clarkson items to present in parliament and so was very significant as he was actually in parliament so able to ~~fight~~ ^{lobby} for the abolitionist from within parliament.

Overall, in conclusion it is convincing that the abolition in 1807 was a result of a political climate of favouring abolition as following the French reintroducing slavery the government were more ~~amenable~~ amenable to ~~the~~ the abolitionist cause as it opposed the French as extract 1 suggests. Extract 2 ~~also~~ demonstrates how it was individuals who were significant as they contributed to the changing political climate. However, ~~in~~ extract 1 is more convincing as without the French abolishing slavery it would still be seen as anti-British ~~to~~ so it would have been unable to develop the mass support



it had if it ~~had not been~~ the political climate had not been changed as a result of the French's reintroduction of slavery.