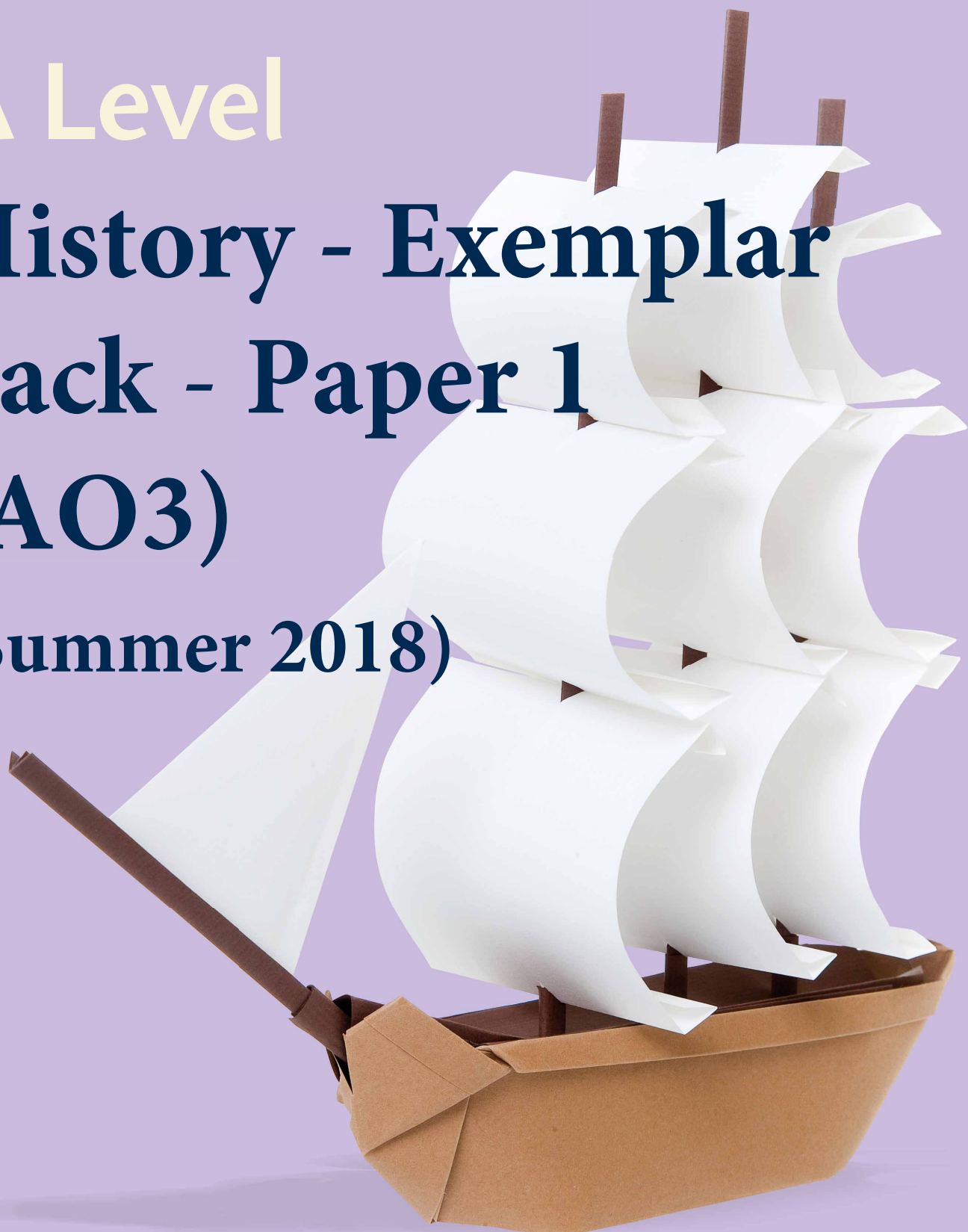


# A Level History - Exemplar pack - Paper 1 (AO3) (Summer 2018)



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Exemplar pack for GCE History (9HI0) - Paper 1 (covering AO3)

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# Introduction

## General Examiner's Comments

The exemplification that follows is designed to show the key features of the generic mark schemes and what distinguishes the qualities of one level from another. These examples are taken from different options. Additionally, the Paper-specific principal examiner reports contain examples.

Assessment Object A03, which is examined in Section C of Paper 1 (9HI01), tests a candidate's ability to analyse and evaluate historical interpretations, using two secondary extracts containing differing views. The debate is expressed in the specification content in terms of four key issues. Questions may relate to one of these key issues or to more (including all four).

The extracts provided are about 350 words in total. The task requires students to reach a judgement about the extent to which a view expressed in one is convincing in the light of their own knowledge of differing views and of the differences which they should analyse in the presented extracts. The highest level requires students to display an understanding of the basis of the differing arguments (for example, the criteria that are being used by the historians themselves on which to base their claim or judgement). It also requires students to take account of the differences when coming to a judgement. Reference to the works of additional named historians is not expected, but students may consider historians' viewpoints in framing their argument.

The generic mark scheme identifies progression in with regard to three separate elements or traits:

Bullet Point 1 refers to the interpretation and analysis of extracts. Weaker answers are likely only to demonstrate comprehension of the extracts and limited analysis of them by describing points within them that are relevant to the debate. Stronger responses will demonstrate understanding of the issues of interpretation raised in both extracts and be able to compare them, while, as stated above, the best answers will show an understanding of the basis of the arguments offered by the authors of both extracts.

Bullet Point 2 refers to the deployment of knowledge of issues related to the debate. There is no mark awarded for A01 in this mark scheme, therefore knowledge must be related directly to the debate raised in the extracts. While the strongest responses will demonstrate evidence of knowledge which is directly related to, and integrated with, the evidence and arguments raised in the extracts, it is likely that weaker responses will only add knowledge to the information in them in order to expand matters of detail.

Lastly, Bullet Point 3 relates to a candidate's abilities to evaluate and reach a judgement about the interpretations in the extracts. Weaker responses will come to a judgement but one which is likely assertive, or which has little support. It is probable that such a judgement will relate more to the extracts overall than to the specific issues raised by them. Stronger responses however will clearly demonstrate the understanding that the points of view in the extracts are matters of interpretation and reach a supported overall judgement according to

their merits. The best will also provide evidence that the candidate understands the nature of historical debate.

When coming to a mark, examiners place the response into a level for each of the three Bullet Points, making a judgement as to how securely it meets the criteria outlined in the generic mark scheme. Should it meet each of the criteria in a single level, the mark awarded will be at the top of that level. Should it meet the criteria for one or more of the Bullet Points less convincingly, however, the mark will be adjusted downwards in the mark band for that level. However, it is common for responses to meet different levels for each, or some, of the Bullet Points. In such cases, examiners apply the 'best fit' approach adjusting the mark according to the balance between the levels attained and how strongly the response meets the criteria for each bullet point.

## Generic Mark Scheme 9HI01 AO3

### 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	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

### Example 1 (from 9H10 1H)

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

**Question 5:** In the light of differing interpretations, how convincing do you find the view that the Thatcher government's economic policies brought dramatic improvements for Britain?

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

#### Extracts for use with Section C.

**Extract 1:** From John Blundell, *Margaret Thatcher: A Portrait of the Iron Lady*, published 2008.

In 1979, Britain was the sick man of Europe. Inflation was rampant, the unions were out of control and the nationalised industries were under-performing, unaccountable, and gobbling up billions of pounds in subsidies. Even the French GDP was well ahead of the British. Radical policy solutions had been dismissed. The British were told by all sides that what was needed was stability not change. 5

18 years later Britain had jumped from 19th to 2nd place on the Organisation for Economic Co-operation and Development rankings of economic performance. It had become a nation of entrepreneurs with self-employment doubling from 7% to 14% of the workforce. The group we call the middle class had leapt from 33% to 50% of the population. Home ownership had also leapt from 53% to 71%, ownership of shares by individuals had gone from 7% to 23% and astonishingly among trade union members from 6% to 29%. Days lost to strikes had dropped from 29.5 million to 0.5 million, and tax rates were slashed. Margaret Thatcher was the pivotal point of the rescue of a country. 10 15  
She was the woman who woke up her nation and made it once again a world leader and player.

**Extract 2:** From Keith Barlow, *The Labour Movement in Britain from Thatcher to Blair*, published 2008.

For the Thatcher Government's objectives to be fulfilled a programme of public expenditure cuts was needed, mainly in those areas which contributed to what is known as the 'social wage'. Such measures included ending the link between the basic state pension and earnings. Other measures included the reduction and abolition of the earnings-related supplement to unemployment and other benefits from 1982, and cutbacks in the provision of sick pay and child benefit. Through these measures, the Government, on the basis of its own criteria, could claim a success in the fight against inflation in the period 1980 to 1984 together with a reduction in the Public Sector Borrowing Requirement\*. 20 25  
Rather than a deficit, there was, in fact, a public sector surplus in the financial years 1987–88 to 1989–90. The social impact of these measures was evident. The burden of taxation was shifted onto those on low incomes to the benefit of those on high incomes. It was also clear that the 'welfare state', along with those it was supposed to serve, was going to have to shoulder the main burden of the Thatcher Government's economic strategy. 30

\*Public Sector Borrowing Requirement – the amount the government needs to borrow in a particular financial year

Student response to question 5 from 9H10 1H:

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 Thatcher government's economic policies brought dramatic improvements for Britain?

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

(20)

Through reading the sources, it is clear that both writers hold very different opinions when considering the idea that Thatcher's policies brought dramatic improvements for Britain. Both extracts were written and published in 2008 so neither writers have benefited from ~~what~~ the fact of being written ~~with~~ whilst the economic policies were ~~not~~ happening.

John Blundell talks of Thatcher as a hero within his source, referring to her as 'the Iron Lady' which tells you straight away that he views her policies as having a positive impact on Britain. ~~However, through~~ source it is clear that Thatcher did make dramatic improvements in the economy as he states that during Thatcher's terms in office, Britain 'jumped from 19<sup>th</sup> to 2<sup>nd</sup> place' in the world in terms of economy. I am also aware from my own knowledge that Thatcher

This comment on the origin of the extracts is superfluous in Paper 1, Section C. There are no marks awarded for A02 in this question.

Here, the candidate shows some understanding of Extract 1 by describing points relevant to the debate.

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managed to cut the tax rates without damaging the welfare state.

In extract 2 from Keith Barlow, Thatcher is described as a completely different character. ~~She is described~~ The source misrepresents Thatcher to have been shy. For example, 'The Burden of taxation was shifted onto those on low incomes' and is made out to have passed acts and policies to favour the middle and upper classes. It reads as if Barlow believes that the welfare state was lucky to survive Thatcher's 'economic strategy'.

To answer the question of how convincing do I find the view that Thatcher's government's economic policies brought dramatic improvements for Britain, I would answer very convincing. Using my own knowledge and the sources, it is clear that she made a success of the economy, which in my eyes means she left it in a better state than she found it.

Again, there is a limited understanding of the extracts here, but the point is lacking in development

The judgement on the interpretation posed by the question is assertive with little supporting evidence.



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Turn over ►

## Examiner Comments

### This response was awarded a Level 1.

Though the candidate shows some understanding of the arguments contained in both extracts they are barely developed. There is also an absence of any relevant contextual knowledge, even though it is clear that the candidate understands the need for this. Finally, though a judgement is made, it is assertive with little evidence provided to support it. As a result, it was judged to have reached a low level 2 for the first Bullet Point in the generic mark scheme, it was below baseline for Bullet Point 2 as there is no rewardable material, and a level 1 for Bullet Point 3.

Taken together, the best-fit judgement for this response was a mark high in the Level 1 mark band.



## Example 2 (from 9H10 1F)

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

**Question 5:** In the light of differing interpretations, how convincing do you find the view that the Reagan administration's policies were an attack on the poor which increased social division?

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

**Extract 1:** From Anthony S. Campagna, *The Economy in the Reagan Years: The Economic Consequences of the Reagan Administrations*, published 1994.

Inevitably, the cuts made by Reagan administrations pitted the haves against the have-nots. In their tax and spending policies, they favoured those who needed no help, and turned aside from those who did. In effect, they polarised society and began the policy of social division. Their opposition to public housing and welfare (benefiting mostly inner city blacks) was seen as racist and fuelled the black versus white chasm. Their ideas of federalism pitted states against localities, urban dwellers against suburban. Their opposition to the Equal Rights Amendment and their disregard for the needs of women, such as day-care centres that accompanied women's changing family roles, subordinated women in society. In general, their continuous criticism of welfare recipients created an atmosphere of distrust and suspicion about the non-working population from those who were employed, especially the working poor.

It is possible to overstate the case here, but there is little doubt that deep divisions were either created or made worse in the Reagan years. After all, the Reagan men were out to challenge the prevailing sentiment about the role of government in society, and it should, therefore, come as no surprise that they upset traditional habits of thinking and alienated the affected groups.

**Extract 2:** From George Rising, *Stuck in the Sixties: Conservatives and the Legacies of the 1960s*, published 2001.

In a presidential diary entry, Reagan denied 'trying to undo the New Deal'. What he wanted was to 'undo the Great Society\*'. It was LBJ's war on poverty,' he claimed, that 'led us to our present mess.' Treasury Secretary Donald T. Regan also wanted to reduce the cost of government, stating that these programmes were 'expanding every year, and in recent years they have become swollen.' Ronald Reagan superbly capitalised on anti-welfare sentiment. Reagan maintained that he wanted to retain the New Deal's 'safety net' for the deserving poor. But he fiercely condemned those people who manipulated the welfare system. For example, he frequently retold a story about a 'welfare queen from Chicago' with '80 names, 30 addresses, and 12 Social Security cards,' whose 'tax-free income alone is over \$150,000.' Similarly, he often claimed that food stamps allowed 'some fellow ahead of you to buy T-bone steak,' while 'you were standing in the checkout line with your package of hamburger.' Reagan's blistering attacks on 'welfare queens' and government handouts skilfully exploited the politics of resentment. Such attacks inspired millions of working class white males, many of them southerners, to vote Republican, a lot of them for the first time.

\*Great Society – the domestic policies of Lyndon Baines Johnson, which aimed to eradicate poverty and social injustice

Student response to question 5 from 9H10 1F:

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 administration's policies were an attack on the disadvantaged which increased social division?

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

(20)

Both sources support that the Reagan administration's policies were an attack on the disadvantaged. ~~which there~~ Reagan introduced his own economic strategy in his presidency, called 'Reaganomics'. This approach by Reagan attempted to lower taxes, increase the defence budget, ~~and~~ and destroy 'Big Government'. As a result, to achieve these goals, Reagan cut the ~~most~~ number of staff in the White House and also cut federal aid as he believed help from the government was only acceptable if at least one parent in the family was working. Therefore, it is convincing that the Reagan administration's policies were an attack on the disadvantaged which increased social division due to Reagan's presidency resulting in the gap between rich and poor widening.

Extract 1 supports that Reagan did not account for the poor as Campagna comments

There is some relevant contextual knowledge here but its links to the extracts are weak. There is no reward for A01 in Paper 1, Section C, thus Bullet Point 2 of the generic mark scheme requires linkage to the material in the extracts.

There is some support given for a judgement here but its linkage to the extracts is limited.



how 'in their tax and spending policies, they favoured those who needed no help, and turned aside those who did'. While Reagan did lower tax, this benefitted the rich more than the poor. This was a result of the poor people who relied on help from the government having their benefits cut due to a lack of funds to help them - it is clear how homelessness increased during Reagan's presidency.

Extract 2, from George Rising, comments how 'Reagan denied the ~~New Deal~~ but 'trying to undo the New Deal'. What he wanted was to 'undo the Great Society'. Therefore, it is evident Reagan appreciated FDR's legacy but wanted change.

Here the candidate attempts some analysis of Extract 1 though it is limited in scope.

There is some contextual knowledge added to the point raised in the extract to expand on matters of detail.

Finally, the candidate turns to Extract 2 but it appears that time runs out and, while there is some comprehension, there is little else to reward.

### Examiner comments

#### This response was awarded level 2.

This response was given a Level 2 mark. In each of the Bullet Points in the generic mark 3 scheme, it meets the criteria for level 2 for its consideration of the first extract; there is some understanding and attempted analysis of Extract 1, some contextual knowledge added to the extract to expand matters of detail and a limited judgement related to the material again, in Extract 1. However, for Extract 2, there is little beyond a basic comprehension of some of its content. Overall, this response merited an award of low Level 2.

### Example 3 (from 9H10 1G)

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

**Question 5:** In the light of differing interpretations, how convincing do you find the view that Hitler invaded Poland in September 1939 because he thought the western powers would not intervene?

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

#### Extracts for use with Section C.

**Extract 1:** From Karl Dietrich Bracher, *The German Dictatorship*, published 1971.

Poland was the last country where Hitler could claim to have legitimate grounds to revise the terms set out in the Treaty of Versailles. After the destruction of Czechoslovakia Hitler announced that the Danzig question had to be solved. Hitler did not believe that the guarantee Chamberlain had given to Poland in March 1939 had changed the European situation.

5

Hitler thought the guarantee to Poland was pure bluff. On April 28 he ended the German-Polish Non-Aggression Pact and the Anglo-German naval agreement; he now demanded a passageway through the Polish Corridor. His moves followed the same pattern as 1938, and he ordered the plans for the attack on Poland on September 1, 1939. Hitler had told his top military leaders in May that Danzig was only an excuse for further expansion. He claimed that *Lebensraum* and achieving a guaranteed food supply for Germany were his real motives.

10

Hitler had good reason to be optimistic. Even though the Western powers had begun to produce armaments on a greater scale, they still wanted appeasement.

15

**Extract 2:** From Gordon Craig, *Germany 1866–1945*, published 1978.

With the conclusion of the Nazi-Soviet Pact, which struck the Western capitals with the force of a thunderbolt, Hitler's preparations for the next phase of his eastern plan were complete. Had Hitler wanted to achieve his objectives by negotiation he could have done so. The Poles were now clear on the reality of their position and were eager for an arrangement. But Hitler did not want another Munich. He declined the advice of other European leaders, including that of Mussolini.

20

Ciano, the Italian Foreign Minister, asked Ribbentrop, Hitler's Foreign Minister, what Germany wanted from Poland. He was informed: 'We want war'. Ribbentrop was of course merely reflecting the thoughts of Hitler. At this point in his career no triumph seemed satisfactory to Hitler unless it involved devastating military force.

25

Hitler calculated that, if Western states intervened, it would give him the opportunity to destroy them and clear the way for the greater war against Russia that would fulfil Germany's destiny. Hitler was not surprised when the British and French governments responded to the invasion of Poland by declaring war on Germany.

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Student response to question 5 from 9H10 1G:

<p><u>Answer</u></p> <p>Extract 1 <del>is</del> expresses the view Hitler <del>was</del> did not believe western powers would intervene when he invaded Poland in September 1939. This is highlighted by the fact he thought Chamberlain's guarantee to Poland was 'pure bluff'. He did not think they would really intervene. Similarly, if Hitler believed the Western Powers <del>was</del> were going to intervene he would not give them hints he was going to. For example cancelling the</p>	<p>There is understanding of the extract here, together with some analysis as the candidate selects and explains some key points of interpretation.</p>
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<p>'German-Polish' Non-Aggression Pact' and the 'Anglo-German naval agreement' 5 months before the invasion show the Western powers he is going to invade. He would not have given them this large a hint if he thought they would intervene. It is also made clear in the extract Hitler never wanted to invade for war, he did not invade for the Western Powers to declare war. He invaded to solve the Dawkins question, expansion, Lebensraum and to guarantee food for Germany. If he was expecting the Western powers to intervene he would have been ready for war which he was not.</p> <p>However, although extract one provides a good argument there are weaknesses of it. For example, Hitler did not need to invade to invade in order to negotiate the Treaty of Versailles. He could have done so peacefully. This suggests he was invading to agitate the West. He would have already known the West were agitated by the 'Nazi-Soviet pact' so why would he risk agitating them again unless he wanted them to intervene? This therefore does suggest he was <del>is</del> agitating them so they would intervene <del>that's</del> <sup>thus</sup> contradicting</p>	<p>Though it is not developed far, there is some contextual knowledge here linked to an issue of debate included in Extract 1.</p> <p>Though this appears to be a point made from the candidate's knowledge of issues related to the debate, it is essentially a summary of Extract 2.</p> <p>A judgement here is related to key points in the extract.</p>
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what the extract claims.

In comparison, extract 2 ~~believes~~ suggests Hitler did in fact believe the western powers would intervene. Hitler knew the 'Nazi-Soviet pact' had <sup>struck the western capitals with the force of</sup> angered the western powers<sup>↑</sup> and they would ~~inadvertently~~ likely attack if Hitler crossed them. Invading a country that they had agreed to protect was a move that would guarantee they'd intervene. This strongly suggests Hitler did know they would intervene once he invaded. Secondly, the extract claims Hitler could have used negotiation to achieve his objective instead of invading. This suggests there must have been an ulterior reason for his invasion. This may have been to cause the western powers to intervene as he was aiming for a war. This is evident as he ignored the advice of European leaders whom were trying to prevent him getting into a war. This suggests he did not in fact want peace. & Extract 2 also highlights how Hitler's foreign minister believed Hitler did want war, this conflicts with his motives from extract one. However, this maybe inaccurate as he was 'merely reflecting' Hitler's ideas. Extract

Again, the candidate selects some key points of interpretation from the extracts.

Here, there is a demonstration of the awareness of the differences between the two extracts.



2 shows how Hitler desired a large battle with Russia and was eager to quickly get rid of the Western powers. This may suggest why he was eager to risk Western power intervention when he invaded even though he was not necessarily prepared for war. The extract shows Hitler was not surprised when Western powers intervened showing he most likely planned it.

To conclude, I do not find the view Hitler did not know the Western powers were going to intervene when he invaded Poland convincing. I think although he was unprepared for war he was too eager to battle the Western powers so he could have a larger war with Russia. He was aware the Western powers were already agitated from the Nazi-Soviet Pact and ~~that~~ would have known invading came with the risk of intervention. He invaded a country 'protected' by Britain which would obviously be a high risk of intervention and his 'largest' motive in extract one of revising the treaty could have been done by negotiating without invasion. Therefore, I think Hitler wanted Western powers to intervene so he could

A judgement related to some key points in the extracts is given here, and discussion is attempted.

In the conclusion, judgement is given related to some key points of view in the extracts. There is some attempt to discuss the major features of the debate and to substantiate the conclusion drawn.



P 5 1 8 8 4 A 0 2 3 2 8

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Turn over ►

battle them to speed up Germany's journey to reaching its 'full destiny' (war with Russia)



### **Examiner comments**

#### **This response was awarded level 3**

This response reaches Level 3 for each of the Bullet Points in the generic mark scheme. The candidate does demonstrate understanding of the extracts and is aware of their differing interpretations. Also, some attempt at analysis is undertaken by selecting and explaining key points of these interpretations.

It is lacking some range and depth of knowledge related to the issues of debate covered in the extracts but overall, it does satisfy the criteria for L3 for Bullet Point 2 of the generic mark scheme. Lastly, a judgement is given which is clearly related to key points in the extracts and partly substantiated. Overall, this achieved a mark high in the L3 mark band - the slight weaknesses in Bullet Point 2 being offset by the relative strength of Bullet Point 3.

#### Example 4 (from 9H10 1G)

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

**Question 5:** In the light of differing interpretations, how convincing do you find the view that Hitler invaded Poland in September 1939 because he thought the western powers would not intervene?

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

#### Extracts for use with Section C.

**Extract 1:** From Karl Dietrich Bracher, *The German Dictatorship*, published 1971.

Poland was the last country where Hitler could claim to have legitimate grounds to revise the terms set out in the Treaty of Versailles. After the destruction of Czechoslovakia Hitler announced that the Danzig question had to be solved. Hitler did not believe that the guarantee Chamberlain had given to Poland in March 1939 had changed the European situation.

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Hitler thought the guarantee to Poland was pure bluff. On April 28 he ended the German-Polish Non-Aggression Pact and the Anglo-German naval agreement; he now demanded a passageway through the Polish Corridor. His moves followed the same pattern as 1938, and he ordered the plans for the attack on Poland on September 1, 1939. Hitler had told his top military leaders in May that Danzig was only an excuse for further expansion. He claimed that *Lebensraum* and achieving a guaranteed food supply for Germany were his real motives.

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Hitler had good reason to be optimistic. Even though the Western powers had begun to produce armaments on a greater scale, they still wanted appeasement.

15

**Extract 2:** From Gordon Craig, *Germany 1866–1945*, published 1978.

With the conclusion of the Nazi-Soviet Pact, which struck the Western capitals with the force of a thunderbolt, Hitler's preparations for the next phase of his eastern plan were complete. Had Hitler wanted to achieve his objectives by negotiation he could have done so. The Poles were now clear on the reality of their position and were eager for an arrangement. But Hitler did not want another Munich. He declined the advice of other European leaders, including that of Mussolini.

20

Ciano, the Italian Foreign Minister, asked Ribbentrop, Hitler's Foreign Minister, what Germany wanted from Poland. He was informed: 'We want war'. Ribbentrop was of course merely reflecting the thoughts of Hitler. At this point in his career no triumph seemed satisfactory to Hitler unless it involved devastating military force.

25

Hitler calculated that, if Western states intervened, it would give him the opportunity to destroy them and clear the way for the greater war against Russia that would fulfil Germany's destiny. Hitler was not surprised when the British and French governments responded to the invasion of Poland by declaring war on Germany.

30

Student response to question 5 from 9H10 1G:

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 invaded Poland in September 1939 because he thought that the Western powers would not intervene?

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

(20)

The main argument of extract 1 is that Hitler had invaded Poland because he did not expect that the Western powers would stand by their guarantee of Polish sovereignty. Whereas the main argument of extract 2 is that Hitler was not concerned with the Western powers' response to the invasion of Poland in 1939.

The argument of extract 1 can be found quite convincing because Britain and France "still wanted appeasement" as the public opinion in Britain at the time was to maintain peace at all costs, and this was reflected by Chamberlain who believed that peace was secured at the Munich agreement of 1938. This makes the ~~first~~ <sup>view</sup> ~~extract~~ convincing because Chamberlain's attitude made Hitler believe that he could safely invade Poland without Britain and France getting involved in the conflict. Therefore, according to extract 1, Hitler invaded Poland in 1939 because he

Here the candidate demonstrates understanding of Extract 1 and analyses the issues of interpretation raised in it.

Knowledge is integrated with the issues raised in the extracts to discuss this interpretation though it lacks depth and development.

It is clear that the candidate is aware that the issues raised in the extract are matters of interpretation.

20



"did not believe that the guarantee Chamberlain had given to Poland" would be maintained by Britain and France.

This interpretation is contradicted against in extract 2, which argues that Hitler had known that Britain and France would get involved in the conflict. This interpretation can be found convincing because Germany had signed the Rome-Berlin Axis pact and the Molotov-Ribbentrop pact in 1939 in order to threaten the Western powers as he had known that they would get involved with the invasion of Poland.

Extract 1 contrasts extract 2 because Bracher argues that Hitler was confident and "optimistic" in "appeasement" whereas Craig argues that "Hitler was not surprised", which implies that Hitler was ready for war with the West. However both extracts agree that Hitler ~~would~~ had planned for an invasion of Poland in 1939 as "he ordered the plans for the attack on Poland" (extract 1) and that the signing of the Nazi-Soviet Pact meant that "Hitler's preparations for the next phase of his eastern plan were complete" (extract 2). Therefore, both extracts can be found convincing.

Moving on to Extract 2, the candidate demonstrates understanding of the differences of interpretation with Extract 1.

Again, some knowledge is integrated to discuss the views.

The difference in interpretation are highlighted by analysis of the two extracts here together with some similarity but there is little discussion of the issues



P 5 1 8 8 4 A 0 2 1 2 8

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Turn over ►

However, as a counter-argument to both extracts, one could say that Hitler invaded Poland in 1939 because of domestic issues such as a stagnating economy, and the depletion of key resources. This means that Hitler invaded Poland because he had no other option at the time as Soviet Union was a threat to Germany. Therefore Hitler needed the war with Poland because it would "clear the way for the greater war ~~with~~ against Russia", which would have allowed Germany to replenish their resources.

To evaluate, the general view is that Hitler invaded Poland in September, 1939 because he believed that Western powers would not intervene. This is supported by Bracher who argued that Western powers wanted appeasement instead of war, and is contradicted by Craig who argued that a war with Poland was a step towards a war with the West, and to a war with Russia. Despite this, both ~~ex~~ extracts are convincing to an extent, and both agree that a ~~war~~ war with Poland was planned as a stage towards greater domination over Europe. In conclusion, this discussion will argue that Hitler had

Here, the candidate attempts to introduce more of their own knowledge of the issues to the debate.

This knowledge is linked to the view in Extract 2 though it would have benefitted from greater depth and development.

Lastly, the candidate utilises the evidence from the two extracts to reach a supported judgement. It is again clear, through this discussion, that they are aware that the issues are matters of interpretation.

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gone to war with Poland in 1939 mainly because he believed that Western powers were too weak to intervene ~~with~~ in the war, and also because Germany needed a war to obtain resources.

### **Examiner Comments**

#### **This response was awarded level 4.**

This response achieved a Level 4 mark for each of the Bullet Points in the generic mark scheme. The candidate clearly understands the different arguments put forward in the two extracts and analyses them to show the issues they raise.

There is also some own knowledge integrated with discussion of the key issues within the extracts – even though this lacks depth and could have been utilised still further to discuss the issues under debate, it still meets the L4 criteria (though not quite as convincingly as for the other two Bullet Points). As for Bullet Point 3, the response comes to an overall judgement on the merits of the debate between the extracts which is supported by the evidence selected from them.

There is a clear understanding that that these issues are matters of historical interpretation to be evaluated on the strengths of their arguments. Overall therefore, it was awarded a high L4 mark.

### Example 5 (from 9H10 1C)

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

**Question 5:** In the light of differing interpretations, how convincing do you find the view that the Glorious Revolution ‘transformed the relationship between King and Parliament’? (Extract 1 Line 5)

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

#### Extracts for use with Section C.

**Extract 1:** From John Miller, *The Stuarts*, published 2006.

The refusal to grant William sufficient revenue for life was the key decision of the Revolution. Although William was voted the civil list for life in 1698, he still had to come to Parliament each year for money for the army and navy. His financial dependence on Parliament was much greater than that of Charles II. It transformed the relationship between King and Parliament. Parliament now met every year for several months. But 1689 also marked the start of a slow and subtle process whereby monarchs found it harder and harder to use their traditional powers. Those powers were to some extent reduced by legislation. The Triennial Act of 1694 forced the king to call a general election at least once every three years. The Act of Settlement of 1701, besides excluding Catholics from the throne and settling the succession, imposed restrictions on a future foreign king that showed the resentment of many MPs against their current Dutch king. He was not to appoint any foreigner to office, or engage England in a war involving any continental territory, or even leave the country, without Parliament’s consent. But most constraints under which monarchs laboured owed less to legislation than to the practical difficulties of working with Parliament.

**Extract 2:** From Steven C A Pincus and James A Robinson, *What really happened during the Glorious Revolution?*, published 2011.

Contemporaries and subsequent commentators have all noted that from 1689 parliament met every year. The post-Revolution parliaments also had a much larger set of legislative achievements. The average parliamentary session in the years after 1689 passed over twice the number of statutes than had sessions before the accession of William and Mary. Nevertheless, it is difficult to argue that the changes contained within the 1688 Revolution constrained the Crown to call parliament more regularly, let alone annually. The Declaration of Rights, that document so central to the Revolution Settlement, merely stated that ‘Parliaments ought to be held frequently and permitted to sit.’ Even this was no new development, as many contemporary commentators were well aware.

The Revolution Settlement was no more innovative with respect to financial accountability since financial oversight measures had been introduced previously in 1624, 1644 and 1667. After 1688 the government chose, but was not required, to provide the House of Commons with an annual estimate of its expenditure, though the Commons did create a statutory commission of accounts in 1691.



Student response to question 5 from 9H10 1C:

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 Glorious Revolution 'transformed the relationship between King and Parliament'? (Extract 1, line 5)

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

(20)

Both the extracts have conflicting views about the extent to which the Glorious Revolution 'transformed the relationship between King and Parliament'. Extract 1 by Miller argues that it was transformed, not just by the legislation passed in the years after, but also by the financial constraints held over him. However extract 2 by Pincus and Robinson argues that the years of 1688-1689 provided little change in the way of governing.

Extract 2 shows that ~~Miller~~ however the first processes within the revolution were limited in terms of change. Robinson and Pincus say that although it may have held more parliaments it had no real obligation to, as the Declaration of Rights had said 'parliament ought to be called held frequently.' This

Straightaway, the candidate demonstrates a confident grasp of the arguments contained in the two extracts.

With reference first to Extract 2, the candidate then analyses the issues raised, clearly demonstrating understanding of the basis of its arguments, here concerning the lack of precision of the Declaration of Rights.

is a clear example of the vagueness of the article which also stated that laws could not be removed without consent of parliament and that no cruel or unusual punishment could be forced upon the people. This document simply outlined the grievances of parliament, essentially why they did not like the previous monarchy with no real enforcement involved. This meant that from 1689-1694 William could have held the same parliament to encourage patronage to his cause, which he did by using it to woo the Tories for the early years of reign. By having no enforcement ~~the~~ Robinson and Pincus argue that it allows the abuses of power and the use of patronage to encourage power to continue, therefore not transforming the relationship between King and parliament.

Robinson and Pincus also argue this through a financial perspective. They say that the measures imposed were 'no more innovative' than those of the past, as at all reigns parliament had

Here, well selected knowledge is integrated with the evidence from Extract 2 to discuss the merits of the argument.

Here, the candidate clearly shows appreciation of the basis of the arguments used by the authors.

The analysis of the interpretation in Extract 2 is sustained here with a discussion of another aspect of its evidence.



P 5 1 8 7 6 A 0 2 1 2 8

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tried to control the monarchy through its money and that they only achieved what they did, like being able to 'view expenditure' or create a 'commission' due to the government choosing to. In this period William agreed to sharing his finances with the 'commission of accounts' created in 1691, however this was all up to him. He also did not have to take their advice on board but did utilise them by way of exposing and removing corrupt ministers. William also worked to ensure that only one commission existed, blocking anymore from being created, and its duties as a commission ended by 1697. Therefore Robinson and Pincus argue that the king still had a large amount of control over parliament as he chose when, what, and how much to give to parliament.

Miller on the other hand claims that the 'financial dependence on parliament' of the king meant that their relationship was transformed, and that he was fully dependent due, in part

The evidence of the extract is analysed confidently before own knowledge of the context of the debate is again added to develop the discussion of its merits.

In starting to consider the arguments in Extract 1, the candidate is clearly aware of its differences with Extract 2



to the Civil List Act of 1698. This was granted to William for life and contained £700,000, enough for the upkeep of his palace and to pay for the judges. This did create a parliamentary hold on William because it did not cover anything else. William was financially dependant due to his involvement of the country in the Nine Year War (1689-97), and the subsequent debt this produced (reaching £16million). To pay for the war William took multiple loans like through the Million Pound Loan Act, the 1693 lottery or the creation of the bank of England and all of these loans had to be paid f back. Since he couldn't even create a new tax to pay off the loan without parliament's approval he was now held to whatever they wished. Therefore Miller argues the Glorious Revolution did transform the relationship due to the financial legislation which came after it.

Miller also argues a transformation due to the enforcement of the Declaration

Once more, the evidence of the extract is handled with confidence and discrimination and is integrated fully with the candidate's own knowledge. This can be seen through the candidate's comments on the evidence and their use of own knowledge to evaluate its merits. This is a clear feature of L5 responses



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Turn over ►

of Rights through the Triennial Act of 1694, which 'forced the king to call a<sup>general</sup> election at least once every three years'. This act led to a period labelled now as the 'Age of the Party' where elections were called extremely frequently with some being called in the same year as another. This not only means parliament exerted their power over William in enforcing the Declaration of Rights clause saying they ought to be called frequently, but it also broke ~~the~~ William's power in the parliaments. Due to them being called so frequently William could not get control over a faction or create support and it soon became obvious that parliament ruled over him, especially when his support - the Whig Junto - was removed in 1695 and the parliament even attempted impeachment proceedings against them, showing he truly had lost control. Therefore Miller suggests that the Glorious Revolution did transform the relationship between king and parliament as they had more control

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The discussion and evaluation is sustained by considering another aspect of the evidence of Extract 1.

The judicious use of own knowledge, firmly linked to the evidence in the extract, is again clearly apparent.

Through the discussion of the evidence of Extract 1, the candidate begins to draw conclusions with regard to the merits of the arguments of the two.

due to the Act which followed.

Miller also says that the Glorious Revolution does transform the relationship between King and Parliament due to further restrictions and their general nature. In the Extract (1) Miller directly references the Act of Settlement and the fact that more of the issue was the 'practical difficulties of working with parliament'. The Act of Settlement imposed further restrictions on the King, many of which differed greatly from those agreed in the Bill of Rights, for example that the King may not leave the country without first ~~providing~~<sup>getting</sup> consent from Parliament. Although these would have been annoying for the King and forced him to call parliament more often many referenced future foreign monarchs in a reaction to what he had done, meaning they were too late to stop him. Parliament themselves during this period were harder to work with due to being predominantly Whigs and believing wholeheartedly in their power.

Yet another aspect of the evidence of Extract 1 is discussed fully with the support of the candidate's knowledge.

Here, the candidate again clearly shows appreciation of the basis of the arguments used by the author.



P 5 1 8 7 6 A 0 2 5 2 8

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Turn over ►

expressed in the Bill of Rights. This meant that they believed they had control over the army, at one point limiting it down to 10,000 then 7,000 men despite William's protests. By having higher control and a majority the Whigs could make it very difficult for William especially when attempting to gain anymore funds, therefore Miller believes it was them, rather than necessarily all the legislation (like the Act of Settlement) that held control over William and transformed <sup>the</sup> parliament and King relationship.

Overall, I believe Extract 1 is more convincing and therefore that the Glorious Revolution did transform the relationship between parliament and King. Although the legislation (which fully clamped down on the King and created the transformation) wasn't actually done until after the events, of the actual 'revolution', all of them had a basis and justification in the Bill of Rights, for example the Triennial Act. Although the Declaration and Bill of

Following a sustained, evaluative argument, the candidate reaches a fully substantiated judgement on the merits of the arguments in both extracts.





Rights were pretty unsubstantial on their own, like Robinson and Pincus argue the ideas cemented in it are what produces the necessary outcomes in the period leading up to 1701. Since all ~~prov~~ changes within the period 1688-1701 should be taken into account it is clear it achieved its aim. Along with this, although financial settlements were achieved previously (as Robinson and Pincus pointed out) they were often unsuccessful in keeping a hold over the king, for example Charles II getting money from France. Therefore it did transform the relationship between king and Parliament.

Here, it is clear that the candidate has a full understanding that the extracts presented are interpretations of the past and shows a clear awareness of the nature of historical debate.

### Examiner Comments

#### This response was awarded level 5

This response fully justified full marks, satisfying each of the Bullet Points in the generic mark scheme at L5. A feature of this answer is its confident handling of the evidence in both extracts, and its sustained analysis of different aspects of the issues under debate. It clearly shows appreciation of the basis of the arguments offered by both authors. Using detailed knowledge, chosen to examine the merits of the arguments with discrimination, the candidate carefully considers the differences between the interpretations of the Glorious Revolution as if they are the 'third historian' in the room, evaluating them continually. Lastly, a fully substantiated judgement is reached with the candidate responding to aspects of the arguments in Extract 2 and qualifying them as occurs in historical debate. It should be noted that this is a standout example of a L5 response and that a candidate may achieve a L5 mark without producing a response of such quality.