Content

1A: The crusades, c1095-1204

1B: England, 1509-1603: authority, nation and religion

1C: Britain, 1625-1701: conflict, revolution and settlement

1D: Britain, c1785-c1870: democracy, protest and reform

1E: Russia, 1917-91: from Lenin to Yeltsin

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

1G: Germany and West Germany, 1918-89

1H: Britain transformed, 1918-97
Introduction

These specimen papers have been produced to complement the sample assessment materials for Pearson Edexcel Level 3 Advanced GCE in History and are designed to provide extra practice for your students. The specimen papers are part of a suite of support materials offered by Pearson.

The specimen papers do not form part of the accredited materials for this qualification.

We will be providing specimen papers for A Level only.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate’s response is not worthy of credit according to the mark scheme.

- Brackets around parts of words/phrases in this mark scheme indicate the possible additional words/phrases candidates may write as their answer. They must not be awarded twice for an answer relating to one bullet point

- Where a word is underlined, that word must be included in the answer to be awarded a mark for that point

- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, the team leader must be consulted

- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
Instructions

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

Information

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

Advice

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

Answer EITHER Question 1 OR Question 2.

EITHER

1 To what extent were the First and Second Crusades motivated by religious enthusiasm?

(Total for Question 1 = 20 marks)

OR

2 How significant was the growth of Saladin's power in the decline and collapse of the crusader states in the years 1169–87?

(Total for Question 2 = 20 marks)

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

Chosen question number:  Question 1 ☑  Question 2 ☐

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

Answer EITHER Question 3 OR Question 4.

EITHER

3 How accurate is it to say that the leadership of the Second and Third Crusades was responsible for their outcomes?

(Total for Question 3 = 20 marks)

OR

4 How far did the nature of knighthood change in the years 1095–1189?

(Total for Question 4 = 20 marks)

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

Chosen question number: Question 3 ☑ Question 4 ☒

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

5 In the light of differing interpretations, how convincing do you find the view that Prince Alexius was responsible for diverting the Fourth Crusade towards Constantinople?

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

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

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS
History
Advanced
Paper 1: Breadth study with interpretations
Option 1A: The crusades, c1095–1204

Specimen assessment materials for first
teaching September 2015
Extracts Booklet

Do not return this booklet with the question paper.
Extracts for use with Section C.


The expedition was saved from immediate collapse by the intervention of Venice's venerable leader, Enrico Dandolo. Dandolo possessed a shrewd appreciation of warfare and politics, and was driven by an absolute determination to further Venetian interests. He now offered to commute the crusaders' debt and to commit his own troops to join the Levantine war, so long as the crusade first helped Venice to defeat its enemies. Within months the expedition had sacked the Christian city of Zara on the Dalmatian coast, Venice’s political and economic rival.

When the plunder gathered from Zara's conquest proved insufficient, the crusade turned towards Constantinople and the Byzantine Empire. The 'just cause' cited for this extraordinary decision was that the Crusaders planned to reinstate the 'legitimate' heir Prince Alexius, who would then pay off the debt to Venice and finance an assault on the Muslim Near East. But there was a darker subtext at work. The Greeks had stifled Venetian ambitions to dominate Mediterranean commerce for decades. At the very least, Dandolo was hoping to install a 'tame' Emperor on the throne, but perhaps he already had a more direct conquest in mind – certainly the doge was only too happy to usher the crusade towards Constantinople. Once there, the expedition rapidly lost sight of its 'sacred' goal to recapture Jerusalem.


The Fourth Crusade remains one of the most controversial of all crusading expeditions. While conspiracy theories have accused the pope, the Venetians and various of the crusade leaders of plotting the diversion to Constantinople, none of these can be sustained. Originally, the campaign planned to attack Egypt, but it was the disastrous terms of the Treaty of Venice that drew the crusaders to Zara and then laid them open to the offer of Prince Alexius. Ironically, therefore, it was a Greek who steered the campaign towards Constantinople; otherwise, there is no hint that this was a realistic desire on the part of anyone. The chronic instability of the Byzantine Empire during the early thirteenth century, combined with the desperation and determination of the crusaders – men whose military expertise had become so honed and reinforced in the course of their experiences - gave them the opportunity to pull off an improbable and tragic victory.

Acknowledgements


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Mark scheme

Specimen assessment materials for first teaching
September 2015

GCE History (9HI0/1A)
Advanced

Paper 1: Breadth study with interpretations

Option 1A: The crusades, c1095-1204
**Generic Level Descriptors: Sections A and B**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | • Simple or generalised statements are made about the topic.  
• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.  
• The overall judgement is missing or asserted.  
• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2     | 4–7  | • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.  
• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.  
• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.  
• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3     | 8–12 | • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.  
• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.  
• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.  
• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4     | 13–16| • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.  
• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.  
• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.  
• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |
| 5     | 17–20| • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.  
• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.  
• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.  
• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |
### Section C

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

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<thead>
<tr>
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<td>0</td>
<td></td>
<td>No rewardable material.</td>
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</table>
| 1     | 1–3  | - Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.  
- Some relevant contextual knowledge is included, with limited linkage to the extracts.  
- Judgement on the view is assertive, with little or no supporting evidence. |
| 2     | 4–7  | - Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.  
- Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.  
- A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3     | 8–12 | - Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.  
- Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.  
- A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. |
| 4     | 13–16| - Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.  
- Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.  
- Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. |
| 5     | 17–20| - Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.  
- Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.  
- Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. |
### Question 1

Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the extent to which the First and Second Crusades were motivated by religious enthusiasm.

The extent to which the First and Second Crusades were motivated by religious enthusiasm should be analysed and evaluated. Relevant points may include:

- First Crusade: Urban II’s sermon at Clermont called for the liberation of Christians from unbelievers
- First Crusade: the Church reform movement, along with the Augustinian concept of the just war, led to an increase in personal piety and made many people receptive to a ‘war of the cross’
- Second Crusade: many nobles and knights responded with enthusiasm to Eugenius III’s *Quantum praedecessores*
- Second Crusade: Bernard of Clairvaux’s preaching inspired many to go on the crusade.

The extent to which the First and Second Crusades were motivated by other factors should be analysed and evaluated. Relevant points may include:

- First Crusade: Alexius I Comnenus’ appeal to Urban II for help against the Seljuk Turks
- First Crusade: Urban II’s belief that a crusade would divert unruly nobles and knights from conflict in Europe and contribute to the pacification of western society
- Second Crusade: Zingi’s seizure of Edessa in 1144
- Second Crusade: Louis VII and Conrad III were diverted from domestic disputes with their political and military rivals
- First and Second Crusades: Many crusaders, such as Bohemund of Taranto, were driven by greed and the prospect of land in the Near East.

Other relevant material must be credited.
<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>2</td>
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<td></td>
<td>Candidates are expected to reach a judgement on the significance of the growth of Saladin’s power in the decline and collapse of the crusader states in the years 1169-87.</td>
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<td></td>
<td>The significance of the growth of Saladin’s power in the decline and collapse of the crusader states in the years 1169-87 should be analysed and evaluated. Relevant points may include:</td>
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<td></td>
<td>• In the years 1169-84 Saladin was in conflict with Muslims rather than Christians as he extended his power from Egypt to much of the Near East. His growing power, and the greater unity he imposed on Muslim territories, posed a major threat to the Franks’ control of the crusader states</td>
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<td>• From 1186 Saladin’s personal commitment to jihad led him to focus on the recapture of Jerusalem and the expulsion of the Franks from Palestine</td>
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<td></td>
<td>• The battle of Hattin in 1187 showed the impact of Saladin’s unification of Muslim territories and forces. He was able to deploy an army of 30,000 against King Guy’s less formidable forces of 16,000 men</td>
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<td></td>
<td>• Saladin’s victory at Hattin weakened the ability of the crusader states to resist Muslim forces. Saladin swept through the Franks’ territories and recaptured Jerusalem in September 1187.</td>
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<td></td>
<td>The significance of other factors in the decline and collapse of the crusader states in the years 1169-87 should be analysed and evaluated. Relevant points may include:</td>
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<td></td>
<td>• Baldwin IV’s leprosy meant that he was unable to command his troops effectively in the years 1174-85</td>
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<td>• The deaths of both Baldwin IV and his young son in 1185-86 provoked a succession crisis. Guy of Lusignan became king, leading to the disruption of the unity of the crusading elite. His rival Raymond of Toulouse soon made a truce with Saladin</td>
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<td>• Byzantine support for the crusader states declined from 1180 as Andronicus I showed little interest in assisting the crusader states</td>
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<td>• The crusading states’ embassy to Europe in 1184 proved fruitless. Henry II of England and Philip II of France were both deeply involved in domestic problems and were unable to commit themselves to military actions in the Near East.</td>
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<td>Other relevant material must be credited.</td>
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Section B: indicative content

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Candidates are expected to reach a judgement on the extent to which the leadership of the Second and Third Crusades was responsible for their outcomes.

The extent to which the leadership of the Second and Third Crusades was responsible for their outcomes should be analysed and evaluated. Relevant points may include:

- The Crusades were led by and involved rulers of rival states which could and did create tensions
- Louis VII and Conrad III were both powerful European rulers who found it difficult to agree on joint decisions prior to and during the crusade. There was no agreement on broad strategy
- The rivalry and the lack of trust between Richard I and Philip II led to differences over strategy during the Third Crusade, though these were eased when Philip abandoned the crusade after Acre and returned to Europe
- Richard’s sole command reinvigorated the Third Crusade, resulting in a key victory at Jaffa. Thereafter the king provided strong leadership with his insistence of rigid discipline among the Christian troops.

The extent to which other factors were responsible for the outcomes should be analysed and evaluated. Relevant points may include:

- Rivalry and violence between the military elite who took part in the crusades was endemic and weakened cooperation
- The poor European harvests of the early 1140s made it impossible for Louis and Conrad to raise sufficient funds and this weakened the crusade from the outset
- Although the Papacy was responsible for calling the crusades, it played no part in their political or military leadership and failed to provide a unifying force
- Saladin’s political and economic strength from 1169 was a major factor in determining the launching and outcome of the Third Crusade
- The long term rivalry between the military elite of Outremer made the crusader states an increasingly ineffective military force. This weakness contributed to the failure of both crusades, which devastated the morale of the Christian forces
- There was always a tendency for the crusades to be diverted into other profitable ventures e.g. the Second Crusade’s aims widened to include attacks on the Muslims in Spain and the pagan Wend tribes in the Baltic.

Other relevant material must be credited.
<table>
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| 4        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. 

Candidates are expected to reach a judgement on the extent to which the nature of knighthood changed in the years c1095-1189.

The extent to which the nature of knighthood changed in the years c1095-1189 should be analysed and evaluated. Relevant points may include:

- During the given period the social status of the knights grew as they accumulated wealth from the crusades. By 1189 they had become a distinct social class second only to the higher nobility
- The chivalric code developed in France and through the Grail legends and imposed on knights a moral, religious and social code of conduct. They had distinct obligations towards God, fellow Christians and towards women
- Religious orders in the crusader states, such as the Templars and Hospitallers, originated as groups of knights protecting pilgrims journeying to the Holy Land. During the twelfth century large donations from Europe led the orders to become a separate warrior aristocracy
- The attitude of the Church towards knights changed in the twelfth century. The concept of the just war legitimised knightly violence and warfare, and religious ceremonies developed which sanctified the knights and their weapons.

The extent to which the nature of knighthood remained the same in the years c1095-1189 should be analysed and evaluated. Relevant points may include:

- Within Europe the knights were the dominant class within their locality. They indulged in almost constant warfare to increase their landholdings and personal power
- Knights remained a vital force within the feudal system, providing personal military service to their noble overlord and recruiting men into their own service to fight on military campaigns. They were important recruiting agents for each of the crusades
- There was a high cost involved in equipping a knight with a horse and with armour. This influenced their attitude towards the crusades, with the acquisition of wealth through plunder becoming their main objective
- Mounted knights formed only a small part of the crusading forces, but their speed and movement in battle were often crucial in obtaining a victory over the Muslim forces, i.e. their essential military role and impact remained the same.

Other relevant material must be credited.
### Section C: indicative content

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>5</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians’ viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Prince Alexius was responsible for diverting the Fourth Crusade towards Constantinople. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</td>
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**Extract 1**

- Enrico Dandolo was determined to promote the interests of Venice. He offered financial and military assistance if the expedition first helped Venice defeat the enemy city of Zara
- The crusaders were attracted by Alexius’ offer to pay off the crusaders’ debts and finance an expedition against the Muslim Near East. The plunder from Zara was insufficient for the crusaders’ needs
- Constantinople had resisted Venice’s interests in the Mediterranean for many years. Dandolo was hoping either to install an Emperor who would not resist Venetian interests, or he was perhaps entertaining the idea of outright conquest of the Byzantine Empire.

**Extract 2**

- Conspiracy theories which blame the pope, the Venetians or different crusade leaders for the diversion to Constantinople are unsustainable
- The crusaders decided to attack Zara and then Constantinople because the Treaty of Venice had destroyed their finances for the crusade
- The desperation and determination of the crusaders made them prepared to accept Prince Alexius’ offer.

Candidates should relate their own knowledge to the material in the extracts to support the view that Prince Alexius was responsible for diverting the Fourth Crusade towards Constantinople. Relevant points may include:

- In 1202 Alexius had visited the courts of European kings and princes seeking help to restore his father Isaac Angelos to the Byzantine throne. He met with Boniface of Montferrat, one of the leaders of the Fourth Crusade [relevant to Extract 1]
- At Zara Alexius made a carefully designed proposal designed to appeal to all involved in the crusade. He promised to pay off the expedition’s debts, finance the campaign in the Near East, and end the schism between the Orthodox and Roman churches [relevant to Extract 1]
- Alexius persuaded the crusaders that it would be an easy task to reinstate him because he was popular among the citizens of Constantinople, while in fact Alexius III was a cruel tyrant [relevant to Extract 1].

Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Prince Alexius was responsible for diverting the
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>Fourth Crusade towards Constantinople. Relevant points may include:</td>
<td></td>
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<tr>
<td>• Innocent III appeared to sanction the move against Constantinople with the oath he made the crusaders take. They were forbidden from attacking Christian lands without 'just or necessary cause', which allowed the crusaders to infer papal support for their actions [relevant to Extract 2]</td>
<td></td>
</tr>
<tr>
<td>• Many crusaders believed that Dandolo's enthusiasm for the diversion to Constantinople was driven by financial motives and a desire to avenge the arrest of Venetians in Constantinople in 1171 [relevant to Extract 2]</td>
<td></td>
</tr>
<tr>
<td>• Despite his advanced age and blindness, the Doge Enrico Dandolo became an important figure in the crusade, and influenced the decisions taken by its leaders [relevant to Extract 2]</td>
<td></td>
</tr>
<tr>
<td>• The northern French crusaders such as Baldwin of Flanders were enthusiastic about the plan, and tried to persuade their colleagues to consent [relevant to Extract 2]</td>
<td></td>
</tr>
<tr>
<td>• The attitude of Innocent III towards the Eastern Empire and the Greek Church in particular.</td>
<td></td>
</tr>
</tbody>
</table>
Instructions

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

Information

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

Advice

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

Answer EITHER Question 1 OR Question 2.

EITHER

1  How far do you agree that the most important feature of government under Wolsey and Cromwell was their attempts to increase royal finances?

(Total for Question 1 = 20 marks)

OR

2  How accurate is it to say that protection by the Catholic nobility was the main reason for the survival of Catholicism in England in the years 1529–88?

(Total for Question 2 = 20 marks)

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

Chosen question number:  Question 1 ☐  Question 2 ☐

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How far were economic developments the most important reason for the changing structure of English society in the years 1509–88?

(Total for Question 3 = 20 marks)

OR

4 To what extent were cultural developments in the years 1509–88 driven by the growth of education and literacy?

(Total for Question 4 = 20 marks)

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

Chosen question number:  Question 3 ☑️  Question 4 ☑️

[The live question paper will contain seven more pages of answer lines.]
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 problems of taxation were ‘the biggest weakness of the late Elizabethan state’ (Extract 1, line 2)?

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

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

(Total for Question 5 = 20 marks)
Extracts for use with Section C.


The regime’s failure to increase or maintain tax yields to fund the war effort was the biggest weakness of the late Elizabethan state. Part of the problem was that local taxation had escalated, chiefly to cover poor relief, road and bridge repairs, and expenditure incurred for the recruitment and training of the local militia. Such musters and training, which the counties had to pay for, were expensive and forced the magistrates to levy additional rates.

The strain of a war economy was cumulative. Conscription became a flashpoint as 105,800 men were pressed into military service in the Netherlands, France, Portugal, and Ireland during the last 18 years of the reign. Conscription for Ireland after 1594 aroused the greatest resentment. In 1600, there was a near mutiny of Kentish cavalry at Chester as they travelled to Ulster. Pressures on the shires led to administrative breakdowns and opposition to central government’s demands, while endless rain, epidemics, and ruined harvests in 1596 and 1597 caused widespread distress.

Extract 2: From Janet Dickinson, The Final Years of Elizabeth I’s Reign, published 2014

During this period taxes rose to the highest point in the reign. Yet even these relatively high taxes were not extortionate in the overall scheme of things. Elizabeth was able to keep taxes as low as possible by ruthlessly minimising the extent of her commitments abroad. The government also minimised its need for funds by relying on the counties to supply resources. Almost every year in the 1590s the county militias mustered and trained their troops in case of Spanish attack. On top of this, the counties frequently had to supply fully equipped units of men to fight overseas.

It must have seemed that the Privy Council was sending out a never-ending series of expensive, tiresome and irritating demands into the counties. Many expressed their unhappiness at these requests, something that has led historians to detect a widespread war weariness. We should not be surprised that Elizabethans complained about having to pay their taxes, to serve in the militia, or to work towards the war effort. Throughout history people have tended to be negative about taxation. This seldom means that they refuse to pay, however. Typically, people do both: pay and complain. Much the same is true of the Elizabethan wars. The evidence shows that despite the war going on for almost two decades, the counties continued to be remarkably obedient to the Privy Council’s demands.

Acknowledgements

Extract 2 is from Janet Dickinson, The Final Years of Elizabeth I’s Reign, History Today, Volume 64 Issue 7, July 2014.

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Mark scheme

Specimen assessment materials for first teaching September 2015

GCE History (9HI0/1B) Advanced

Paper 1: Breadth study with interpretations

Option 1B: England, 1509-1603: authority, nation and religion
**Generic Level Descriptors: Sections A and B**

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

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**Section C**

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

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- Wolsey made the system of taxation more efficient through the creation of the Subsidy  
- Wolsey developed the use of benevolences and forced loans to raise funds from the nobles and the gentry  
- Cromwell created the Court of Augmentations and the Court of First Fruits to supervise income from church lands  
- Cromwell created the Court of Surveyors to oversee the surrendered property of the Catholic Church. The significance of other important features of government under Wolsey and Cromwell should be analysed and evaluated. Relevant points may include:  
- Wolsey’s actions to improve government administration, including changes to the legal system through the growing power of Star Chamber and the common law courts  
- The creation by Cromwell of a professional bureaucratic machine which was independent of the royal household  
- Cromwell’s increased use of parliament to pass the religious reforms of the 1530s  
- Cromwell’s religious reforms, including the Bishop’s Book and the attacks on Catholic practices such as religious statues. Other relevant material must be credited. |
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The extent to which protection by the Catholic nobility was the main reason for the survival of Catholicism in England in the years 1529-88 should be analysed and evaluated. Relevant points may include:  
  
- During Edward VI’s reign the Catholic nobility in many parts of the country supported traditional Catholic practices and rituals, which remained very popular throughout the country  
- Under Elizabeth the nobility and gentry in areas such as Sussex and Lancashire maintained Catholic traditions. In areas distant from central government control, such as the north and the west country, Catholicism was largely unchallenged  
- The gentry were often supported by the greater nobles such as Norfolk, Northumberland and Westmorland  
- Jesuits, along with seminary priests from Douai, kept Catholic beliefs alive and relied largely to the protection of local nobility and gentry often in the Midlands and the South.  
  
The significance of other factors which ensured the survival of Catholicism in England in the years 1529-88 should be analysed and evaluated. Relevant points may include:  
  
- Although Henry VIII ended the ties with Rome, religious orthodoxy was maintained through measures such as the Act of Six Articles  
- The Western Rebellion and the revolt of the northern earls of 1569 encouraged a cautious approach towards Catholicism for many years  
- The Elizabethan settlement of religion was a compromise which could be accepted by English Catholics  
- Traditional Catholic beliefs and practices were sustained by worshippers in many parts of the country, partly because of the lack of trained Protestant clergy.  
  
Other relevant material must be credited.
**Section B: indicative content**

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The extent to which economic developments were the most important reason for the changing structure of English society in the years 1509-88 should be analysed and evaluated. Relevant points may include:

- Inflationary pressures over the period contributed to the declining political and social influence of the nobility
- The expanding population in these years led to an increase in poverty in the countryside and the rise of vagabondage and begging
- The growth of towns and cities led to an increase in the number of artisans, small traders and merchants
- Changing patterns of trade, especially rising exports and the development of New Draperies, led to an increasing number of entrepreneurs.

The significance of other factors which caused the changing structure of English society in the years 1509-88 should be analysed and evaluated. Relevant points may include:

- Religious changes throughout the period reduced the influence of the clergy in both local and national life
- The changing structure of national and local government led to the creation of a new bureaucratic class
- Educational changes caused a significant increase in social mobility exemplified by the careers of Wolsey and Cromwell
- The dissolution of the monasteries led to the sale of highly productive land to the gentry, with a corresponding increase in their social and economic standing.

Other relevant material must be credited.
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<td>• The introduction of the printing press led to the growing production of written texts and a rapid rise in the literacy rates especially among the gentry and the richer farmers</td>
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<td>• The printing press also influenced cultural developments such as poetry and drama, and the growth of popular culture</td>
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<td>• The growing number of grammar schools gave many boys, especially the sons of the gentry and tradesmen, access to cultural changes through printed texts</td>
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<td>• The growth of Oxford and Cambridge was accompanied by an expanded curriculum including science, mathematics and classics, which influenced cultural developments, especially in Elizabeth’s reign.</td>
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<td>The significance of other factors which influenced cultural developments in the years 1509-88 should be analysed and evaluated. Relevant points may include:</td>
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<td>• Royal patronage of culture by Henry VIII and Elizabeth encouraged a significant increase in cultural developments, notably in music and drama</td>
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<td>• The rising status of the gentry was reflected in the expansion of portraiture and in changes in housing and architecture</td>
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<td></td>
<td>• The improving technology of printing led to the availability of a wide variety of books and pamphlets</td>
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<td></td>
<td>• The Cult of Gloriana encouraged many cultural developments, especially in painting and poetry</td>
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<td></td>
<td>• In popular culture, economic changes towards the end of the stated period led to an increased concern with both magic and witchcraft.</td>
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<td>Other relevant material must be credited.</td>
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Section C: indicative content

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<tr>
<td></td>
<td>Extract 1</td>
</tr>
<tr>
<td></td>
<td>The Elizabethan state had failed to increase or maintain tax yields</td>
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<td></td>
<td>Local taxation had escalated considerably in order to fund poor relief, repairs to roads and bridges, and recruitment and training of local militias</td>
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<td>The expenses incurred for local musters and the training of troops had led to extra rates being levied</td>
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<td></td>
<td>Rising local taxes led to administrative breakdowns and growing opposition to central government’s demands</td>
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<td></td>
<td>The widespread distress caused by rain, epidemics and successive harvest failures in 1596 and 1597.</td>
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<td>Extract 2</td>
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<td></td>
<td>In the final years of Elizabeth’s reign taxes rose to their highest levels, but they were not deemed to be extortionate</td>
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<td></td>
<td>Elizabeth was able to keep taxes low by limiting her commitments overseas</td>
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<td></td>
<td>Despite war weariness and grumbles about taxation, people continued to pay what was demanded.</td>
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<td>Candidates should relate their own knowledge to the material in the extracts to support the view that problems of taxation were the biggest problem of the late Elizabethan state. Relevant points may include:</td>
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<tr>
<td></td>
<td>Tax yields to fund the war effort were not being maintained [relevant to Extract 1]</td>
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<tr>
<td></td>
<td>High taxes added to the strains experienced by the national economy [relevant to Extract 1]</td>
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<td></td>
<td>A number of local rebellions in the 1590s protested about the levels of taxation [relevant to Extract 2].</td>
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<td>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that problems of taxation were the biggest problem of the late Elizabethan state. Relevant points may include:</td>
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<tr>
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<td>The high level of both national and local taxation led to some breakdowns in administration. [relevant to Extract 1]</td>
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<td>Tyrone’s rebellion became an increasingly significant problem to the late Elizabethan state [relevant to Extract 1]</td>
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<td>• The long European war diverted the administration from domestic problems [relevant to Extract 1 and 2]</td>
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<td>• Additional factors, e.g. the deaths of significant ministers influenced the state’s administrative ability.</td>
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Instructions

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

Information

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

Advice

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

Answer EITHER Question 1 OR Question 2.

EITHER

1. To what extent were radical political and religious ideas responsible for the failure of Republican rule in the years 1649–60?

   (Total for Question 1 = 20 marks)

OR

2. How accurate is it to say that popular fear of royal absolutism was primarily responsible for the monarchy’s difficulties in the years 1678–88?

   (Total for Question 2 = 20 marks)

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

Chosen question number:  
Question 1 ☑️  
Question 2 ☑️

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How accurate is it to say that the expansion of Britain’s overseas possessions was the most important reason for economic change in the years 1625–88?

(Total for Question 3 = 20 marks)

OR

4 How far do you agree that Anglicanism overcame challenges to its doctrines and practices in the years 1625–88?

(Total for Question 4 = 20 marks)

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

Chosen question number: Question 3 ☒ Question 4 ☒

[The live question paper will contain seven more pages of answer lines.]
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 Revolution Settlement of 1688–89 did not clarify the powers of the monarch?

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

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

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS
Extracts for use with Section C.


The dynastic revolution in England took place with remarkable rapidity and with little blood being spilt. From December 1688 it was being driven by William’s clear wish to accept nothing less than the effective exercise of sole monarchical authority. With both Mary and, later, Anne supporting William’s candidacy, and with the legitimate monarch, James II, having fled the country, there was little alternative for English politicians other than to acquiesce to the Prince’s claim to the throne. Attempts at limiting monarchical authority were undercut by the desire of William and his supporters for a speedy settlement, and by the lack of mechanisms of enforcement being incorporated into the Bill of Rights. However, the need for William to present the image of the English settlement to the nation and Europe as a whole, meant that compromises had to be made with both Tory and Whig opinion to an extent that left the exact nature of the revolution settlement highly contested. On what grounds could William be said to have a right to the English throne? How limited were the powers of the monarchy after 1689? These are questions that were debated not only at Westminster or among the social and political elite, but in pubs and coffeehouses and at home.


It is hard to agree that the Revolution Settlement created a new type of monarchy. Most of the powers of the Crown were left intact. Thus, as had been the case before 1689, the monarch retained the right to determine all questions of policy, choose his own ministers, veto parliamentary legislation, and determine when and for how long parliament should sit. The Declaration of Rights, in essence, did little more than vindicate and assert what the framers undertook to be ancient rights and privileges.

It would be wrong, however, to see the Revolution Settlement as of limited constitutional significance. The Declaration of Rights settled a number of issues that had been matters of dispute between the Crown and Parliament over the course of the seventeenth century, and settled them decisively in parliament’s favour. No longer could the Crown claim to be above the law or exploit areas of legal ambiguity in order to exalt its own authority. The declaration thus provided the sort of legal clarity on a number of points of controversy that would make the types of experiments in Royal absolutism that the Stuarts had engaged in impossible in the future.

Acknowledgements


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Mark scheme

Specimen assessment materials for first teaching September 2015

GCE History (9HI0/1C)
Advanced

Paper 1: Breadth study with interpretations

Option 1C: Britain, 1625-1701: conflict, revolution and settlement
**Generic Level Descriptors: Sections A and B**

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| 1        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which radical political and religious ideas were responsible for the failure of Republican rule in the years 1649-60. The extent to which radical political and religious ideas were responsible for the failure of Republican rule in the years 1649-60 should be analysed and evaluated. Relevant points may include:  
  • The Levellers had influenced sections of the army in the mid-1640s with demands for popular sovereignty, an extended suffrage and equality before the law. Their popularity spread and in 1649 provoked several mutinies  
  • The demands of the Ranters and Diggers posed a major threat to the political and social order, and frightened the propertied classes  
  • The Fifth Monarchists, who believed in the imminent return of Jesus Christ, were influential in the Nominated Assembly, but seemed at best impractical and at worst ridiculous  
  • Radical political activity in the countryside led to social unrest and the frequent collapse of parish administrations  
  • Religious radicals such as the Baptists and Congregationalists threatened the religious and political settlement with their decision to worship outside the church. Cromwell's pursuit of religious toleration was at odds with the prevailing views of the propertied classes, e.g. the Nayler Case  
  • The Quakers grew in numbers in the 1650s. Their attacks on social injustice appeared to threaten further revolutionary activity. The significance of other factors which were responsible for the failure of Republican rule in the years 1649-60 should be analysed and evaluated. Relevant points may include:  
  • The Commonwealth experiment, including the Rump and the Nominated Assembly, failed to establish a stable political order because they represented small minorities. The institution was challenged by groups from across the political spectrum  
  • Cromwell's rule as Lord Protector led to widespread opposition to innovations such as the Instrument of Government and the rule of the Major Generals, because of resentment of military rule  
  • Charles Stuart provided a strong focus for opposition to the Republic, especially in the years 1649-52 and 1658-60  
  • Richard Cromwell was able to survive as protector for just eight months. He was not as talented as his father, and was less inclined to rule. His resignation was followed by the general collapse of republican rule, leading to the restoration of the monarchy in 1660, which demonstrated the importance of Cromwell's prestige and grip on the Army  
  • The Republic was unable to fashion a satisfactory financial system. Other relevant material must be credited. |
Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the extent to which popular fear of royal absolutism was the main reason for the monarchy’s political difficulties in the years 1678-88.

The extent to which popular fear of royal absolutism was the main reason for the monarchy’s political difficulties in the years 1678-88 should be analysed and evaluated. Relevant points may include:

- Charles II’s relations with Louis XIV provoked fears that he intended to create absolute rule on the French model
- Charles ruled without a parliament from 1681, which revived memories of Charles I’s personal rule of 1629-40
- James II’s arbitrary actions in the years 1685-88 appeared to threaten both the power of parliament and the rule of law
- Charles and James both had a pension from the French which was independent of parliamentary scrutiny or control.

The significance of other factors which were responsible for the monarchy’s political difficulties in the years 1678-88 should be analysed and evaluated. Relevant points may include:

- The Whigs had developed a contract theory of government which was diametrically opposed to the Stuarts’ belief in divine right
- There was widespread anti-Catholic feeling. Charles’ refusal to compromise over the succession of his brother provoked the bitter Exclusion Crisis of 1678-81
- James’ promotion of Catholic interests provoked widespread popular opposition, especially during and after the trial of the seven bishops
- The birth of James’ son in 1688 threatened a long period of Catholic rule, and was the catalyst for the invitation sent to William of Orange to intervene in Britain.

Other relevant material must be credited.
Section B: indicative content

<table>
<thead>
<tr>
<th>Question</th>
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</table>
| 3        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the expansion of Britain’s overseas possessions was the most important reason for economic change in the years 1625-88. The extent to which the expansion of Britain’s overseas possessions was the most important reason for economic change in the years 1625-88 should be analysed and evaluated. Relevant points may include:  
- The development of colonies in the Americas, and the acquisition by force of territories such as Jamaica, began to shift the focus of Britain’s overseas trade from Europe towards imperial possessions  
- Mercantilist policies led to colonies exporting raw materials to Britain, and many of these were re-exported to Europe. The colonies then became an expanding and profitable market for British goods  
- The changing structure of overseas trade led to the development of major commercial enterprises in Britain, especially insurance and banking  
- The shipping industry was boosted by colonial trade, and by the organisation of the triangular trade  
- Colonial possessions and their trade were protected by a series of Navigation Acts.  
The significance of other factors which were responsible for economic change in the years 1625-88 should be analysed and evaluated. Relevant points may include:  
- The rising population encouraged the growth of consumer industries and the creation of small shopkeepers  
- European migrants escaping religious persecution influenced the growth of industries such as silk in London and the new draperies in East Anglia  
- Agricultural development was stimulated by the need to provide cash crops for the expanding textile industries  
- Growing urbanisation, especially the expansion of London, created markets for goods and improved transport and communication, including turnpike roads  
- The Navigation Acts led to an expansion of trade in the Baltic, and Cromwell’s treaty of 1654 gave merchants access to the Portuguese Empire. Other relevant material must be credited. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 4        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on the extent to which Anglicanism overcame challenges to its doctrines and practices in the years 1625-88.  
The extent to which Anglicanism overcame challenges to its doctrines and practices in the years 1625-88 should be analysed and evaluated. Relevant points may include:  
• Despite widespread opposition, Charles and Laud imposed Arminian practices on the Church in the years 1625-40. The trial of Burton, Bastwick and Prynne showed royal determination to impose uniformity and curb Puritan opposition  
• The bishops led the successful opposition to the Root and Branch Bill of 1641, which aimed at the abolition of the bishops and the reorganisation of the Church along Presbyterian lines  
• Cromwell’s attempts at religious reform denied toleration to Anglicanism, but in practice Anglicans were able to worship freely. Many former Anglican clergy continued in office in the Cromwellian State Church  
• The Restoration of 1660 re-established a confessional state and a narrowly based Anglicanism enforced through the Clarendon Code of religious legislation.  
The extent to which Anglican doctrines and practices were successfully challenged in the years 1625-88 should be analysed and evaluated. Relevant points may include:  
• Charles’ attempts to impose uniformity of doctrines and practices in Scotland led to the Scottish Covenant and the Bishops’ Wars. Following the Treaty of Berwick in 1639 the Scots abolished the Prayer Book and the Scottish episcopate  
• Anglican doctrines and practices were set aside by Cromwell  
• The spread of literacy in the given period, and the growing influence of a rational theology, had some influence in undermining Anglican doctrines  
• The scientific revolution of the seventeenth century challenged Anglican fundamentalism.  
Other relevant material must be credited. |
**Section C: indicative content**

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td><strong>5</strong></td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians’ viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Revolution Settlement of 1688-89 did not clarify the powers of the monarch. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td><strong>Extract 1</strong></td>
</tr>
<tr>
<td></td>
<td>• William drove the settlement at some speed with his wish to exercise nothing less than sole monarchical authority, and his candidacy was supported by both Mary and Anne</td>
</tr>
<tr>
<td></td>
<td>• The search for a speedy and bloodless settlement meant that attempts to limit monarchical authority were undercut</td>
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<tr>
<td></td>
<td>• The Bill of Rights was declaratory rather than prescriptive</td>
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<tr>
<td></td>
<td>• The nature of the revolution settlement was widely debated throughout the nation long after the settlement was complete.</td>
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<tr>
<td></td>
<td><strong>Extract 2</strong></td>
</tr>
<tr>
<td></td>
<td>• The Declaration of Rights asserted traditional powers rather than placing fetters on the monarch</td>
</tr>
<tr>
<td></td>
<td>• The Declaration of Rights provided legal clarity and settled long-standing differences between Crown and Parliament</td>
</tr>
<tr>
<td></td>
<td>• The Crown could no longer act outside the law</td>
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<tr>
<td></td>
<td>• Overall, the Declaration of Rights meant that experiments in royal absolutism were no longer possible.</td>
</tr>
<tr>
<td></td>
<td>Candidates should relate their own knowledge to the material in the extracts to support the view that the Revolution Settlement of 1688-89 did not clarify the powers of the monarch. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The offer of the crown to William and Mary included no additional clarification as it was not conditional on their agreement to the Declaration of Rights [relevant to Extract 1]</td>
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<tr>
<td></td>
<td>• The European situation forced both Whigs and Tories to compromise on contractual vs divine right monarchy, which added to the lack of clarity in the settlement [relevant to Extract 1]</td>
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<td></td>
<td>• The Declaration of Rights contained no mechanisms for enforcement on matters such as triennial parliaments [relevant to Extract 1]</td>
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<td></td>
<td>• Explicit limits on the theoretical powers of the Crown were not laid down and so they remained intact and unchallenged [relevant to Extract 2].</td>
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<tr>
<td></td>
<td>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Revolution Settlement of 1688-89 did not clarify the powers of the monarch. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• All parties to the settlement, Crown, Whigs and Tories, had to compromise in order to agree a general settlement [relevant to Extract 1]</td>
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<tr>
<td>Question</td>
<td>Indicative content</td>
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<tr>
<td>• The Declaration of Rights and the subsequent Bill of Rights did entrench the supremacy of the law, ending once and for all the possibility of experiments in absolutism [relevant to Extract 2]</td>
<td></td>
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<tr>
<td>• While the Bill of Rights had no mechanisms for enforcement, subsequent legislation such as the Triennial Act removed possible ambiguities [relevant to Extract 2]</td>
<td></td>
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<tr>
<td>• Additional evidence, e.g. despite the settlement’s lack of clarity, in the years to 1701 in reality William showed a readiness to work within the framework of the Revolution Settlement; the Act of Settlement provided further clarity by limiting the powers of the monarch.</td>
<td></td>
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</table>
History
Advanced
Paper 1: Breadth study with interpretations
Option 1D: Britain, c1785–c1870: democracy, protest and reform

Specimen assessment materials
September 2015
Time: 2 hours 15 minutes

You must have:
Extracts Booklet (enclosed)

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

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

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

Answer EITHER Question 1 OR Question 2.

EITHER

1  How significant was utilitarianism in influencing the increasing demand for Poor Law reform in the years 1815–34?

(Total for Question 1 = 20 marks)

OR

2  How far do you agree that Chartism was a complete failure in the years 1836–52?

(Total for Question 2 = 20 marks)

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

Chosen question number:  Question 1  Question 2

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 To what extent was the mechanisation of industry responsible for the growth of trade unions in the years c1785–1834?

(Total for Question 3 = 20 marks)

OR

4 How far do you agree that there was a dramatic improvement in the working life of industrial workers in the years 1833–70?

(Total for Question 4 = 20 marks)

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

Chosen question number:  Question 3 □  Question 4 □

[The live question paper will contain seven more pages of answer lines.]
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 abolition of the slave trade was achieved through the mass mobilisation of popular pressure?

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

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

(Total for Question 5 = 20 marks)

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

Parliament was unable to resist the mounting abolitionist pressure. In May 1788, it considered, but postponed, a debate on the abolitionist petitions it received. However, such public pressure managed to bring about some important changes. Dolben's Act of 1788, for example, restricted the number of Africans allowed to be carried on to British slave ships. It also stipulated that all slave ships should carry a doctor and offered financial incentives for lowering the death rate among transported Africans.

Through this welter of activity it was the abolitionist petitions that caught the eye and provide best evidence of the extraordinary popularity of the abolitionist cause between 1787 and 1792. In 1788, 102 petitions arrived at Parliament from across the country. Even more – 519 – descended on Westminster in 1792. In fact, historians now accept that abolitionist petitions were the most striking form of public opinion in any political campaign between 1788 and 1838. The number of signatories to abolitionist petitions far outnumbered those on other petitions to Parliament. The 1787 Manchester petition, for example, attracted 10,700 signatures from a town of 50,000. A year later 60,000 names were attached to abolitionist petitions. Few doubted the integrity of the petitions, and the people most closely involved (abolitionists, MPs and government ministers) simply accepted that petitions were a genuine expression of public opinion on the matter.

The abolition movement was soon renowned for the size and enthusiasm of its public meetings.


Why was abolition implemented? Attempts have been made to underline the ‘moral’ elements in British anti-slavery. Religious feeling reinforced a strong belief in liberty. It is suggested these influences generated a unique mass mobilisation, combined with elite leadership, exerting strong pressure on Parliament through petitioning campaigns. Yet while in Britain abolitionism certainly became a popular cause, to a degree unmatched elsewhere, the fact remains that the decision to end the slave trade was taken by Parliament, where evangelicalism was only a minority viewpoint and where practical, strategic considerations were most important. The widespread enthusiasm for abolition had some influence, but on this issue MPs did not feel themselves to be under irresistible pressure from agitation ‘out of doors’.

The abolitionist cause succeeded in 1807 because moral arguments were reinforced by changing circumstances in the West Indies, which made it seem that Britain could now safely dispense with the slave trade.
Acknowledgements

Extract 1 is from James Walvin, A Short History of Slavery, Penguin Group 2007;
Extract 2 is from PJ Marshall, The Oxford History of the British Empire: Volume II: The Eighteenth Century,

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rectifications in future editions.
Mark scheme

Specimen assessment materials for first teaching September 2015

GCE History (9HI0/1D)
Advanced

Paper 1: Breadth study with interpretations

Option 1D: Britain, c1785-c1870: democracy, protest and reform
**Generic Level Descriptors: Sections A and B**

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

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | • Simple or generalised statements are made about the topic.  
      |       | • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.  
      |       | • The overall judgement is missing or asserted.  
      |       | • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2     | 4–7  | • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.  
      |       | • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.  
      |       | • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.  
      |       | • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3     | 8–12 | • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.  
      |       | • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.  
      |       | • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.  
      |       | • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4     | 13–16| • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.  
      |       | • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.  
      |       | • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.  
      |       | • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |
| 5     | 17–20| • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.  
      |       | • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.  
      |       | • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.  
      |       | • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |
**Section C**

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

<table>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.  
• Some relevant contextual knowledge is included, with limited linkage to the extracts.  
• Judgement on the view is assertive, with little or no supporting evidence. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.  
• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.  
• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3     | 8–12 | • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.  
• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.  
• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. |
| 4     | 13–16| • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.  
• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.  
• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. |
| 5     | 17–20| • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.  
• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.  
• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. |
Section A: indicative content

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
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</tr>
</tbody>
</table>

The significance of utilitarianism in influencing the increasing demand for Poor Law reform should be analysed and evaluated. Relevant points may include:

- Benthamite Utilitarian ideals underpinned the growing calls for Poor Law reform - they were - highly influential because they could both explain the underlying problem with the existing Poor Law and offer solutions to the problem
- The utilitarian ideals of ‘greatest happiness’ and ‘less eligibility’ offered an effective solution to the apparent contradiction between laissez-faire politics and the need to prevent social disorder
- Underlying economic concepts of adequate provision for the least cost appealed to the rate-paying middle-classes who were locally at the forefront of demands for Poor Law reform
- Prominent Utilitarians such as Bentham, himself, and Edwin Chadwick were nationally known with influence at the highest political levels
- Level of significance can be seen in the appointment of Edwin Chadwick and Nassau Senior to the Commission of Enquiry in 1832 by a Whig government determined to win the support of the rate-paying middle-class.

Relative significance in relation to overall influence and/or other significant factors should be analysed and evaluated. Relevant points may include:

- The ineffectiveness, rising cost and perceived corruption of the existing Poor Law drove the increasing demand for change throughout the period
- Social and economic factors such as the role of vested interests explain the increasing demand for reform more directly than ideology
- Political factors such as the fear of disorder caused by economic downturn or change fuelled demand for reform e.g. end of the Napoleonic Wars in 1815 and the rural discontent of the early 1830s
- Utilitarian ideals provided the solutions rather than the cause of the demand for reforms e.g. MPs supporting reform were attracted to the cost effectiveness of utilitarianism
- Utilitarianism was only one of a number of ideological, political and religious viewpoints which influenced increasing demand for reform.

Other relevant material must be credited.
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<tr>
<td>2</td>
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</table>

Candidates are expected to reach a judgement on the suggestion that Chartism was a complete failure in the years 1836-52.

Evidence in support of the suggestion that Chartism was a complete failure should be analysed and evaluated. Relevant points may include:

- None of the Six Points of the Charter had been achieved by 1852 and the political elite were firmly entrenched against further reform after 1832
- The Chartists failed to agree a unified strategy with neither moral nor physical force Chartists achieving their objectives
- Moral force Chartism failed to persuade the government to accept any of its petitions
- Strikes and demonstrations organised by physical force Chartists were met with decisive government action
- Chartism failed to attract enough middle-class support to create an effective political alliance or parliamentary sympathy
- Chartism failed to engage wide working-class support except in times of economic downturn
- By 1852 Chartism had become moribund, deprived of its mass support by government policies that combined social reform with police and military action.

Evidence to counter the suggestion that Chartism was a complete failure should be analysed and evaluated. Relevant points may include:

- Chartism continued to highlight the issue of the need for electoral reform and the social and economic improvements it may bring throughout the time period
- Thousands of working class supporters were involved in extra-parliamentary participation leading to increased politicisation
- Chartism encouraged and influenced the work and methodology of social and economic reform movements in the 1830s and 1840s
- Moral force Chartism encouraged the growth of working-class co-operatives and self-help programmes
- Both the authoritarian response and the social reforms enacted by governments during the period suggest that the Chartists were perceived as a very real threat to the political order
- Despite physical failure, the Chartists were politically influential throughout the period and kept the demand for democratic change alive after 1852.

Other relevant material must be credited.
Section B: indicative content

<table>
<thead>
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<tr>
<td>3</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the mechanisation of industry was responsible for the growth of trade unions in the years c1785-1834. The contribution of the mechanisation of industry to the growth of trade unions in the years c1785-1834 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The introduction of machines initially affected male-dominated, skilled trades which led to the rejuvenation of local craft organisations and the creation of new societies to protect job opportunities</td>
</tr>
<tr>
<td></td>
<td>• Union activity to protect wage rates increased because mechanisation encouraged factory owners to lobby government to repeal wage protection measures</td>
</tr>
<tr>
<td></td>
<td>• Increased mechanisation of all aspects of industrial production, particularly, textiles combined with the economic downturn at the end of the Napoleonic Wars contributed to the attempt to organise general trade unions post-1815</td>
</tr>
<tr>
<td></td>
<td>• The consequences of mechanisation such as long working hours, shift work, the disciplining of the workforce and poor safety encouraged workers to consider joining trade unions to fight for reforms in working conditions</td>
</tr>
<tr>
<td></td>
<td>• Owen’s Grand Consolidated National Trades Union was developed partly to encourage workers to demand greater control over the mechanised conditions of work.</td>
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<tr>
<td></td>
<td>The contribution of other factors and/or evidence modifying the contribution of the mechanisation of industry to the growth of trade unions in the years c1785-1834 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• Early union organisation was strongly linked to late 18th century radical beliefs in political freedoms and the right to ‘combine’</td>
</tr>
<tr>
<td></td>
<td>• The passing of Combination Acts and later government attempts to hinder trade union activity encouraged political activists to organise friendly societies in opposition</td>
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<tr>
<td></td>
<td>• The repeal of the Combination Acts in 1824 encouraged workers previously unwilling to challenge authority to organise and join in trade union activity</td>
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<tr>
<td></td>
<td>• Growth in trade union activity tended to coincide with wider economic problems e.g. end of Napoleonic Wars rather than the general consequences of industrial mechanisation</td>
</tr>
<tr>
<td></td>
<td>• Not only mechanisation but the wider consequences of industrialisation encouraged the development of different types of trade union activity at different times; mechanisation of not just industry but also agriculture contributed to growth in union activity</td>
</tr>
<tr>
<td></td>
<td>• The impact of mechanisation often led to spontaneous direct action e.g. Luddism and the Captain Swing riots rather than organised, peaceful action.</td>
</tr>
<tr>
<td></td>
<td>Other relevant material must be credited.</td>
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<tr>
<td>Question</td>
<td>Indicative content</td>
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<td>4</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</td>
</tr>
</tbody>
</table>

Candidates are expected to reach a judgement on the suggestion that there was a dramatic improvement in the working life of industrial workers in the years 1833-70. Evidence supporting the suggestion that there was a dramatic improvement in the working life of industrial workers should be analysed and evaluated. Relevant points may include:

- In the years 1833-70 government policies had led to major improvements in working life through the regulation of working hours, the employment of women and children, and health and safety
- By 1870 the Factory Acts had led to the limitation of the working day for many adults to ten and half hours and the working week to five and half days
- Child labour had been drastically reduced or eradicated through legislation, initially in the textile and then mining industries, and by 1870 the remaining loopholes were being closed
- Legislation was passed limiting the working hours of women in the textile industries and preventing women from working underground in mines
- Conditions at work improved with health and safety procedures introduced mainly in textile mills and the mining industry along with the provision of regular, fixed mealtimes.

Evidence countering and/or modifying the suggestion of a dramatic improvement in the working life of industrial workers should be analysed and evaluated. Relevant points may include:

- Loopholes to legislation were regularly found by employers which prevented the full implementation of laws designed to ameliorate working conditions
- Many industrial workers still worked up to 60 hours a week; it was only after 1850 that most men worked a ten and a half hour day
- Industrial workers were often reluctant to take advantage of changes to working hours and limitations to child labour, as this potentially reduced household incomes
- Health and safety procedures did improve but the pace of industrial advance and the limited nature of the factory inspectorate meant that it was difficult to enforce
- Improvements were often dependent on the individual attitudes of employers and factory owners meaning that working conditions varied considerably
- Despite some clear improvement in child labour and hours of work most industrial workers still worked long hours and/or in unregulated industries.

Other relevant material must be credited.
Section C: indicative content

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>5</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians’ viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the abolition of the slave trade was achieved through the mass mobilisation of public pressure. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>Extract 1</td>
</tr>
<tr>
<td></td>
<td>• Popular pressure succeeded in influencing Parliament in making reforms to the slave trade in the 1790s e.g. the Dolben Act</td>
</tr>
<tr>
<td></td>
<td>• Popular support for petitions was on an unprecedented scale which gave weight to the abolitionist cause</td>
</tr>
<tr>
<td></td>
<td>• The integrity of the public petitions and campaigning was accepted without question</td>
</tr>
<tr>
<td></td>
<td>• Those who would be influential in the final legislation for the abolition of the slave trade such as MPs and government ministers were influenced by the petitions</td>
</tr>
<tr>
<td></td>
<td>• However, candidates may suggest that the evidence provided in extract 1 does suggest that petitions were ignored.</td>
</tr>
<tr>
<td></td>
<td>Extract 2</td>
</tr>
<tr>
<td></td>
<td>• The final decision to abolish the slave trade rested with the Parliament and, therefore, the political elite</td>
</tr>
<tr>
<td></td>
<td>• Parliament was not particularly influenced by extra-parliamentary or ‘out of doors’ public pressure</td>
</tr>
<tr>
<td></td>
<td>• The evangelical influences behind the public pressure were not reflected in Parliament</td>
</tr>
<tr>
<td></td>
<td>• Parliament made its decisions based on the practical situation at any one specific time – in this case 1807</td>
</tr>
<tr>
<td></td>
<td>• The changing situation in the West Indies in the early 1800s allowed Parliament to make these changes. Candidates should relate their own knowledge to the material in the extracts to support the view that the abolition of the slave trade was achieved through the mass mobilisation of public pressure. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• Throughout the 1780s and 1790s Parliament and also Pitt from 1783, were willing to listen to evidence relating to the slave trade, including first-hand evidence from Equiano [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• The numbers signing petitions were echoed by the number of people attending events held by abolitionists such as Clarkson, taking part in boycotts or buying mementos such as the Wedgewood medallion [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• A number of MPs were influenced by the popularity of the abolitionist cause and in 1807 government support, with an awareness of the popularity of the cause, was required for legislation to be passed [relevant to Extract 1]</td>
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<tr>
<td></td>
<td>• Candidates might also refer to the role of Evangelists and religious groups such as the Quakers and the elite campaigners e.g. Wilberforce was seen as a</td>
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<tr>
<td>Question</td>
<td>Indicative content</td>
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<tr>
<td></td>
<td>vital part of the public campaign [relevant to Extract 2]. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the abolition of the slave trade was achieved through the mass mobilisation of public pressure. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The mobilisation of public pressure may have brought abolition to the attention of Parliament but despite minor legislation little was achieved [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• Public pressure was clearly influential in the 1780s and 1790s but abolitionist connections to the French revolutionary ideals and the outbreak of war with France limited further achievements [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• There was a strong lobby of West Indian interests and anti-abolitionists in Parliament until this was weakened by changing circumstances in the West Indies e.g. a surplus of slave labour and the consequences of the French Wars [relevant to Extract 2]</td>
</tr>
<tr>
<td></td>
<td>• A new government, the presence of Irish MPs and the prosecution of the war with France created a pragmatic situation in parliament in 1807 rather than popular pressure [relevant to Extract 2]</td>
</tr>
<tr>
<td></td>
<td>• Additional reasons, such as the role of individuals, economic factors etc.</td>
</tr>
</tbody>
</table>
Instructions

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

Information

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

Advice

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

Answer EITHER Question 1 OR Question 2.

EITHER

1 How accurate is it to say that industry in the USSR was transformed by the Five-Year Plans of 1928–50?

(Total for Question 1 = 20 marks)

OR

2 To what extent did the essential features of Communist government change in the years 1917–53?

(Total for Question 2 = 20 marks)

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

Chosen question number:  Question 1 □  Question 2 □

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B
Answer EITHER Question 3 OR Question 4.

EITHER

3 How far did Soviet culture limit personal artistic expression in the years 1917–85?
(Total for Question 3 = 20 marks)

OR

4 How far do you agree that the most significant social development in the years 1924–64 was the expansion of educational opportunities?
(Total for Question 4 = 20 marks)

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

Chosen question number:  Question 3 □  Question 4 □

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

5 In the light of differing interpretations, how convincing do you find the view that the USSR collapsed in 1991 because 'the consequences of glasnost spiralled beyond Gorbachev's control' (Extract 1, line 4)?

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

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

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS
Extracts for use with Section C.


Glasnost was the really revolutionary element of the Gorbachev reforms, the means by which the system unravelled ideologically. The Soviet leader intended it to bring transparency to government and break the power-hold of the Brezhnevite conservatives opposed to his reforms. But the consequences of glasnost quickly spiralled beyond Gorbachev's control.

By relaxing censorship, glasnost meant that the Party lost its grip on the mass media, which exposed social problems previously concealed by the government (poor housing, criminality, ecological catastrophes, etc.), thereby undermining public confidence in the Soviet system.

Revelations about Soviet history had a similar effect. One by one the legitimising myths of the system – its material and moral superiority over capitalist societies, its vindication by the defeat of Nazism, its modernisation of the country through collectivisation and the Five-Year plans, and its founding in the mass-based revolution in October 1917 – came under assault as the dark facts emerged from the newly opened archives and books published in translation from abroad.

Glasnost politicised society. Independent public bodies formed. By March 1989, there were 60,000 ‘informal’ groups and clubs in the Soviet Union. They held meetings and joined demonstrations in the streets, many of them calling for political reforms, civil rights, national independence for Soviet republics and regions, or an end to the Communist monopoly of power. The major cities were returning to the revolutionary atmosphere of 1917.


By 1991, a coalition of interests stood opposed to Gorbachev. Ethnicity was a source of difficulty: the national republics were being seduced by the prospect of greater independence, or even came to demand complete independence. Such sentiments even began to pervade the Russian Federation, which found an inspiring leader in Boris Yeltsin. If Russia and Ukraine agreed that they did not need the Soviet Union, they could simply dismantle it. Some believed that the country could yet be saved from chaos and that a strong centre could be re-established. This motley group, calling themselves the Emergency Committee, decided to strike on 18 August 1991. Practically everything they undertook was a miscalculation, but the bungled coup was fraught with important consequences. The coup demoralised the formerly dominant institutions, led to the banning of the party, and soon contributed to the demise of the Soviet Union, as Russia and Ukraine decided to become independent republics and to dissolve the USSR.

Acknowledgements


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Mark scheme

Specimen assessment materials for first teaching September 2015

GCE History (9HI0/1E) Advanced

Paper 1: Breadth study with interpretations

Option 1E: Russia, 1917-91: from Lenin to Yeltsin
### Generic Level Descriptors: Sections A and B

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | • Simple or generalised statements are made about the topic.  
      |       | • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.  
      |       | • The overall judgement is missing or asserted.  
      |       | • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2     | 4–7  | • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.  
      |       | • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.  
      |       | • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.  
      |       | • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3     | 8–12 | • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.  
      |       | • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.  
      |       | • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.  
      |       | • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4     | 13–16| • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.  
      |       | • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.  
      |       | • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.  
      |       | • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |
| 5     | 17–20| • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.  
      |       | • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.  
      |       | • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.  
      |       | • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |
Section C

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

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | - Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.  
- Some relevant contextual knowledge is included, with limited linkage to the extracts.  
- Judgement on the view is assertive, with little or no supporting evidence. |
| 2     | 4–7  | - Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.  
- Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.  
- A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3     | 8–12 | - Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.  
- Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.  
- A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. |
| 4     | 13–16| - Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.  
- Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.  
- Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. |
| 5     | 17–20| - Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.  
- Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.  
- Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. |
## Section A: indicative content

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 1        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on the extent to which industry in the USSR was transformed by the Five-Year Plans of 1928-50.  
The extent to which industry in the USSR was transformed by the Five-Year Plans of 1928-50 should be analysed and evaluated. Relevant points may include:  
• The development of a heavy industrial base with the rapid and large-scale expansion of capital goods such as factories, machinery and transport  
• The changed industrial geography, including cities such as Magnitogorsk and new industrial centres in the outlying republics and beyond the Urals  
• Industrial growth averaged 10-12% over the given period  
• A large increase in the number of industrial workers and the consequent growth of towns and cities  
• Industrial transformation was a factor in enabling the USSR to resist and ultimately defeat the German invasion of 1941, and then to sustain the Cold War.  
The extent to which industry in the USSR was not transformed by the Five-Year Plans of 1928-50 should be analysed and evaluated. Relevant points may include:  
• The focus on capital goods meant that industrial development was uneven, with consumer goods and housing neglected  
• The plans focused on quantitative targets and ignored the quality of output, which was often very poor  
• The war destroyed 25% of capital equipment. The large loss of life affected industrial output throughout the 1940s, and undermined many of the achievements of the first three Five-Year Plans  
• The command economy was labour intensive and prevented the continuous modernisation of capital goods, which in the long term undermined the whole Soviet regime.  
Other relevant material must be credited. |
<table>
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<tr>
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</table>
| 2        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the essential features of Communist government changed in the years 1917-53. The extent to which the essential features of Communist government changed in the years 1917-53 should be analysed and evaluated. Relevant points may include:  
• Lenin was flexible on issues of Communist ideology, while from 1928-53 Stalin was unyielding in his ideological outlook  
• Lenin’s and Stalin’s governments were underpinned by a powerful secret police system, but Stalin’s use of it was all pervasive, including action against high-ranking party members  
• Control of industry was imposed by Stalin, whereas Lenin’s industrial policies changed according to circumstances  
• The government’s attempts to direct agricultural change varied, with Lenin prepared to allow some peasant independence, in sharp contrast to Stalin’s policy of centralised planning and collectivisation. The extent to which the essential features of Communist government remained unchanged in the years 1917-53 should be analysed and evaluated. Relevant points may include:  
• The status and prestige of government leaders was unchanged, and were usually supported by pervasive personality cults  
• State power remained unchallenged, and any opposition to Communist power, such as the Kronstadt mutineers and those who opposed collectivisation, was vigorously suppressed  
• Apart from the years 1941-45, religious beliefs and practices were under constant attack  
• There was rigid control of mass media, including press, radio and film  
• The apparatus of the secret police forces remained essentially unchanged. Other relevant material must be credited. |
### Section B: indicative content

<table>
<thead>
<tr>
<th>Question</th>
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</table>
| 3        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on the extent to which Soviet culture limited personal artistic expression in the years 1917-85.  
The extent to which Soviet culture limited personal artistic expression in the years 1917-85 should be analysed and evaluated. Relevant points may include:  
- Changing attitudes towards personal artistic expression from 1920, with the government’s decision that Soviet culture should be optimistic and proletarian  
- Stalin’s insistence that artists would give unqualified support to the country’s achievements through Socialist Realism led to the public disgrace of artists such as Shostakovich and the imprisonment of Mandelstam  
- Glavlit’s censorship of literature and film scripts in the 1950s  
- Khrushchev’s public attacks in 1963 on modern artists such as Voznesensky  
- Brezhnev’s decision to suppress novels by writers such as Solzhenitsyn, and the 1965 trial of the samizdat writers Sinyavsky and Daniel.  
The extent to which Soviet culture allowed personal artistic expression in the years 1917-85 should be analysed and evaluated. Relevant points may include:  
- The flowering of Proletkult and constructivism in the early years after the 1917 revolution  
- Under Stalin a few writers such as Akhmatova and Pasternak were allowed some artistic freedom  
- State subsidies and support to cinema led to the creation of some world-class cinema, e.g. Alexander Nevsky  
- Creative arts flourished after Khrushchev’s denunciation of Stalin in 1956. Some significant works, such as Yevtushenko’s Babi Yar and Solzhenitsyn’s One Day in the Life of Ivan Denisovich, were published  
- The strictures of Socialist Realism were loosened in the 1970s as American popular culture grew in influence. This was reflected in the growth of jazz and rock as musical forms  
- Writers such as Trifonov published novels which tackled the problems of everyday life rather than praising the achievements of Soviet heroes.  
Other relevant material must be credited. |
<table>
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<tr>
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</table>
| 4        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the expansion of educational opportunities was the most significant social development in the years 1924-64. The extent to which the expansion of educational opportunities was the most significant social development in the years 1924-64 should be analysed and evaluated. Relevant points may include:  

- Education was viewed as a battlefront in the war against illiteracy. Universal compulsory education was established in 1919, and within twenty years the literacy rate had reached 94%. The growth of literacy was encouraged by the use of native languages in the outlying republics
- A network of schools, night schools and factory schools was established. The growth of polytechnics and universities equipped young people with the skills required for the country’s industrial needs
- Education was one way in which the government instilled Communist values and obedience to the state in young people
- The growth of education was linked to the rise of the nomenklatura and of the state’s bureaucratic machine.  

The significance of other social developments in the years 1924-64 should be analysed and evaluated. Relevant points may include:  

- Changing attitudes to family life, from the attacks on the family under Lenin to the reversal of his policies in the late 1920s. Abortion was outlawed and divorce was made difficult, though there was some limited liberalisation encouraged under Khrushchev
- The government assumed some functions traditionally associated with the family, including state-run nurseries and support for the sick and the old
- The post-revolution government established the equality of men and women, though this was not established very securely. The Family Code of 1936 retreated from complete equality for women, but the policy was reinstated in part under Khrushchev
- The government did attempt to provide housing for all, however limited its provision. The Khrushchovka, low cost apartment buildings made from brick or concrete panels, reduced housing shortages.  

Other relevant material must be credited. |
Section C: indicative content

<table>
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Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians’ viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the USSR collapsed in 1991 because the consequences of glasnost quickly spiralled out of Gorbachev’s control.

In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:

**Extract 1**

- Glasnost was intended to bring transparency to the government and weaken the power of the conservative groups which opposed Gorbachev’s reforms
- Glasnost weakened the party’s control of the media and the state archives, which led to widespread exposure of social problems and scrutiny of the official history of the USSR
- Glasnost led to the creation of independent groups within society which demanded political and civil reforms.

**Extract 2**

- By 1991 the national republics within the USSR were demanding greater freedom, or even complete independence
- Yeltsin and his supporters led the movement for a separate Russian Federation, which led to a split among the reformers
- The coup of 18 August 1991 was badly handled and failed in its attempt to overthrow Gorbachev
- The consequences for Gorbachev, Yeltsin and the USSR as a whole were momentous and contributed to the fall of the Soviet Union.

Candidates should relate their own knowledge to the material in the extracts to support the view that the USSR collapsed in 1991 because the consequences of glasnost quickly spiralled out of Gorbachev’s control. Relevant points may include:

- Social issues which had been hidden from public view were exposed in the media, and undermined confidence in the whole Soviet system [relevant to Extract 1]
- Soviet history had legitimised the Communist government by promoting a positive view of events such as the 1917 revolution, the economic reforms of the 1930s and the defeat of Germany. State archives and works from abroad challenged and undermined these viewpoints [relevant to Extract 1]
- Glasnost promoted the growth of independent public bodies. Though initially informal, they had developed by 1989 into large and well organised groups, many of them aimed at the break-up of the USSR [relevant to Extract 1]
- The cumulative effect of Gorbachev’s reforms led to a gradual undermining of the Soviet state [relevant to Extract 1].

Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the USSR collapsed in 1991 because the consequences of glasnost quickly spiralled out of Gorbachev’s control. Relevant points may include:

- By 1991 Gorbachev faced widespread opposition from a number of opposing groups and ethnic minorities, especially in the Baltic states and Georgia
<table>
<thead>
<tr>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>[relevant to Extract 2]</td>
<td>Yeltsin and his supporters were demanding the independence of the Russian Federation. This led to divisions within the reforming groups [relevant to Extract 2]</td>
</tr>
<tr>
<td></td>
<td>The failed coup of 18 August weakened the influence of conservative groups who were trying to hold the USSR together [relevant to Extract 2]</td>
</tr>
<tr>
<td></td>
<td>Additional evidence, e.g. Gorbachev’s complacency over Armenia and the Baltic republics; perestroika had caused serious economic problems in all the republics.</td>
</tr>
</tbody>
</table>
Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
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- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Advice

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

Answer EITHER Question 1 OR Question 2.

EITHER

1. How far do you agree that anti-communism was the main influence on US immigration policies in the 1920s?

   (Total for Question 1 = 20 marks)

OR

2. How accurate is it to say that minority rights campaigns achieved considerable success in the years 1960–80?

   (Total for Question 2 = 20 marks)

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

Chosen question number:  Question 1  Question 2

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How significant were Cold War influences in shaping the different styles of presidential leadership in the years 1945–72?

(Total for Question 3 = 20 marks)

OR

4 How far do you agree that living standards in the USA were transformed for all Americans in the years 1933–60?

(Total for Question 4 = 20 marks)

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

Chosen question number:   Question 3 ☐   Question 4 ☐
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 legacy of Reagan’s conservative policies was ‘hardly a presidential scoreboard of which to be proud’ (Extract 1, line 16)?

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

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

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS
**Extracts for use with Section C.**


As experts pondered his eight years as president, Reagan’s legacy seemed strangely contradictory. He had doubled the national debt in six years. Behind a smokescreen of ‘no new taxes’ they had increased by more than $80 billion per year. Unemployment – though down in his last year – had averaged 7.7%, compared with 6.4% before 1980. US output had averaged only 2.6% growth under Reagan, compared with 3% before 1980. Meanwhile, federal government spending, far from being slashed as Reagan had promised his conservative base, had risen to its highest level in relation to national output in American history. Reagan’s efforts to deregulate the economy, moreover, resulted in a Saving and Loan scandal that exploded in his second term, resulting in taxpayers being asked to cover probable losses of $64 billion by the time of his final budget. A sum that would in due course require $200 billion in taxpayers’ bailout funding, to compensate customers of failed and often fraudulent, unregulated American companies. The income of the poorest 20% of the population fell by more than a tenth during his presidency, while the income of the top 20% increased by a fifth, hugely enlarging the gap between them. This was hardly a presidential scoreboard of which to be proud.


Financial deficits notwithstanding, Reagan’s second term was a success. He had achieved a major legislative goal in tax reform, put conservatives in a strong position on the Supreme Court, and then handed over the presidency to his chosen successor. He maintained his high popularity ratings for most of his term, and among conservatives, became a revered figure. Indeed, a comparison of the political landscapes of 1980 and 1988 shows how much of an imprint he had made. The federal budget was discussed almost entirely in terms of cuts, not spending increases. For the courts, the question was not whether conservatives would be appointed, but which ones. In terms of Republican politics, the issue was not Reagan’s ideas, but who would continue to implement them. In all of these cases, and many more, Reagan and the conservatives set the terms.

**Acknowledgements**


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Mark scheme

Specimen assessment materials for first teaching September 2015

GCE History (9HI0/1F) Advanced

Paper 1: Breadth study with interpretations

Option 1F: In search of the American Dream: the USA, c1917-96
**Generic Level Descriptors: Sections A and B**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No</td>
<td>rewardable material.</td>
</tr>
</tbody>
</table>
| 1 | 1–3 | • Simple or generalised statements are made about the topic.  
• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.  
• The overall judgement is missing or asserted.  
• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2 | 4–7 | • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.  
• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.  
• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.  
• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3 | 8–12 | • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.  
• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.  
• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.  
• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4 | 13–16 | • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.  
• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.  
• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.  
• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |
| 5 | 17–20 | • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.  
• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.  
• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.  
• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |
Section C

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.  
• Some relevant contextual knowledge is included, with limited linkage to the extracts.  
• Judgement on the view is assertive, with little or no supporting evidence. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.  
• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.  
• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3     | 8–12 | • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.  
• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.  
• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. |
| 4     | 13–16| • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.  
• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.  
• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. |
| 5     | 17–20| • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.  
• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.  
• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. |
## Section A: indicative content

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. The role of anti-communism in the development of US immigration policies in the 1920s should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The Red Scare in reaction to the Bolshevik Revolution highlighted the number of communist supporters/sympathisers from immigrant backgrounds and so influenced policies to limit immigration from Europe</td>
</tr>
<tr>
<td></td>
<td>• Immigration quotas were particularly severe for migrants from eastern and southern Europe where communist and socialist beliefs flourished amongst the poor</td>
</tr>
<tr>
<td></td>
<td>• Migrants were perceived by anti-communists to be more likely to participate in anti-capitalist and trade union activities so undermining the ‘American Way’ and the free market economy</td>
</tr>
<tr>
<td></td>
<td>• Specific events such as the Sacco-Vanzetti case highlighted migrant links to anarchist and communist organisations, creating a climate of mistrust against newly-arrived immigrants.</td>
</tr>
<tr>
<td></td>
<td>The role of other factors and/or evidence to counter the degree of influence of anti-communist beliefs in the development of US immigration policies should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• American nationalism and nativism, particularly of the WASP political elite, created xenophobia and encouraged limits to immigration in its desire to ‘protect’ the ‘American Way’</td>
</tr>
<tr>
<td></td>
<td>• Growing support for the Ku Klux Klan and eugenicist beliefs across the US, including urban areas</td>
</tr>
<tr>
<td></td>
<td>• Anti-communism may have been more of a secondary cause than the main influence with American nationalists using fear of communism as a means to sway public support</td>
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<tr>
<td></td>
<td>• Isolationism, as a consequence of US intervention in World War I, encouraged disassociation from all international links including immigration</td>
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<tr>
<td></td>
<td>• Anti-communism does not explain adequately attitudes towards immigration from Japan and China.</td>
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<tr>
<td></td>
<td>Other relevant material must be credited.</td>
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<tr>
<td>Question</td>
<td>Indicative content</td>
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</tbody>
</table>
| 2        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on the suggestion that minority rights campaigns achieved considerable success in the US in the years 1960-80.  
Evidence of successful minority rights campaigning should be analysed and evaluated. Relevant points may include:  
• Native American (NCAI, NIYC), Hispanic American (UFW, MAPA) and gay rights organisations all grew in confidence and support during the two decades  
• Minority rights were increasingly acknowledged in mainstream politics, such as Bobby Kennedy’s support for Chavez, the appointment of Harvey Milk to political office in San Francisco and the Democratic Party inclusion of gay rights in the 1980 election manifesto  
• Direct and indirect legislation was passed which improved the political and social position of minorities, such as the Civil Rights Acts 1964/1965, Indian Civil Rights Act 1968.  
• Native American campaigners gained increased acceptance of the right to a cultural identity with policies such as ‘termination’ being abandoned in 1970  
• Hispanic American campaigners succeeded in gaining greater employment rights and encouraging increased political participation at a local level  
• Gay rights campaigners succeeded in creating awareness of discrimination on the grounds of sexual orientation and challenging such discrimination.  
To establish extent, evidence for a lack of success or limits to success should be analysed and evaluated. Relevant points may include:  
• Despite creating increased political acknowledgement of minority rights issues underlying social and economic discrimination amongst minorities remained, particularly poverty  
• The emergence of new radical campaigning groups, such as the Brown Berets and American Indian Movement, advocating increased direct action to achieve minority aims suggests that campaigns were not successful  
• Specific events highlighted limitations to success, such as the Stonewall riots (1969), the Wounded Knee siege (1973), school strikes by Hispanic Americans  
• Despite the end of ‘termination’ policies, discrimination against Native Americans continued and social and economic deprivation remained high  
• Despite some success in improving Hispanic American working conditions, poverty and educational discrimination continued  
• Despite some increase in social openness, discrimination due to sexual orientation continued in public life and the rise of the Religious Right threatened to limit further advances.  
Other relevant material must be credited. |
Section B: indicative content

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
</table>
| 3        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the significance of Cold War influences in shaping the different styles of presidential leadership in the years 1945-72. 

The contribution of Cold War influences in shaping styles of presidential leadership should be analysed and evaluated. Relevant points may include:

- Cold War values of standing firm against an ideological enemy actively informed the nature of presidential leadership across the whole period
- The importance of the Cold War on the national political agenda allowed each president to differentiate their own style of leadership e.g. Nixon’s visit to China (1972) as an indication of an ‘imperial presidency’
- Each president of the period was faced with a significant Cold War event which either defined or modified his domestic leadership style e.g. Kennedy’s more independent decision-making style after the Bay of Pigs
- The changing nature of the Cold War was influential in the general trend within presidential politics from the business-like, organisational presidencies of Truman and Eisenhower towards imperial, personal presidencies of the 1960s and 70s.

To establish extent, evidence limiting the significance of Cold War influences and/or other significant factors should be analysed and evaluated. Relevant points may include:

- US presidential style was more likely to be influenced by political background and previous experience e.g. Johnson’s leadership of the Senate
- Presidential style was influenced by the personality of the individual leaders
- Innovation in mass communication and transport technology influenced a general trend towards the personal presidency with increased visual and physical access to individual presidents
- Developments in broadcast news encouraged presidents to articulate and differentiate their individual style of leadership e.g. televised presidential addresses and debates, Kennedy’s weekly press conferences
- Leadership styles were defined as much by specific domestic events, such as Civil Rights, as by Cold War events.

Other relevant material must be credited.
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
</table>
| 4 | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
  Candidates are expected to reach a judgement on the suggestion that living standards were transformed for all Americans in the years 1933-60.  
  In considering the suggestion that living standards were transformed, evidence of change should be analysed and evaluated. Relevant points may include:  
  • By 1960 the wartime economy and post-war economic boom had overcome the declining living standards and unemployment of the 1930s  
  • The 1930s Depression combined with the wartime economy had limited the purchasing power of the public; by 1960 the US was experiencing a boom in consumer spending  
  • By 1960, most Americans benefited from the increased production, technological development and lower prices of consumer goods, which had been limited in variety, availability and affordability in the years 1933-45.  
  • Life for large numbers of younger people improved both quantifiably and qualitatively after 1945 with rising domestic income and the onset of the ‘teenager’ consumer boom  
  • The difficult experiences of the years 1933-45 encouraged increased aspirations for improved living standards e.g. suburban living.  
  In considering the extent to which the increase in living standards was transformed, evidence of continuity and/or limitations to transformation should be analysed and evaluated. Relevant points may include:  
  • Although the 1930s experienced a period of Depression, a general economic trend towards greater production and the development of a more affluent society had already begun  
  • Consumption of consumer goods and the use of advertising to influence aspiration was already apparent in the 1930s; it was only technological advances which improved living standards further  
  • Poverty remained an economic and social feature of American life throughout the period with evidence of increased poverty emerging at the end of the 1950s  
  • Regional variations in economic growth and development meant that many Americans working in traditional industry and small-scale agriculture did not benefit from the rise in the standards of living  
  • Despite general trends in improved living standards, life was particularly difficult for those groups who suffered most during the Depression era, such as Black Americans.  
  Other relevant material must be credited. |
Section C: indicative content

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians’ viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the legacy of Reagan’s conservative policies was ‘hardly a presidential scoreboard of which to be proud’. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>Extract 1</td>
</tr>
<tr>
<td></td>
<td>• Reagan’s economic policies had led to national debt, increased taxation and a failure to stem unemployment</td>
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<tr>
<td></td>
<td>• Federal government spending had risen to its highest ever level in relation to output</td>
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<tr>
<td></td>
<td>• Lack of business regulation had added to the taxpayer burden</td>
</tr>
<tr>
<td></td>
<td>• The gap in standards of living between rich and poor had increased.</td>
</tr>
<tr>
<td></td>
<td>Extract 2</td>
</tr>
<tr>
<td></td>
<td>• Despite the budget deficit, economic policies of tax reform and tax cutting were having an effect</td>
</tr>
<tr>
<td></td>
<td>• Conservative political policies and ideas had outgrown ‘Reaganism’ and become the accepted norm</td>
</tr>
<tr>
<td></td>
<td>• The judicial system from Supreme Court down had seen an increase in conservative supporting appointees</td>
</tr>
<tr>
<td></td>
<td>• Reagan’s popularity meant that Republican government continued after he stood down.</td>
</tr>
<tr>
<td></td>
<td>Candidates should relate their own knowledge to the material in the extracts to support the view that the legacy of Reagan’s conservative policies was ‘hardly a presidential scoreboard of which to be proud’. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The consequences of supply-side policies and the budget deficit for the promise to ‘rollback’ the state [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• The creation of unequal living standards resulting in homelessness and ‘yuppie’ lifestyles [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• Social tensions escalating as a result of economic inequality, particularly with regard to Black Americans and in urban areas [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• Similar scandals to that of Savings and Loans, such as evidence of fraud in government departments and personal scandals involving figures from the Religious Right [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• Additional points such as, George Bush Snr was forced to review some of Reagan’s economic policies e.g. tax in the early 1990s.</td>
</tr>
<tr>
<td></td>
<td>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the legacy of Reagan’s conservative policies was ‘hardly a presidential scoreboard of which to be proud’. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• Alternative economic statistics suggest that Reagan’s economic policies were successful, such as reduced inflation and increased production[relevant to Extract 1]</td>
</tr>
<tr>
<td>Question</td>
<td>Indicative content</td>
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<tr>
<td></td>
<td>• By 1988 many Americans expressed the view that ultimately their living standards had improved under Reagan [relevant to Extract 2]</td>
</tr>
<tr>
<td></td>
<td>• Conservative supporters felt that the Reagan years had at least begun to limit the excesses of the liberal orthodoxy of the 1960s and 70s [relevant to Extract 2]</td>
</tr>
<tr>
<td></td>
<td>• Clinton’s campaign strategies and early policies were influenced by the extent of conservative influence established during the Reagan presidency [relevant to Extract 2]</td>
</tr>
<tr>
<td></td>
<td>• Additional supporting evidence, e.g. after the presidencies of Nixon, Ford and Carter, Reagan re-established confidence in both the presidency and the US as a nation in the eyes of many.</td>
</tr>
</tbody>
</table>
Instructions

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

Information

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

Advice

• Read each question carefully before you start to answer it.
• Check your answers if you have time at the end.
SECTION A
Answer EITHER Question 1 OR Question 2.

EITHER

1. To what extent does the Treaty of Versailles explain political extremism in Germany in the years 1919–32?
   (Total for Question 1 = 20 marks)

OR

2. How effective was the Nazi government in managing the economy in the years 1933–45?
   (Total for Question 2 = 20 marks)

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

Chosen question number: Question 1 ☐  Question 2 ☐

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 To what extent was the system of democracy practised in the Federal Republic similar to that of the Weimar Republic?

(Total for Question 3 = 20 marks)

OR

4 How accurate is it to say that there was a sustained increase in living standards in the Federal Republic in the years 1949–89?

(Total for Question 4 = 20 marks)

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

Chosen question number:  Question 3   Question 4

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

5 In the light of differing interpretations, how convincing do you find the view that a strong response from Britain and France towards German military aggression in the years 1933–38 would have prevented the outbreak of the Second World War?

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

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

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS
On 7 March 1936 Hitler sent his troops dramatically into the demilitarized zone of the Rhineland. It was Hitler’s first major territorial aggression, and perhaps the most crucial of all. The move, a frontal challenge to the settlement of Versailles even more serious than his open rearmament of Germany, was opposed by many of his military advisers. It was also a violation of the Locarno agreements which Germany had made not under a Diktat but voluntarily. Had France and Britain, or even France alone, marched against him at that time, he was still too unprepared to hope for victory. It was perhaps the biggest gamble of his career. The officers in the operation, it is now known, carried sealed orders to withdraw at once if they met with French resistance. But none came because the government of France was weak and only lodged protests with the League of Nations. There is little doubt that vigorous military reprisals taken by a strong French government would, at that moment, have checked Hitler for a time and maybe for ever.

We do not have difficulty in giving an answer to the question of who was responsible for the Second World War, or in finding plenty of evidence that it was Hitler who had deliberately unleashed the war in Europe. However, there is argument about the responsibility of the other European powers, and especially Britain and France, for not preventing the war by stopping Hitler sooner. There are suggestions that the Poles talked of a preventative war as early as 1933 and perhaps at the time of Munich the generals would have overthrown Hitler if Britain and France had stood firm. However, all these speculations are inconclusive: an action against Germany in 1933 would have outraged liberal opinion all over Europe; a French humiliation of the Germans in 1936 might have united the Germans even more firmly behind Hitler and produced a surge of national emotion. Some people have expressed doubts about the seriousness of the generals’ plots in 1938 and on their ability to execute them successfully. The fact which does remain is Hitler’s unshakeable determination to achieve his ends by one means or another, and the total ruthlessness which he was prepared to use.
Mark scheme

Specimen assessment materials for first teaching September 2015

GCE History (9HI0/1G) Advanced

Paper 1: Breadth study with interpretations

Option 1G: Germany and West Germany, 1918-89
**Generic Level Descriptors: Sections A and B**

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

<table>
<thead>
<tr>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
<td></td>
</tr>
</tbody>
</table>
| 1     | 1–3  | - Simple or generalised statements are made about the topic.  
- Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.  
- The overall judgement is missing or asserted.  
- There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2     | 4–7  | - There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.  
- Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.  
- An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.  
- The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3     | 8–12 | - There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.  
- Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.  
- Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.  
- The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4     | 13–16| - Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.  
- Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.  
- Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.  
- The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |
| 5     | 17–20| - Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.  
- Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.  
- Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.  
- The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |
Section C

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

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</table>
| 1     | 1–3  | - Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.  
- Some relevant contextual knowledge is included, with limited linkage to the extracts.  
- Judgement on the view is assertive, with little or no supporting evidence. |
| 2     | 4–7  | - Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.  
- Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.  
- A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3     | 8–12 | - Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.  
- Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.  
- A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. |
| 4     | 13–16| - Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.  
- Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.  
- Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. |
| 5     | 17–20| - Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.  
- Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.  
- Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. |
Section A: indicative content

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</table>
| 1        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the Treaty of Versailles explains the presence of political extremism in Germany in the years 1919-32.

The role of the Treaty of Versailles in explaining political extremism should be analysed and evaluated. Relevant points may include:

- The signing of the Treaty by representatives of the Weimar Republic undermined confidence in the newly created democratic constitution from the start
- The nature of the Diktat along with the territorial and military clauses of the Treaty fuelled nationalist beliefs and encouraged direct action
- The nature of extreme nationalist reaction to the Treaty led to counter-reaction from the extreme left
- Economic consequences of the Treaty, particularly reparations, encouraged Germans to look for solutions from left and right in both 1919-23 and 1928-32.
- The perceived failure of the Weimar governments to deal with problems created by the Treaty pushed German voters towards extreme parties on both left and right.

The role of other factors in explaining political extremism should be analysed and evaluated. Relevant points may include:

- Political extremism from both left and right was present in Germany and directly affecting post-November 1918 politics before the Treaty was even signed
- The nature of the Weimar constitution, particularly the system of proportional representation, encouraged the development of extreme political parties
- Ineffectual Weimar policies and the apparent inability to curb political violence encouraged Germans to support political parties offering extreme solutions to both issues
- External influences both encouraged and fuelled political extremism e.g. Communist rule in the Soviet Union and the consequences of the Wall St Crash in the United States
- The Great Depression reignited extremist politics in the years 1929-32 after the relative quiet of the Stresemann era, 1924-28.

Other relevant material must be credited.
### Question 2

Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the extent to which the Nazi government was able to manage the German economy effectively in the years 1933-45.

The extent to which the Nazi government’s management of the economy was effective should be analysed and evaluated. Relevant points may include:

- Government spending policies developed the German infrastructure, led to decreased unemployment and improved the standards of living relative to the early 1930s
- Schacht’s New Plan of 1934 created effective control over currency rates, wages and prices
- Goering’s Four Year Plan beginning in 1936 led to rapid rearmament and initial success in the policy of autarky, with increased domestic production and the development of ersatz products
- By 1937 many key economic statistics were positive and Nazi management of worker societies e.g. DAF encouraged belief that economy was recovering
- Despite difficulties with the war economy 1939-41, Germany was able to use the resources of conquered territories to both prosecute the war and maintain the domestic economy
- The introduction of a Total War economic policy from 1941-2 with a central planning board by Speer allowed the economy to improve enough to support the German war effort until the final military losses of 1945.

The extent to which the Nazi government’s management of the economy was ineffective should be analysed and evaluated. Relevant points may include:

- Despite falling unemployment, by 1937 German wages were not keeping pace with price rises and poorly managed agricultural policies were leading to urban food shortages
- The policies of the New Plan and the Four Year Plan, at times, contradicted each other leading to the ‘guns v. butter’ debate
- At the outbreak of war in 1939, the economy was near to overheating with labour and resource shortages and evidence of prices rising
- By 1941, the chaotic organisation and differing economic strategies led to hardships at home and difficulties maintaining the military
- Despite some successes with the Total War policy, labour shortages remained and the German economy struggled to cope with Allied bombing.

Other relevant material must be credited.
### Section B: indicative content

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</table>

Candidates are expected to reach a judgement on the extent to which the system of democratic government practised in the Federal Republic (FRG) was similar to that of the Weimar Republic.

Similarities in the key features and nature of the democratic systems practised in the Federal Republic and the Weimar Republic should be analysed and evaluated. Relevant points may include:

- Both upheld the key ideas of multi-party democracy, republicanism and social responsibility
- Both were created as a consequence of defeat in war and replaced autocratic/dictatorial regimes
- Both created a federal system of government with political power split between central government and individual state governments; also the national assemblies were made up of a Bundesrat/Reichsrat and Bundestag/Reichstag
- The major political positions were the same with the President as Head of State and the Chancellor controlling the day-to-day government
- Both implemented a policy of voting through proportional representation which led to a series of coalition governments and both experienced ‘grand coalitions’ e.g. 1928-30 and 1966-69
- Both had a strong commitment to the basic democratic principles of freedom of expression, assembly, association and movement.

Differences in the key features and nature of the democratic systems practised in the Federal Republic and Weimar Republic should be analysed and evaluated. Relevant points may include:

- The democratic principles of the Weimar Republic were developed by German politicians as a new beginning; the FRG was developed in the light of the failures of the Weimar Republic and under the ‘supervision’ of the western Allied power in the wake of Nazi government
- The President of the Weimar Republic was directly elected with powers to appoint and dismiss the Chancellor, direct the armed forces and enforce Emergency Laws (Article 48); the President of the FRG is a figurehead position elected by both chambers of the national assembly
- The Reichstag members could remove an individual Chancellor or minister; the Bundestag can only remove an entire government in a vote of no confidence
- The voting system in the Weimar Republic led to very small extremist parties being represented in the national assembly; in the FRG only parties with more than 5% of votes can be represented
- Despite definite commitments to democratic rights and freedoms the governments of the FRG were willing to ban political parties, confront political extremism, restrict elements of free speech and challenge the attempts of individual politicians to extend political power
- Both committed to forms of social democracy but the constitution of the Weimar Republic declared socialist intentions.

Other relevant material must be credited.
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| 4        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on the accuracy of the suggestion that there was a sustained increase in living standards in the Federal Republic in the years 1949-89.  
In considering the suggestion that there was a sustained increase, evidence of continued improvement in living standards should be analysed and evaluated. Relevant points may include:  
• Post-war recovery saw improvements in living standards due to industrial growth, rising employment opportunities and urban redevelopment  
• The ‘economic miracle’ of the late 1950s and early 1960s led to the achievement of almost full employment which in turn fuelled consumer spending  
• Despite some problems, in the mid-1970s and early 1980s living standards continued to improve particularly with regard to the consumption of goods and services  
• Throughout the period the federal government remained committed to providing effective social welfare provision, particularly pension provision, public health insurance and support for higher education  
• Industrial relations policies resulted in improvements to working hours and conditions of service which were maintained throughout the period.  
In considering the extent to which the increase in living standards was sustained, evidence of negative impacts on living standards should be analysed and evaluated. Relevant points may include:  
• The impact of periods of relative economic decline in the late 1960s, mid-1970s and early 1980s e.g. unemployment  
• The impact of job shortages in the 1970s caused by the consequences of the post-war ‘baby boom’  
• Difficulties in meeting the demands of social welfare payments, particularly to pensioners and students, in the 1980s  
• The reduced standard of living of ‘guest workers’ working in low paid occupations from the 1950s onwards  
• The development of a ‘two-thirds society’ - identified in the 1950s but which manifested itself particularly in the 1980s.  
Other relevant material must be credited. |
Candidates should relate their own knowledge to the material in the extracts to support the view that strong British and French action would have prevented war. Relevant points may include:

- Hitler had withdrawn his troops from the Austrian border in 1934 when threatened by Mussolini [relevant to Extract 1]
- A stronger reaction from Britain and France to German actions between 1933-38 may have given some German generals the confidence to oppose or act decisively against Hitler’s foreign policy [relevant to Extract 1 and 2]
- Britain and France could have justifiably challenged Germany over a range of actions from conscription to Anschluss [relevant to Extract 1 and 2]
- A more decisive stand at Munich could have prevented the take-over of Czechoslovakia or at the very least prevented the subsequent Soviet-German alliance [relevant to Extract 1 and 2]
- Additional supporting evidence, e.g. the German economy was not yet ready for war and so any attempt to counter German aggression would have acted as a deterrent.

Candidates should relate their own knowledge to the material in the extracts to
counter or modify the view that strong British and French action would have prevented war. Relevant points may include:

- Hitler had always planned for an expansionist war for *Lebensraum* once his revisionist aims had been achieved and so a strong response would not have deterred him [relevant to Extract 2]

- Hitler’s ultimate ambitions were clearly stated in his book *Mein Kampf* and so a strong response from Britain and France would not have deterred him [relevant to Extract 2]

- Hitler was an opportunist and even if French resistance had caused German troops to withdraw from the Rhineland he would have waited for another opportunity [relevant to Extracts 1 and 2]

- Additional supporting evidence, e.g. when Britain and France did finally threaten strong action in September 1939 Hitler called their bluff and war broke out anyway.
Instructions

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

Information

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

Advice

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

Answer EITHER Question 1 OR Question 2.

EITHER

1. How far were changes to working conditions responsible for the growth of mass leisure and entertainment activities in the 1920s and 30s?

   (Total for Question 1 = 20 marks)

OR

2. To what extent was the breakdown of industrial relations in the 1960s and 70s the consequence of government policies?

   (Total for Question 2 = 20 marks)

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

Chosen question number: Question 1  Question 2

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3. How accurate is it to say that there was little change in the traditional class structure of British society in the years 1918-45?

(Total for Question 3 = 20 marks)

OR

4. How different was the provision for public health in the years 1945-79 from that of 1918-39?

(Total for Question 4 = 20 marks)

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

Chosen question number: Question 3 ☐ Question 4 ☐

[The live question paper will contain seven more pages of answer lines.]
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 in the years 1979-90 the Thatcher governments carried out a highly successful 'attack on the state' (Extract 1, line 1)?

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

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

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS
Pearson Edexcel Level 3 GCE

History
Advanced
Paper 1: Breadth study with interpretations
Option 1H: Britain transformed, 1918-97

Specimen assessment materials
Extracts Booklet

Paper Reference
9HI0/1H

Do not return this booklet with the question paper.
Extracts for use with Section C.


The attack on the state concentrated on four main areas: local government, education, health and nationalised industries. Much of this work was concentrated in Mrs Thatcher’s third term because by then there seemed less reason to fear the unpopularity likely to be aroused. For some years the government gave no indication that it planned to return state-owned industry to the private sector, but it was eventually realised that the sales would provide the resources required to pay for tax cuts. The result was a succession of privatisations, including British Telecom, British Aerospace, Bristoil, British Airways, the Trustee Savings Bank, British Gas, Rolls-Royce, Rover, Jaguar, and the Electricity and Water Boards; by 1992 only coal and railways remained in the state sector.

Conservative mistrust of elective local government went back a long way. The government attempted to restrict local expenditure by reducing grants and setting limits. Ministers also attempted to cut local government down to size by forcing councils to sell off their houses while not allowing them to use the proceeds to build new ones. Schools were also given financial incentives to opt out of council control.


Mrs Thatcher knew that in a society where social democratic values die hard, right-wing radical policies must have their limits. During the first years of Thatcher’s government, for instance, she was inundated by think-tank reports calling for the privatisation of the National Health Service (NHS), but she always drew back. A report floating ideas for education vouchers, the privatisation of higher education, and the replacement of the NHS by a partly privatised insurance system was leaked to the press in September 1982. Thatcher’s response was to promise that the NHS would never be sold off, and even to brag that “we are spending 5 per cent more in real terms on the Health Service than Labour” – hardly the behaviour of a die-hard radical.

It was hardly surprising that Thatcher failed to roll back the state. “For all her boasts on one side, and howls of ‘Tory cuts’ on the other,” writes her most authoritative biographer, “she actually failed to curb public spending significantly, failed to prune or privatise the welfare state [and] failed to change most of the British public’s fundamental attitudes.”

Acknowledgements

Extract 1 is from Martin Pugh, State and Society: A Social and Political History of Britain since 1870, Bloomsbury Academic 2008;


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Mark scheme

Specimen assessment materials for first teaching September 2015

GCE History (9HI0/1H)
Advanced

Paper 1: Breadth study with interpretations

Option 1H: Britain transformed, 1918-97
### Generic Level Descriptors: Sections A and B

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

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<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | - Simple or generalised statements are made about the topic.
        |       | - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.
        |       | - The overall judgement is missing or asserted.
        |       | - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2     | 4–7  | - There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.
        |       | - Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.
        |       | - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.
        |       | - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3     | 8–12 | - There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.
        |       | - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.
        |       | - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.
        |       | - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4     | 13–16| - Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.
        |       | - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.
        |       | - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.
        |       | - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |
| 5     | 17–20| - Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.
        |       | - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.
        |       | - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.
        |       | - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |
**Section C**

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

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| 1     | 1–3  | • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.  
      |       | • Some relevant contextual knowledge is included, with limited linkage to the extracts.  
      |       | • Judgement on the view is assertive, with little or no supporting evidence. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.  
      |       | • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.  
      |       | • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3     | 8–12 | • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.  
      |       | • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.  
      |       | • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. |
| 4     | 13–16| • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.  
      |       | • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.  
      |       | • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. |
| 5     | 17–20| • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.  
      |       | • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.  
      |       | • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. |
### Section A: Indicative Content

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The contribution of changes to working conditions to the growth of mass leisure and entertainment activities in the 1920s and 30s should be analysed and evaluated. Relevant points may include:

- Regulation of working hours and days of work allowed people regularly to attend organised leisure pursuits and entertainment e.g. sporting fixtures
- Organised annual ‘works’ holidays and later the passage of the Holidays with Pay Act (1938) encouraged the development of mass tourist activities
- New industries increased the number of paid apprenticeships leading to the growth of leisure activities for young men
- New industries and new clerical white collar jobs were often less physically exhausting leaving time and energy for leisure and mass entertainment
- Large employers, particularly in the 1930s, began to provide club houses and sporting facilities for their workforce.

The contribution of other factors and/or limitations to the role of changing working conditions in the growth of mass leisure and entertainment activities should be analysed and evaluated. Relevant points may include:

- The legacy of World War I, e.g. decline in alcohol consumption, encouraged greater participation in leisure and entertainment activities
- The Labour movement encouraged workers to organise their own healthy pursuits and sporting activities, such as rambling and cycling
- New technological developments in entertainment and leisure led to the development of radio, the BBC and cinema
- Transport developments, particularly car ownership, but also rail and coach travel allowed better access to events and to take day trips and holidays
- The professionalisation of sport and mass marketing of entertainments created increased opportunities for leisure activities
- Improved working conditions did not always lead to increased leisure hours and holiday pay was introduced only in 1938; some workers saw entertainment as an escape from work.

Other relevant material must be credited.
Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the extent to which the breakdown in industrial relations in the 1960s and 70s was the consequence of government policies.

The contribution of government policies to the breakdown in industrial relations should be analysed and evaluated. Relevant points may include:

- Both Labour and Conservative economic policies during the 1960s and 1970s created conditions for industrial dispute e.g. devaluation in 1967 led to price increases and demands for wage increases
- All governments influenced the nature of industrial relations through their role as employer in the public sector and nationalised industries
- Government attempts to limit trade union powers directly resulted in industrial action by unions e.g. the Conservative introduction of the Industrial Relations Act and Industrial Relations Court (1972)
- Government incomes policies, particularly wage restraint, led to industrial action e.g. Heath’s wage restraint policy led to strike action by workers in nationalised industries (1973)
- Government policies with regard to public sector employees led to the ‘Winter of Discontent’ (1979).

To establish extent, evidence limiting the impact of government policies and/or other contributing factors should be analysed and evaluated. Relevant points may include:

- Governments did attempt to introduce policies which improved industrial relations e.g. Labour’s Social Contract in the mid-1970s
- Trade union militancy encouraged industrial disputes at a time of economic difficulty e.g. the role of shop stewards
- Trade union successes in forcing wage increases particularly in the late 1960s encouraged further action
- Employment practices perceived as unfair led to industrial action e.g. equal pay for male and female employees of Ford
- External factors such as, inflation, the world economic downturn and the oil crisis in the early 1970s created a climate for a breakdown in relations.

Other relevant material must be credited.
## Section B: indicative content

<table>
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| 3        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on the suggestion that there was little change in the traditional class structure of British society in the years 1918-45. Evidence of continuity and limited changes in the traditional class structure of British society in the years 1918-45 should be analysed and evaluated. Relevant points may include:  
• The percentage of the population belonging to the traditional upper, middle and working classes remained at about 5%, 15% and 80% throughout the period  
• There was little social mobility and most people identified with the social class into which they were born throughout their lives sustaining concepts such as patronage and deference  
• The traditional class structure was maintained through educational provision e.g. public schools, selective and other state schools  
• The class structure still influenced both participation in and attendance at social and sporting events e.g. gentleman v. players in cricket  
• Some commentators suggest that increased working-class political participation exacerbated divisions e.g. concept of the ‘two’ or ‘three nations’. Evidence of change in the traditional class structure of British society in the years 1918-45 should be analysed and evaluated. Relevant points may include:  
• Traditional class assumptions with regard to distribution of power were undermined by the rise of Labour politics  
• The impact on society of participation in World War I began a general trend in the decline of deference e.g. attitudes towards and decline in domestic service  
• Some evidence of greater differentiation within social classes than between social classes, particularly the middle-class  
• Some commentators suggest that there was a blurring of the edges between the lower middle-class and the skilled or ‘respectable’ working-class  
• Mass consumerism affected social differences by offering similar experiences and goods, though of different value, to anyone with the money to buy them  
• In the years 1939-45, the wartime coalition sought to unify the nation through a shared economic and social experience. Other relevant material must be credited. |
**Question 4**

Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the differences in the nature and extent of the provision for public health in the years before and after World War II. In considering differences in provision in the years 1918-39 and 1945-79, evidence for change should be analysed and evaluated. Relevant points may include:

- The establishment of the National Health Service (NHS), 1945-48, offered health care services for all replacing the previous ad-hoc provision
- From July 1948 health care was free to all at the point of provision; between 1918-39 free health care was limited to those with National Insurance (NI)
- From 1918-39 doctors were self-employed and most hospitals were self-funding; from 1948 most doctors joined NHS hospitals and practices
- From 1948 universal NHS hospital treatment replaced separate systems of local, voluntary and private hospitals
- Between 1945-79 governments were in a better position to fund and implement public health campaigns and medical advances.

In considering the extent of difference, evidence for continuity across the two periods of time should be analysed and evaluated. Relevant points may include:

- Although ‘national’, the NHS was not directly centralised and was organised around existing municipal local government health care provision and local GP practices
- Free health provision did not extend to all areas of health care and charges were applied at different times e.g. prescriptions
- Public health campaigns and provision already existed in the years 1918-39, with particular regard to vaccination, maternity care and child welfare
- The tensions between private and public funding within health care provision which had existed in the inter-war years continued post-1945.
- Areas of public health such as sanitation, social welfare and food safety, remained the responsibility of local government authorities throughout.

Other relevant material must be credited.
Section C: indicative content

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>5</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians’ viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that a highly successful ‘attack on the state’ was carried out by the Thatcher governments in the years 1979-90. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</td>
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<tr>
<td></td>
<td>Extract 1</td>
</tr>
<tr>
<td></td>
<td>• The attack on the state was wide ranging including local government, education, health and nationalised industries</td>
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<td></td>
<td>• Privatisation ended public control of a wide variety of economic sectors and industrial activities; by 1992 only coal and oil remained</td>
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<td></td>
<td>• Local government expenditure was curtailed and public provision of low cost housing was reduced</td>
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<td></td>
<td>• Government policy attempted to persuade schools to opt out of local government control</td>
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<td></td>
<td>• Even though successful it was only during her third term that Thatcher was confident in and/or saw the need to introduce privatisation.</td>
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<td></td>
<td>Extract 2</td>
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<td></td>
<td>• Thatcher was not highly successful and failed to roll back the state</td>
</tr>
<tr>
<td></td>
<td>• Despite declarations of substantial change, and opposition claims, the Thatcher governments did little to either cut down or privatise the welfare state</td>
</tr>
<tr>
<td></td>
<td>• Thatcher was reluctant to introduce privatisation or new forms of funding for the NHS and even ‘bragged’ about spending more than previous Labour governments</td>
</tr>
<tr>
<td></td>
<td>• Suggestions for changes to the provision of state education and to privatise higher education were rejected.</td>
</tr>
<tr>
<td></td>
<td>Candidates should relate their own knowledge to the material in the extracts to support the view that a highly successful ‘attack on the state’ was carried out by the Thatcher governments in the years 1979-90. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• Not only was privatisation introduced but in some sectors deregulation led to greater competition and choice e.g. coach transport [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• Privatisation policies encouraged people to be less dependent on state provision and to consider alternatives e.g. home buying and private medical insurance [relevant to Extract 1]</td>
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<td></td>
<td>• High spending local councils with a clear social democratic agenda were abolished e.g. Greater London Council [relevant to Extract 1]</td>
</tr>
<tr>
<td></td>
<td>• Local government was made more responsible and accountable for the nature</td>
</tr>
</tbody>
</table>
and cost of its public provision [relevant to Extract 1]

- Education and health services were encouraged to look to the private sector as a role model, cut expenditure and become more efficient [relevant to Extract 1 and 2]

- Additional evidence, e.g. actual change may not have been as great as had been promised but the role and purpose of the state sector had been challenged on national and local scale; there were extensive direct tax cuts.

Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that a highly successful ‘attack on the state’ was carried out by the Thatcher governments in the years 1979-90. Relevant points may include:

- The success was limited to denationalisation; the attack on local government, education and health was less successful [Extract 1 & 2]

- Coal and rail travel were two of the most problematic areas of state sector control but the Thatcher governments did not denationalise them [relevant to Extract 1]

- The introduction of the ‘poll tax’ designed to make local government more accountable was a spectacular failure [relevant to Extract 1]

- The very few schools that opted out of local government control actually remained under the central control of the Education minister [relevant to Extract 1 & 2]

- There is little evidence to suggest that Thatcher wished to dismantle the NHS and had resisted attempts to undermine comprehensive education in the past [Extract 2].