Pearson Edexcel
A Level in History
Paper 2 Depth Study

SPECIMEN PAPERS
Pearson Edexcel Level 3 Advanced GCE in History (9HI0) Paper 2

ALWAYS LEARNING
Contents

2A.1 Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106
2A.2 England and the Angevin Empire in the reign of Henry II, 1154-89

2B.1 Luther and the German Reformation, c1515-55
2B.2 The Dutch Revolt, c1563-1609

2C.1 France in revolution, 1774-99
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2D.1 The unification of Italy, c1830-70
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2H.2 The USA, 1955-92: conformity and challenge
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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided — **there may be more space than you need**.

**Information**

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

**Advice**

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

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

You must start your answer on page 3.

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

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

1 How far could the historian make use of Sources 1 and 2 together to investigate the reasons for the defeat of the Viking army in the Battle of Stamford Bridge in September 1066?

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

(Total for Question 1 = 20 marks)

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

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

2 How far could the historian make use of Sources 3 and 4 together to investigate the origins of the quarrel between church and state in the reign of Henry II?

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

(Total for Question 2 = 20 marks)
Total for Section A = 20 Marks
SECTION B

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

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

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

EITHER

3 How accurate is it to say that there was remarkably little change to the system of
government in England after the conquest of 1066?

(Total for Question 3 = 20 marks)

OR

4 ‘The Normans’ attempts to control Wales had only limited success in the years
1067-93.’

How far do you agree with this opinion?

(Total for Question 4 = 20 marks)

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

EITHER

5 To what extent did the nature of kingship change during the reign of Henry II?

(Total for Question 5 = 20 marks)

OR

6 ‘Henry II was largely to blame for the outbreak of rebellion in 1173.’

How far do you agree with this statement?

(Total for Question 6 = 20 marks)
Indicate which question you are answering by marking a cross in the box ☑. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☑.

Chosen question number:

Question 3 ☐ Question 4 ☐

Question 5 ☐ Question 6 ☐

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

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS
Pearson Edexcel Level 3 GCE

History
Advanced
Paper 2: Depth study
Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106
Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Specimen materials for first teaching
September 2015
Sources Booklet

Do not return this booklet with the question paper.
Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From Arnor, the Earl’s Poet on the Battle of Stamford Bridge, September 1066. Arnor Thordarson was an 11th Century Icelandic poet who worked for the kings of Norway and the earls of Orkney. This poem was written based on accounts told to Arnor from the survivors who returned to the Orkneys after the battle.

Norway’s king had nothing
To shield his breast in battle
And yet his war-seasoned
Heart never wavered.

Norway’s warriors were watching
The blood dripping sword
Of their courageous leader
Cutting down his enemies
But now King Harald was struck in the throat by an arrow,
And this was his death wound.

He fell, and with him fell all those who had advanced with him.

It was an evil moment
When Norway’s king lay fallen;
Gold-inlaid weapons
Brought death to Norway’s leader.

All King Harald’s warriors
Preferred to die beside him,
Sharing their king’s fate,
Rather than beg for mercy.
When it was told King Harold in the south that Harald, King of Norway, and Earl Tostig had landed near York, then went Harold northward by day and night, as soon as he could collect his army. But Harald, King of Norway, and Earl Tostig, with their forces, were gone from their ships to Stamford Bridge. They believed that hostages would be brought to them there from the whole shire. Thither came Harold, king of the English, catching them unawares beyond the bridge; and they closed together there, and continued long in the day fighting very severely. There was slain Harald the Fair-haired, King of Norway, and Earl Tostig, and a multitude of people with them, both of North men and English; and the North men that were left fled from the English, who slew them hotly behind; until some came to their ships, some were drowned, some burned to death, and thus variously destroyed; so that few survived: and the English gained possession of the field. But there was one of the Norwegians who withstood the English folk, so that they could not pass over the bridge, nor complete the victory. An Englishman aimed at him with a javelin, but it availed nothing. Then came another under the bridge, who pierced him terribly inwards under the coat of mail. And Harold, king of the English, then came over the bridge, followed by his army; and there they made a great slaughter of the Norwegians. All those that were left in the ships, then went up to our king, Harold, and took oaths that they would ever maintain faith and friendship unto this land. Whereupon King Harold let them go home with twenty-four ships.
Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Sources for use with Question 2.

Source 3: From Roger of Pontigny in his book Life of Thomas Becket (c1176). Roger ministered to Becket during his exile. Here he describes a conversation between Henry II and Thomas Becket after Becket had been appointed Archbishop of Canterbury.

Henry II: Have I not raised you from the poor and humble to the summit of honour and rank? How can it be that after so many favours that you are not only ungrateful but oppose me in everything?

Thomas Becket: I am not unmindful of the favours which, not simply you but God the giver of all things has decided to confer on me through you. As St Peter says, 'We ought to obey God rather than men.'

Henry II: I don't want a sermon from you: are you not the son of one of my villeins?

Thomas Becket: It is true that I am not of royal lineage; but then, neither was St Peter.

Source 4: From the Constitutions of Clarendon, 1164. These are extracts from a much longer document in which Henry II listed his view of the ancient customs of the realm.

In the year 1164, in the tenth year of the most illustrious king of the English, Henry II, this memorandum or inquest was made of some part of the customs and liberties and dignities of his predecessors, which ought to be observed and kept in the kingdom. And on account of the quarrels which had arisen between the clergy and the king's Justices, and the barons of the kingdom concerning the customs of the realm, this inquest was made in the presence of the archbishops and bishops, and clergy and counts, and barons and chiefs of the kingdom.

3. Clergymen charged and accused of wrongdoing, being summoned by the Justice of the king, shall come into the king's court for criminal offences; and in the church court for religious offences. And if the clergyman is convicted in the king's court, the church ought not to protect him further.

7. No one who holds land and titles of the king shall be excommunicated, nor shall their lands be placed under an interdict, unless first the lord king, or his Justice, if the king is out of the kingdom, shall be asked to do justice concerning him.

8. Appeals, if they arise, shall proceed first to the bishop, and then to the archbishop. And if the archbishop shall fail to give justice, they must come finally to the lord king, in order that, by his command, the controversy shall not proceed further without the consent of the lord king.
Acknowledgments

Sources taken/adapted from:

Source 1 is from Snorri Sturluson, King Harald’s Saga, Penguin 2005;
Source 2 taken from http://omacl.org/Anglo/part5.html
Source 3 taken from http://spartacus-educational.com/NORbeckett.htm
Source 4 taken from http://avalon.law.yale.edu/medieval/constcla.asp

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/2A)
Advanced

Paper 2: Depth study

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

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.  
• Some relevant contextual knowledge is included, with limited linkage to the source material.  
• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.  
• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.  
• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3     | 8–12 | • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.  
• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.  
• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification. |
| 4     | 13–16| • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.  
• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5     | 17–20| • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.  
• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
Section B

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

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
</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 A: indicative content

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

<table>
<thead>
<tr>
<th>Question</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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the reasons for the defeat of the Viking army at Stamford Bridge. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • This poem is based on eyewitness accounts of the battle • Arnor Thoradson is writing this from the point of view of the Viking and would be expected to give a favourable account of Haradrada as a warrior • The purpose of the Nordic poems and sagas was to record glorious deeds 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the defeat of the Viking army at Stamford Bridge: • It provides evidence that Haradrada was not prepared for battle and not wearing his armour (‘Norway’s king had nothing to shield his breast’) • It suggests the superiority of English arms (‘Gold-inlaid weapons brought death to Norway’s leader’) • It indicates the sacrifice of the Viking army (‘All King Harald’s warriors preferred to die beside him, sharing their king’s fate’) • It provides evidence that the Vikings were defeated because their king was killed (‘He fell, and with him fell all those who had advanced with him’) 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The Viking army was still celebrating the victory at Gate Fulford when the Anglo-Saxon forces arrived • Many Vikings were drunk and they were not wearing armour • King Harold used his archers to great effect at Stamford Bridge • The battle was one of the most decisive in English history – the Viking forces were crushed. Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The Chronicle has been written in England so it is likely to provide a favourable account of King Harold and the English forces • The writer is sufficiently impartial to emphasise the great deeds of the Viking army • The purpose of the source is to provide a record of the events of the year. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the defeat of the Viking army at Stamford Bridge: • It indicates the superiority of King Harold as a military leader in using the element of surprise as a tactic (‘catching them unawares’).
• It suggests that Hardrada had left a significant part of his army with the ships when he went to Stamford Bridge
• It provides evidence the English had to employ cunning tactics to win ('Then came another under the bridge, who pierced him terribly inwards')
• It indicates that many Vikings tried to desert and were killed in the act of fleeing ('the North men that were left fled from the English, who slew them hotly behind').

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
• Hardrada had left a third of his army with the ships at Ricall on the River Ouse, 7 miles away
• Reinforcements from the ships arrived too late to assist the Viking army
• Harold marched his army to Stamford Bridge in just 4 days
• The Viking brought 300 ships but losses were so heavy that only 24 returned.

Sources 1 and 2
The following points could be made about the sources in combination:
• The Viking forces were clearly outmatched by the English army
• The death of Hardrada was essential to the defeat of the whole Viking force
• There is a clear contrast in the sources in that Source 1 emphasising the bravery of Vikings whilst Source 2 focuses more on their errors.
Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
<tbody>
<tr>
<td>2</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 must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the origins of the quarrel between church and state in the reign of Henry II.</td>
</tr>
</tbody>
</table>

**Source 3**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The writer was a close associate of Becket and is likely to have received the account of the conversation from him
   - The account was published after Becket’s murder and canonisation and this is likely to have impacted on how it was presented
   - The tone of the account demonstrates the depth of animosity which had developed between the two men.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the origins of the quarrel between church and state in the reign of Henry II:
   - It provides evidence that the quarrel between the two men had its origins in Henry’s anger with regard to Becket’s lack of gratitude (‘have I not raised you…’ ‘you are …ungrateful’)
   - It indicates that Henry had had high expectations from the appointment of Becket as the Archbishop of Canterbury and that he had been bitterly disappointed (‘How can it be that after so many favours that you… oppose me in everything?’)
   - It provides evidence that Becket identifies now with the Church rather than the state
   - It indicates that the quarrel was rooted in Becket’s belief in a higher authority (‘We ought to obey God rather than men’).

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - Becket was a loyal friend and Henry’s Chancellor when Henry decided to appoint him
   - Henry selected Becket because he believed he would allow Henry to control the Church
   - Becket was not ordained as a priest until the day before his investiture as archbishop
   - Becket put his role as archbishop before his role as Chancellor and unexpectedly resigned the position to Henry’s dismay.

**Source 4**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The *Constitutions of Clarendon* was an official document that laid out Henry’s position on the authorities of the church and state
   - As an official document, the *Constitutions* clearly emphasize the offences committed by the clergy that undermined the King’s position
   - The *Constitutions* claimed to outline the ‘customs of the realm’ and not to be introducing new powers.
<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the origins of the quarrel between church and state in the reign of Henry II:</td>
<td></td>
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<tr>
<td>• It indicates that the <em>Constitutions</em> were necessary to bring an end to the quarrel between church and state (‘on account of the quarrels which had arisen’)</td>
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<tr>
<td>• It provides evidence that the main grievances were over the authority of the church and royal courts</td>
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<tr>
<td>• It suggests that the royal courts were superior to the church courts (‘And if the clergyman is convicted in the king’s court, the church ought not to protect him further’)</td>
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<tr>
<td>• It provides evidence of the king’s position on the church and his desire for control (‘unless first the lord king... shall be asked’).</td>
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<tr>
<td>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</td>
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<tr>
<td>• The <em>Constitutions</em> outlined Henry’s three main grievances with the Church – the church did not adhere to the ancient customs of the realm; clergy were treated leniently in church courts for serious crimes; laymen were being treated harshly in church courts for moral offences</td>
<td></td>
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<tr>
<td>• Becket originally agreed to the <em>Constitutions</em> verbally</td>
<td></td>
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<tr>
<td>• Becket refused to affix his seal to the written Constitutions</td>
<td></td>
</tr>
<tr>
<td>• Becket had advised the clergy to agree to the <em>Constitutions</em> before refusing to do so himself.</td>
<td></td>
</tr>
<tr>
<td><strong>Sources 3 and 4</strong></td>
<td></td>
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<tr>
<td>The following points could be made about the sources in combination:</td>
<td></td>
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<tr>
<td>• Both sources emphasize the dispute over the authority of the king as a key factor in the origins of the quarrel</td>
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<tr>
<td>• There is a clear contrast in the date of the sources that impacts upon their content – Source 3 is produced after the quarrel culminated in Becket’s death whilst Source 4 was designed to bring the quarrel to an end and clearly failed in its intention.</td>
<td></td>
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<tr>
<td>• There is a clear contrast in the sources with Source 3 emphasising the personal nature of the quarrel and Source 4 focusing on wider grievances.</td>
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### Section B: indicative content

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</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.  
Candidate are expected to reach a judgement about the suggestion that there was remarkably little change to the system of government in England after 1066. Arguments and evidence that there was remarkably little change to the system of government in England after 1066 should be analysed and evaluated. Relevant points may include:  
- The role of the king as chief lawmaker, military leader and decision maker continued as it had under the Anglo-Saxons  
- The chancery continued to be the administrative centre of government  
- The royal writ continued to be used as the means by which the king’s household communicated commands and grants to the provinces of England  
- The sheriff remained the key official in local government  
- The system of shire and hundred courts was adopted by the Normans  
- The taxation system based upon the geld was maintained.  
Arguments and evidence that there was notable change to the system of government in England after 1066 should be analysed and evaluated. Relevant points may include:  
- The system of itinerant kingship developed as the Norman kings were frequently absent from England  
- The tradition of barons’ swearing fealty to the king, introduced by William, developed as an essential principle of kingship  
- The system of local government changed; regional earls were removed or reduced in power and replaced by barons as the feudal lords  
- Anglo-Saxon sheriffs were replaced by Norman sheriffs who were also often castellans and more powerful than the men they replaced  
- New codes of law including murdrum and forest laws were introduced by the Normans  
- New taxes were introduced including those based on the 1086 Domesday survey.  
Other relevant material must be credited. |
<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<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>
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</tbody>
</table>

Candidates are expected to reach a judgement about the suggestion that the Normans’ attempts to control Wales had only limited success.

Arguments and evidence that the Normans’ attempts to control Wales had little success should be analysed and evaluated. Relevant points may include:

- Eadric the Wild raised a rebellion against Norman rule in 1067, allying himself to the Welsh prince of Gwynedd and Powys
- The rebellion of Roger fitzOsbern, Earl of Hereford, in 1075 led to a power vacuum in the Welsh marches, which encouraged rebellion in the region
- William I’s ally in south Wales, Caradog ap Gruffudd was defeated by Rhys ap Tewder, king of Deheubarth in 1081 and control of the south passed into Tewder’s hands
- 1088 – nearly all the southern marcher barons were involved in active revolt against William Rufus
- In 1093 the death of the Norman earl Robert of Rhuddlan in a skirmish with his Welsh enemy Gruffudd ap Cynan reversing Norman control in north Wales.

Arguments and evidence that the Normans attempts to control Wales were successful should be analysed and evaluated. Relevant points may include:

- The Normans did not aim to control the whole of Wales but were content to draw tribute from the more mountainous areas
- Norman control over Wales was extended by a policy of castle building pursued by the three marcher earls e.g. Hugh of Chester extended control over the north, building castles at Deganwy and Caernarfon by 1090
- Eadric the Wild submitted to King William in 1070 and fought on his side in France and Scotland
- The instability of the rule of the different Welsh princes meant that the Normans were able to advance into Wales without being checked effectively
- The lack of a Welsh leader allowed Earl Roger of Montgomery to bring most of south and west Wales under Norman control by 1093
- Roger of Montgomery built Pembroke Castle in 1093 to enforce Norman control over south Wales.

Other relevant material must be credited.
### Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 5        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement about the extent to which the nature of kingship changed during the reign of Henry II.  
Arguments and evidence that there was notable change to the nature of kingship during the reign of Henry II should be analysed and evaluated. Relevant points may include: |
|          | • The Angevin empire was vast and the king was now absent for years at a time |
|          | • Justiciars were appointed with the authority to impose royal authority during the king’s absence |
|          | • The royal writ was mass-produced and available for a fee to all free men meaning that the king’s justice was available during his absence |
|          | • The authority of the king was enhanced by the development of a rigorous legal system and the introduction of financial reforms that enriched the monarchy |
|          | • Key officials in both central and local government were increasingly dependent upon the king for their position rather than deriving their power from their feudal position |
|          | • The coronation of Young Henry introduced a Germanic custom of crowning the heir before the death of the king. |
|          | Arguments and evidence that there was little change to the nature of kingship during the reign of Henry II should be analysed and evaluated. Relevant points may include: |
|          | • The system of itinerant kingship had been in place since the Norman conquest |
|          | • Kingship remained heavily reliant on the king’s personality |
|          | • The enforcement of the king’s justice in the shires remained in the hands of sheriffs |
|          | • The introduction of the Germanic custom of crowning the heir was short-lived; Henry did not crown Richard. |
|          | Other relevant material must be credited. |
Candidates are expected to reach a judgement about the suggestion that Henry II was largely to blame for the outbreak of rebellion in 1173.

Arguments and evidence that Henry II was largely to blame for the outbreak of rebellion in 1173 should be analysed and evaluated. Relevant points may include:

- Henry II crowned Young Henry king in 1170, conferring on him status but not power
- Henry’s decision to invest Richard and Geoffrey as dukes raised false expectations amongst them that they would rule their territories
- Henry negotiated a marriage treaty which gave Prince John three castles and angered the older sons who had not been given any castles
- Henry’s affair with Rosamund Clifford was humiliating to Eleanor and she sought revenge through her sons
- Henry’s failure to allow Eleanor to rule in Aquitaine led to her encouraging her sons to rebel.

Arguments and evidence that other factors were responsible for the outbreak of rebellion in 1173 should be analysed and evaluated. Relevant points may include:

- The ambition of Young Henry who wanted to rule Normandy in his own right
- The ambitions of Richard who had been invested as Duke of Aquitaine and wanted to rule the duchy
- The French king, Young Henry’s father-in-law, took advantage of the Young King’s poor relationship with his father to encourage him in revolt
- The French king had ambitions to expand his territory at the expense of the Angevin empire
- Hugh Bigod, Earl of Norfolk, had previously opposed Henry II’s taxation policies and took the opportunity to side with Young Henry in the revolt
- William the Lion, King of the Scots, had ambitions to capture Northumbria and was seeking an opportunity to launch an attack.

Other relevant material must be credited.
Instructions
• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• You must answer two questions on the option for which you have been prepared.
• There are two sections in this question paper. Answer one question from Section A and one question from Section B.
• Answer the questions in the spaces provided – there may be more space than you need.

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

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

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

You must start your answer on page 3.

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

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

1 How far could the historian make use of Sources 1 and 2 together to investigate the reasons for Luther’s denunciation of the Peasants’ War (1524-25)?

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

(Total for Question 1 = 20 marks)

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

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

2 How far could the historian make use of Sources 3 and 4 together to investigate the reasons for the Dutch revolt against the Duke of Alva’s rule?

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

(Total for Question 2 = 20 marks)
Indicate which question you are answering by marking a cross in the box ✗. If you change your mind, put a line through the box ✗ and then indicate your new question with a cross ✗.

Chosen question number:  Question 1 ✗  Question 2 ✗

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

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

EITHER

3 ‘The appeal of Luther’s message was chiefly responsible for the success of his early challenge to the Catholic Church in the years 1517-20.’

How far did you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4 How significant was the Schmalkaldic League in the spread of Lutheranism in the years 1531-47?

(Total for Question 4 = 20 marks)

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

EITHER

5 How far was William of Orange able to maintain his influence in the Netherlands in the years 1573-84?

(Total for Question 5 = 20 marks)

OR

6 ‘The successes of the United Provinces in the years 1585-1609 owed more to Spain’s weaknesses and mistakes than to Dutch strengths.’

How far do you agree with this statement?

(Total for Question 6 = 20 marks)
Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

**Source 1**: From Martin Luther, *Against the Robbing and Murdering Hordes of Peasants*, written in May 1525. This pamphlet was produced at the height of the Peasants’ War. Here, Luther considers the actions of the peasants.

In the former book* I did not venture to judge the peasants since they had offered to be set right and to be instructed. But before I look around they go on, and, forgetting their offer, they take themselves to violence, and rob and rage and act like mad dogs. The peasants have taken on themselves the burden of three terrible sins against God and man. In the first place they have sworn to be true and faithful, submissive and obedient to their rulers as Christ commands. Because they are breaking this obedience, and are setting themselves against the higher powers, wilfully and with violence, they have forfeited body and soul, as faithless, perjured, lying, disobedient knaves and scoundrels are wont to do.

In the second place, they are starting a rebellion, and violently robbing and plundering monasteries and castles which are not theirs.

In the third place, they cloak this terrible and horrible sin with the Gospel and compel people to hold with them in these abominations. Thus they become the greatest of blasphemers of God and slanderers of His Holy Name. I have never heard of a more hideous sin.

*former book = Luther’s pamphlet

(Source: Luther’s pamphlet *The Admonition to Peace*, published in April 1525)
Source 2: From an essay written by Thomas Muntzer in December 1524. Muntzer was a prominent German radical religious reformer who became a critic of Luther and a rebel leader in the Peasants' War.

Luther acts hypocritically towards the godless princes of Saxony and wishes to defend them. He does not despise the godless; instead, for the sake of the godless, he rebukes many God-fearing people as devils and rebellious spirits. Thus he is tame, gorged as he is on honours and goods and especially on the greatest titles. He wishes to earn thanks for approving the shedding of the people's blood for the sake of worldly goods, which God certainly did not intend or command.

Observe the scum of theft and robbery that are our Lords and Princes, who take all creatures as their property. Yet as soon as a poor man takes the smallest thing, he must hang. To this, Doctor Liar* says 'Amen'. The devil uses quite cunning frauds to oppose Christ and His people: sometimes with flattering speech as Luther does when he defends the godless using the words of Christ, sometimes with fierce severity, applying his harmful justice for the sake of worldly goods. Luther says there should be no rebellion because the sword has been committed by God to the ruler. But the power of the sword belongs to the whole community. In the good old days, the people were present when judgement was made in case the rulers tried to pervert justice, and the rulers have perverted justice. They shall be cast down from their seats.

* an insulting reference to Luther

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

Sources for use with Question 2.

Source 3: From a declaration issued by William of Orange, 14 April 1572. In this document, Orange calls for a popular uprising against the Duke of Alva.

We, William, prince of Orange, seek for all the good inhabitants of the Netherlands of every rank, freedom and deliverance from the present enslavement by cruel, foreign, and bloodthirsty oppressors. We suffer with all our heart from excessively cruel violence: the excessive burdens, taxes, impositions, exactions, seizures, slayings, expulsions, confiscations, executions, and other intolerable oppressions. The common enemy, with his Spaniards, bishops, inquisitors and other dependents, continues daily to inflict these upon you.

After so many years, this now grows steadily worse under the name of His Royal Majesty, but without his knowledge, in violation of his oath, and contrary to the liberties and privileges of the country. This is done at the instigation of Cardinal Granvelle and the Spanish Inquisitors, whose purpose it is to put into effect the decisions of the Council of Trent and the Inquisition of Spain.

It is greatly to be feared if you do not take advantage of this favourable situation. The common enemy suffers from a shortage of troops, with many sick, and a shortage of ships and supplies. We already hold so many waterways that the enemy finds it difficult to move about. God will never again grant such a great opportunity.
Source 4: From the diary of Brother Wouter Jacobsz, the Catholic Prior of Stein in Holland. In this entry for 4 September 1572, Jacobsz considers the revolt against the Duke of Alva’s rule.

Lord, enlighten our minds so we do not fall into the error into which so many at this time have fallen - abandoning our faith for some outward advantage such as commerce. As long as people have been assured about their external freedom and their own welfare, they care not whether God’s temples are despoiled, the holy statues broken. They care not whether God’s servants, the priests, religious and upright Catholics, are mocked, driven out, plundered and miserably murdered. They care not whether the worship of God and the most holy sacraments are hindered, blasphemed and scandalously abused, being trodden underfoot and valued at nothing. Who shall not be appalled by such excessive blindness in times to come when they recall this?

They affirm their loyalty to the King, yet dishonour and contradict his edicts. They pretend to be captains and stadtholders* of the King, yet they cause havoc throughout the King’s realm with their looting, murdering and burning. They wish to restore the ancient privileges and liberties of the province, yet they perpetrate a worse slavery and tyranny than ever before. These men are led to commit such reckless acts to protect their commerce, to rid themselves of the Spaniards and to evade the Tenth Penny. They abandon God for such reasons; they value such matters more highly than the excellent sacraments.

* provincial political rulers and civil servants

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/2B)
Advanced

Paper 2: Depth study

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

Option 2B.2: The Dutch Revolt, c1563-1609
### Generic Level Descriptors: Section A

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

<table>
<thead>
<tr>
<th>Level</th>
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<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>

1. 1–3
- Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.
- Some relevant contextual knowledge is included, with limited linkage to the source material.
- Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.

2. 4–7
- Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.
- Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.
- Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.

3. 8–12
- Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.
- Deploys knowledge of the historical context to explain or support inferences as well to expand, confirm or challenge matters of detail.
- Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.

4. 13–16
- Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.
- Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

5. 17–20
- Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.
- Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.
**Section B**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<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 A: Indicative Content

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative Content</th>
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</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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for Luther's denunciation of the Peasants’ War (1524-25).</td>
</tr>
</tbody>
</table>

#### Source 1

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The document was written by Luther himself, so potentially offering genuine insights into the reasons for his opposition
   - The document is a published contemporary pamphlet, which suggests that he is attempting to influence public opinion regarding the Peasants’ War
   - The partisan nature of the source is evident from the use of emotive language to reinforce points (‘rob and rage and act like mad dogs’, ‘disobedient knaves and scoundrels’).

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Luther’s denunciation of the Peasants’ War:
   - It claims that Luther’s opposition developed because the peasants had abandoned their earlier assurances (‘they had offered to be set right and to be instructed ... they take themselves to violence’)
   - It provides evidence that Luther was offended by the peasants’ refusal to accept that their rulers had a God-given right to exercise authority over them, and their destruction of others’ property (‘they are breaking this obedience ... setting themselves against the higher powers’, ‘violently robbing and plundering monasteries and castles which are not theirs’)
   - It indicates that, for Luther, the peasants were falsely using the Bible to justify their actions (‘they cloak this terrible ... with the Gospel’)
   - It suggests that Luther’s denunciation was based on his opposition to the peasants’ challenge to a divinely-ordered world (‘The peasants have taken on themselves ... against God and man’).

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - Luther undertook a preaching tour (April 1525) through the Mansfeld Valley and Thuringia in the hope of pacifying the revolt but he was not well-received and he concluded that the peasantry was violent and deserved little mercy
   - Luther endorsed only spiritual equality and he had consistently opposed rebellion against princes who had been appointed by God to keep sinful people in order
   - Luther also blamed the peasant rebels for forcing other peasants, members of the gentry and whole towns, to join their cause because this endangered the salvation of innocent people
   - The peasants engaged in extensive destruction in some areas, e.g. in Franconia 270 castles and 52 cloisters were destroyed.
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<th>Question</th>
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| **Source 2** | 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:  
  - The author was a religious reformer, one of Luther’s contemporaries, and a rebel leader in the Peasants’ War, so potentially offering genuine insights into the reasons for Luther’s denunciation  
  - The purpose of the essay appears to be to discredit Luther’s position on the Peasants’ War  
  - The partisan nature of the source is evident from the use of emotive language to reinforce points (‘the scum of theft and robbery’, ‘Doctor Liar’). |
| | 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Luther’s denunciation of the Peasants’ War:  
  - It provides evidence that Luther wanted to uphold the rights of the princes (‘Luther acts .... and wishes to defend them’, ‘Luther says ... the sword has been committed by God to the ruler’)  
  - It provides evidence that Luther regarded the peasants’ actions as ungodly (‘he rebukes many ... as devils and rebellious spirits’)  
  - It asserts that Luther’s denunciation was not based on religion (‘which God certainly did not intend or command’, ‘the devil uses quite cunning frauds ... using the words of Christ’)  
  - It suggests that Luther’s denunciation was motivated by the prospect of material gain (‘for the sake of worldly goods’, ‘gorged as he is on honours and goods and especially on the greatest titles’). |
| | 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:  
  - In his pamphlet *The Address to the German Nobility* (1520) Luther maintained that he would always support rulers, no matter how unjust, against rebels  
  - Muntzer’s assessment of Luther’s stance on the Peasants’ War was undoubtedly influenced by the fact that Luther had played a role in Muntzer’s removal as the pastor at Allstedt in 1524  
  - Luther and his followers concluded that the rebellion had been caused by false preachers – the chief among these being Thomas Muntzer  
  - Luther was socially conservative and did fear that his religious views might be blamed for the peasant violence and the social disruption. |
| | **Sources 1 and 2**  
  The following points could be made about the sources in combination:  
  - Agreement that Luther’s contrasting views on the peasants and the rulers led to his denunciation of the Peasants’ War  
  - Disagreement about whether his denunciation had a genuinely religious motivation  
  - The sources have contrasting purposes – Source 1 seeks to justify Luther’s rejection of the Peasants’ War, while Source 2 seeks to condemn Luther’s motives. |
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| 2        | **Source 3**
          | The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
          | • Orange’s position as a prominent leader of the revolt, so potentially offering genuine insights into the reasons for the revolt
          | • The purpose of the document is to rally the Dutch population to support the revolt against Alva’s rule
          | • The partisan nature of the source is evident from the use of emotive language to reinforce points (‘enslavement by cruel, foreign bloodthirsty oppressors’, ‘intolerable oppressions’).
          | 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Dutch revolt against Alva’s rule:
          | • It asserts that Alva’s rule was generally oppressive (‘the present enslavement … bloodthirsty oppressors’, ‘We suffer with all our heart … intolerable oppressions’)
          | • It asserts that Spanish rule in the Netherlands was intolerant on religious grounds (‘whose purpose it is … the Inquisition of Spain’)
          | • It claims that the whole population was subjected to oppression (‘seek for all the good inhabitants … freedom and deliverance’)
          | • It claims that the time was then right for the Dutch to revolt against Alva’s rule and that such an opportunity might not arise in the future (‘It is greatly to be feared … favourable situation’, ‘God will never … great opportunity’).
          | 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
          | • Alva’s execution of Egmont and Hoorn (1568) alienated many including William of Orange who had established himself in the north as the main opponent of Spanish rule in 1572
          | • Alva surrounded himself with Spanish and Italian advisers and left posts vacant rather than fill them with Netherlanders so the Dutch grandees and administrative class became alienated
          | • Confiscation of the property belonging to those regarded as heretics was an affront to traditional Dutch liberties
          | • The insensitive religious stance taken by Philip II in the Netherlands, e.g. on the bishoprics and the Tridentine Decrees.

<table>
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<th>Source 4</th>
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| The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
• The author was an eye-witness to the Dutch revolt in Holland, so potentially offering genuine insights into the reasons for the revolt |
<table>
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<tbody>
<tr>
<td>• A diary entry so the author may be expressing his views candidly  &lt;br&gt; • The author offers a Catholic perspective on the reasons for the Dutch revolt  &lt;br&gt; • The partisan nature of the source is evident from the use of emotive language to reinforce points (‘mocked, driven out … miserably murdered’, ‘such excessive blindness’, ‘a worse slavery and tyranny than ever before’).</td>
<td></td>
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</table>

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Dutch revolt against Alva's rule:  
• It claims that anti-Catholicism was a key reason for the revolt (‘the priests, religious and upright Catholics … miserably murdered’)  
• It claims that the revolt was motivated by opposition to Spanish rule (‘dishonour and contradict his edicts’, ‘They pretend to be captains … looting, murdering and burning’, ‘to rid themselves of the Spaniards’)  
• It indicates that the revolt was driven by economic or financial factors (‘for some outward advantage such as commerce’, ‘to protect their commerce … to evade the Tenth Penny’)  
• It implies that the underlying cause of the revolt was due to people putting their material concerns before God and religion (‘abandoning our faith for some outward advantage’, ‘they value such matters … excellent sacraments’). |

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:  
• The anti-Spanish/anti-Catholic activities of the Sea Beggars in triggering the revolt, e.g. mobilised Calvinists to take over towns and cities in Holland and Zeeland  
• Alva’s unlawful imposition of the Tenth Penny Tax (1572) to fund his army provoked strong Dutch resistance  
• Alva’s use of the Council of Troubles to remove the threat of heresy was deeply resented because it established a reign of terror in the Netherlands, e.g. 9,000 were condemned and 1,000 executed  
• Discontent mounted in the Netherlands in the early 1570s due to economic difficulties, e.g. industry and trade suffered and unemployment mounted. |

Sources 3 and 4  
The following points could be made about the sources in combination:  
• Agreement that religious issues and anti-Spanish motives played a key role in generating the revolt against Alva  
• Agreement that economic issues (e.g. taxation) mobilised support for the revolt  
• The sources have contrasting purposes – Source 3 focuses on encouraging support for the revolt, while Source 4 seeks to condemn the motives of the rebels. |
### Section B: indicative content

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</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 how far the appeal of Luther’s message was chiefly responsible for the success of his early challenge to the Catholic Church in the years 1517-20.** Arguments and evidence that the appeal of Luther’s message was chiefly responsible for the success of his early challenge to the Catholic Church should be analysed and evaluated. Relevant points may include:  
  - Luther acquired influential supporters from the start, e.g. in 1518 he won over some of his superiors in the Augustinian order, and gained backing from Elector Frederick of Saxony who was under the influence of his adviser Georg Spalatin, a friend and supporter of Luther  
  - The 95 Theses, together with the 1520 pamphlets, clarified Luther’s thinking on justification by faith alone and the nature of authority within the church in an accessible way, which made his message attractive among all classes of German society  
  - Luther’s text *Address to the Christian Nobility of the German Nation* (1520), appealed to some German princes who saw an opportunity to reduce papal influence and Rome’s claim on their financial resources  
  - Growing opposition to the Catholic Church before 1517 (e.g. over papal taxation within Germany and the poor quality of the German parish clergy) worked in Luther’s favour during these years  
  - The humanists were responsible for the development of a climate conducive to reform in the years before 1517, e.g. Erasmus published an accurate edition of the Greek New Testament (1516) which increased demands for reform. | |
|          | Arguments and evidence that the appeal of Luther’s message was not chiefly responsible for the success of his early challenge to the Catholic Church should be analysed and evaluated. Relevant points may include:  
  - The German religious authorities failed to halt Luther immediately e.g. the Augustinian Convention of April 1518 generally supported his position  
  - The Papacy failed to appreciate fully the nature of the early Lutheran threat e.g. initially the Papacy expected Luther’s own order to deal with him, encounters with Cajetan (1518) and Eck (1519) failed to silence Luther, as did the 1520 bull of excommunication  
  - Although Holy Roman Emperor, Charles V approached the whole issue of Lutheranism with extreme caution and, mindful of German support for Luther, did not attempt to curb Luther’s influence until after 1520  
  - The printing press facilitated the circulation of his ideas and thereby made a major contribution to the wide appeal of his message, e.g. Luther published 30 tracts between 1517 and 1520 amounting to some 300,000 copies. | |

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 significance of the Schmalkaldic League for the spread of Lutheranism in the years 1531-47. Arguments and evidence that the Schmalkaldic League was significant for the spread of Lutheranism in the years 1531-47 should be analysed and evaluated. Relevant points may include:  
• Although the formation of the League (1531) was presented as a defensive move, from the outset it acted as a vehicle for the unified and active pursuit of Protestant interests  
• The League acted tactically to strengthen Lutheranism, e.g. the Religious Truce of Nuremberg (1532) suspended Charles V’s actions against League members (in return for military support against the Turks) and persuaded some of the more cautious Protestant states to join the League  
• The League’s success in restoring Duke Ulrich in Wurttemberg (1534) and establishing Lutheranism as the only permitted religion there proved to be a great boost to Protestant morale and dealt an enormous blow to Habsburg and Catholic prestige  
• Under the influence of the League’s success, Brandenburg (1535) and ducal Saxony (1539) became Protestant; by 1545 all of north-east and north-west Germany was Protestant as well as large parts of the south.  
Arguments and evidence that the Schmalkaldic League was not significant for the spread of Lutheranism in the years 1531-47 should be analysed and evaluated. Relevant points may include:  
• From the outset, the League was, in reality, a fragile alliance since many princes were extremely reluctant to countenance war against Charles V (despite Luther’s statement that it was morally right in defence of the Gospel) to further the Lutheran cause and most were likely to put self-interest before the spread of Lutheranism  
• The League’s role was weakened by the bigamy scandal (1540) involving the leading Lutheran prince Philip of Hesse  
• Charles V’s tactics in the 1540s reduced the significance of the League, e.g. he made it clear that he intended to target only League members who had flouted his authority, thereby ensuring that the more cautious reformed states remained inactive  
• The League’s failure to achieve a rapid victory in 1546 before Charles V’s forces united (and subsequently defeated the Schmalkaldeners at Mühlberg in 1547) underlined its declining significance by the mid-1540s, e.g. lack of effective leadership, no common objective and considerable distrust between the cities and the princes  
• The invasion of Electoral Saxony by the Lutheran prince Duke Maurice of Saxony (1546) did much to destroy the morale and impetus of the League which had not expected such an attack.  
Other relevant material must be credited. |
Option 2B.2: The Dutch Revolt, c1563-1609

<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. Candidates are expected to reach a judgement on how far William of Orange was able to maintain his influence in the Netherlands in the years 1573-84. Arguments and evidence that William of Orange was able to maintain his influence in the Netherlands in the years 1573-84 should be analysed and evaluated. Relevant points may include: • Orange became a Calvinist in 1573 which enabled him to exert influence and control over the Sea Beggars • Between 1573 and 1576, William was able to use his political influence to strengthen and defend Holland and Zeeland, e.g. the Union of Delft (1576) • William’s leadership gained national prominence and influence through the Pacification of Ghent (1576) and his position of Stadtholder • The Spanish King’s royal proclamation (1580) calling for Orange’s assassination indicates that William remained an influential figure in the Dutch Revolt. Arguments and evidence that William of Orange was not able to maintain his influence in the Netherlands in the years 1573-84 should be analysed and evaluated. Relevant points may include: • Orange was unable to maintain the unity of the Netherlands when the Unions of Utrecht and Arras were formed in 1579 • Orange lost influence in the Netherlands in the years 1580-83 because of his support for the Duke of Anjou, an inept, unreliable Catholic • By the early 1580s Parma’s skillful diplomacy with Hainault, Walloon and Flanders had extended Spanish authority • Backed by Spanish money and reliable troops, Parma also had considerable military success by 1584, forcing Orange to retreat to Holland. Other relevant material must be credited.</td>
</tr>
</tbody>
</table>
Candidates are expected to reach a judgement on the suggestion that the successes of the United Provinces in the years 1585-1609 owed more to Spain’s weaknesses and mistakes than to Dutch strengths.

Arguments and evidence that the successes of the United Provinces in the years 1585-1609 owed more to Spain’s weaknesses and mistakes should be analysed and evaluated. Relevant points may include:

- Philip II’s decision to take action against England and France in the late 1580s effectively made tackling the Dutch Revolt a lower priority because Spain was now fighting on three separate fronts
- The diversion, and subsequent death (1592), of the Duke of Parma robbed the Spanish cause of a skilled diplomat and military leader
- Henry IV of France invaded Savoy (1600), cutting off the ‘Spanish Road’ – the vital supply route which linked Spanish-controlled northern Italy with Franche Comte, Lorraine and the southern Netherlands
- Overseas commitments drained the Spanish coffers and, after 1589, mutinies (due to non-payment) began to paralyse Spanish forces in the Netherlands
- Royal bankruptcies (in 1596 and 1607) ultimately forced Spain to recognize the independence of the United Provinces.

Arguments and evidence that the successes of the United Provinces in the years 1585-1609 owed more to Dutch strengths should be analysed and evaluated. Relevant points may include:

- The military leadership and reforms of Maurice of Nassau, e.g. he reorganised the Dutch army into a more effective fighting force and achieved key victories, e.g. at Turnhout (1597)
- The reorganization of the States General into an effective body under the leadership of Jan van Oldenbarnevelt
- The growing wealth and resources of the northern provinces, e.g. the Dutch exploited Baltic and Mediterranean trade and greatly expanded industrial production
- The Dutch were able to draw on English assistance (between 1588 and 1595 Elizabeth I sent 8,000 troops and £750,000 to aid the rebels) which contributed to military victories, e.g. Groningen (1594).

Other relevant material must be credited.
Instructions

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

Information

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

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
SECTION A
Choose EITHER Question 1 OR Question 2 for which you have been prepared.
You must start your answer on page 3.

Option 2C.1: France in revolution, 1774–99
Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate contemporary attitudes to Marie Antoinette in the years before 1789?

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

(Total for Question 1 = 20 marks)

Option 2C.2: Russia in revolution, 1894–1924
Study Sources 3 and 4 in the Sources Booklet before you answer this question.

2 How far could the historian make use of Sources 3 and 4 together to investigate the reasons for the Bolshevik victory in the Russian Civil War?

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

(Total for Question 2 = 20 marks)
Indicate which question you are answering by marking a cross in the box ☑. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☑.

Chosen question number:  Question 1 ☐  Question 2 ☐

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

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

EITHER

3 ‘War was primarily responsible for the divisions in France in the years 1792–94.’

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4 ‘In the years 1795–99, the Directory succeeded in bringing political and economic stability to France.’

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

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

EITHER

5 ‘Stolypin’s reforms transformed Russian agriculture in the years 1906–14.’

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 ‘The communist seizure of power in October 1917 owed more to Bolshevik strengths than to the weaknesses of the Provisional Government.’

How far do you agree with this statement?

(Total for Question 6 = 20 marks)
Indicate which question you are answering by marking a cross in the box □. If you change your mind, put a line through the box ❌ and then indicate your new question with a cross □.

Chosen question number:  
- Question 3 □  Question 4 □
- Question 5 □  Question 6 □

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

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS
Pearson Edexcel Level 3 GCE

History
Advanced
Paper 2: Depth study
Option 2C.1: France in revolution, 1774–99
Option 2C.2: Russia in revolution, 1894–1924

Specimen materials for first teaching
September 2015
Sources Booklet

Paper Reference
9HI0/2C

Do not return this booklet with the question paper.
Sources for use with Section A.

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

Sources for use with Question 1.

Source 1: From a private letter written in 1776 by the Comte de Mercy-Argenteau to
Maria Theresa, Empress of Austria and mother of Marie Antoinette.
Mercy-Argenteau was the Austrian ambassador to France and acted as
Marie-Antoinette’s mentor. Here, he comments on the French Queen.

Among the rumours which circulate contrary to the prestige and reputation
essential to a Queen of France, there is one which appears more dangerous and unpleasant than the rest. It is complained quite openly that the Queen is
extravagant and encourages extravagance.

The public at first viewed with pleasure the King’s gift of the Trianon* to the
Queen; but the public began to be disturbed and alarmed by Her Majesty’s expenditure there. By her order the gardens have been completely changed
into an English garden, which cost at least 150,000 livres. The Queen has had a theatre built at the Trianon; she has only presented one play there followed by
a supper, but this entertainment was very expensive.

The Queen’s allowance has been doubled, and yet she has contracted debts. The chief cause of the Queen’s debts is known and excites no fewer outcries and complaints. The Queen has bought many diamonds, and her card-playing has become very costly. She no longer plays at games of commerce, in which the loss is necessarily limited. Lansquenet* has become her usual game, and sometimes faro*, when she is not playing in full public view. The ladies and courtiers are dismayed and distressed by the losses to which they expose themselves in order to make their court to the Queen.

* the Trianon – a small château, given to Marie Antoinette in 1774, which was located in the grounds of the Palace of Versailles

* lansquenet – a game where players bet on single cards

* faro – a game where players bet on the order in which certain cards will appear
Source 2: From Madame Henriette Campan, *Memoirs of the Court of Marie Antoinette, Queen of France*, published 1823. Campan was lady-in-waiting to Marie Antoinette before and during the French Revolution.

This unfortunate Queen, against whom the opinions of the French people were at length so set, possessed qualities which deserved the greatest popularity. None could doubt this who, like myself, had heard her. All who were acquainted with the Queen's private qualities knew that she equally deserved attachment and esteem. Everything at Trianon, without exception, was preserved and the Queen slept in a faded bed. The charge of extravagance, generally made against the Queen, is the most unaccountable of all the popular errors respecting her character. She had exactly the opposite failing; and I could prove that she often carried her economy to a degree which was unsuitable for a sovereign.

An obscure plot, contrived by swindlers, and matured in a corrupted society, attacked the Queen's character on a vital point and undermined the majesty of the throne. I am speaking of the notorious affair of the necklace* purchased, as it was said, for the Queen by Cardinal de Rohan. The affair brought an end forever to respect and reverence for the institution of monarchy.

The benevolence and generosity shown by the King and Queen during the severe winter of 1788, when the River Seine was frozen over and the cold was more intense than it had been for eighty years, gave them some fleeting popularity. The gratitude of the Parisians for the aid their Majesties poured forth was lively if not lasting.

* the diamond necklace affair of 1785
Option 2C.2: Russia in revolution, 1894–1924

Sources for use with Question 2.

Source 3: From an article by Vladimir Lenin, published December 1919. Here, the Bolshevik leader discusses the Russian Civil War.

In November 1917, the Bolsheviks had behind them the vast majority of the proletariat. In Petrograd and Moscow, the two principal commercial and industrial centres of Russia, the Bolsheviks had an overwhelming, decisive superiority of forces. The armed forces were half Bolshevik. The Constituent Assembly elections in November 1917, compared with the Civil War, are revealing. It was precisely in the districts where the Bolsheviks polled the lowest percentage of votes in November 1917 that the counter-revolutionary movements had the greatest success. In those districts, where the proletariat’s influence was weakest, the rule of Kolchak and Denikin lasted for months.

The population in those districts turned against the Bolsheviks. To promote the international revolution and protect its centre in Russia, the Bolsheviks signed the Treaty of Brest-Litovsk and thus offended bourgeois patriotic sentiments. The peasants in places with the largest stocks of surplus grain were unhappy because the Bolsheviks showed that they would firmly transfer those surplus stocks to the state at fixed prices. The peasants in the Urals, Siberia and the Ukraine turned to Kolchak and Denikin.

Further, the experience of Kolchak and Denikin ‘democracy’, about which every writer shouted in the White press, showed the peasants that phrases about democracy and the Constituent Assembly served only to conceal the dictatorship of the landowners and capitalists. Another turn towards Bolshevism began and peasant revolts spread in the rear of Kolchak and Denikin. The peasants welcomed the Red troops as liberators.

At no time was there enough popular support behind Kolchak in Eastern Siberia for him to have lasted one month if all Allied support had been removed. Kolchak was suspected, not without reason, of Tsarist leanings. Certainly, he did not favour democracy. He hated, and in return was hated by, the Socialist Revolutionaries who at that time were far and away the largest political body in Siberia. From the first, his regime was distrusted and detested by all but the military clique who created it. Deepest and most ominous of all was the hostility of the common people, who received the White dictatorship with a mistrust and alarm that grew in intensity.

All the old vices of the Tsarist regime came back. Floggings and shootings again became the basis of army organisation. The officers gambled, drank, and stole military supplies, while the men starved. The anti-democratic colour of the White government became clearer every day. Representatives of workmen were no longer admitted to official receptions, and the Whites' agrarian policy plainly showed that the clock had been set back to pre-revolutionary times. Meanwhile a White Terror began which was far worse than anything perpetrated by the Reds. Not merely suspected Bolsheviks, but Socialists of any kind, even Liberals and Democrats, were slaughtered in thousands.

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/2C) Advanced

Paper 2: Depth study

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

Option 2C.2: Russia in revolution, 1894-1924
**Generic Level Descriptors: Section A**

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

<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 surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.  
• Some relevant contextual knowledge is included, with limited linkage to the source material.  
• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.  
• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.  
• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3     | 8–12 | • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.  
• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.  
• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification. |
| 4     | 13–16| • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.  
• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5     | 17–20| • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.  
• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
Section B

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

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<tbody>
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<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 A: indicative content

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

<table>
<thead>
<tr>
<th>Question</th>
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<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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on contemporary attitudes to Marie Antoinette in the years before 1789.</td>
</tr>
</tbody>
</table>

### Source 1

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - Mercy-Argenteau’s position as the Austrian ambassador to France and Marie-Antoinette’s mentor, so potentially able to offer genuine insights into contemporary attitudes to the French queen before 1789
   - A private letter to Empress Maria Theresa (Marie-Antoinette’s mother) which suggests Mercy-Argenteau is expressing his views candidly
   - The nature of the ambassador’s comments indicates the author believes the queen’s own behaviour has contributed significantly to negative French attitudes.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about contemporary attitudes to Marie-Antoinette:
   - It provides evidence that the queen’s extravagance at Trianon hardened public attitudes against her (‘disturbed and alarmed by Her Majesty’s expenditure there’)
   - It provides evidence that the queen’s gambling at cards disconcerted members of the court (‘The ladies and courtiers are dismayed and distressed by the losses to which they expose themselves’)
   - It indicates that the major public complaint is the level of Marie-Antoinette’s spending (‘It is complained quite openly …. is extravagant and encourages extravagance’)
   - It suggests that such negative attitudes may undermine the status of the French monarchy (‘Among the rumours which circulate …. unpleasant than the rest’).

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - Marie-Antoinette’s financial profligacy was well known in France and made her unpopular with the public, e.g. in 1776 she acquired diamond earrings which cost 600,000 livres
   - Factions within the French court increasingly criticised Marie-Antoinette for ignoring the formal procedures and social mechanisms of royal life, e.g. going to horse races rather than receiving ambassadors and withdrawing to the Trianon with her favoured courtiers to avoid her official duties as the monarch’s wife
   - For the public, Marie-Antoinette’s predilection for gambling also undermined the prestige of the monarchy, e.g. in one year she accumulated gambling debts of 500,000 livres and was dubbed ‘Madame Deficit’.
### Source 2

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - Madame Caplan’s position as a lady-in-waiting to Marie-Antoinette, so potentially offering genuine insights into contemporary attitudes
   - Caplan’s longstanding service to the French Queen suggests a degree of loyalty to Marie-Antoinette
   - The partisan nature of the source is evident from the use of emotional language to reinforce points (‘This unfortunate Queen’, ‘deserved the greatest popularity’, ‘deserved attachment and esteem’)
   - The date of publication (1823), under the restored Bourbons, suggests a sympathetic approach to the Queen.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about contemporary attitudes to Marie-Antoinette:
   - It provides evidence of the impact of a particular scandal – the diamond necklace affair – which damaged Marie-Antoinette in the eyes of the public (‘brought an end forever to respect and reverence for the institution of monarchy’)
   - It provides evidence that the Queen was popular at certain points (‘The benevolence and generosity ... was lively if not lasting’)
   - It indicates that negative public perceptions of the Queen were mistaken and ill-informed (‘the popular errors respecting her character’)
   - It suggests that, had the French population known Marie-Antoinette as well as her closest associates did, public attitudes to the queen would have been much more enthusiastic (‘All who were acquainted with the Queen’s private qualities ... deserved attachment and esteem’).

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - The diamond necklace affair (1785) seriously tarnished Marie-Antoinette’s reputation by associating the queen with diamond swindlers and reinforcing allegations about her sexual behaviour
   - Initially Marie-Antoinette was popular in France, e.g. the Queen’s visit to the Paris opera in 1775 drew large cheering crowds
   - The growing pamphlet press strongly influenced public attitudes towards Marie-Antoinette by portraying the French queen as sexually insatiable, unfaithful, profligate, indifferent to the French population, and unpatriotic e.g. *Le Lever d’Aurore* (a pamphlet published in the 1780s) accused her of taking part in illicit sex and orgies.

### Sources 1 and 2

The following points could be made about the sources in combination:

- Contemporary attitudes to Marie-Antoinette were largely negative, although Source 1 suggests this was self-inflicted and Source 2 maintains that public antipathy was ill-informed
- The main popular criticism levelled at the Queen was the charge of extravagance
- These negative contemporary attitudes seriously undermined the prestige and reputation of the French monarchy.
### Option 2C.2: Russia in revolution, 1894-1924

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
</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. Other relevant material not suggested below must also be credited.  
Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the reasons for the Bolshevik victory in the Russian Civil War.  
**Source 3**  
1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:  
   - Lenin’s position as an informed political observer of, and participant in, the Russian Civil War, so potentially offering genuine insights  
   - The Bolshevik stance of the author may influence the reasons he gives for the Bolshevik victory in the Russian Civil War, for example the Bolsheviks ‘had an overwhelming, decisive superiority of forces’ and ‘the vast majority of the proletariat’  
   - Lenin’s article, which appeared in late 1919, was written before the end of the Civil War (October 1920) and so represents only an interim view.  
2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Bolshevik victory in the Russian Civil War:  
   - It provides evidence that from the outset the Bolsheviks attracted support from key groups (the proletariat and the army) and the major cities (Petrograd and Moscow)  
   - It indicates that the Bolsheviks eventually were able to win over sections of the rural population (‘peasants welcomed the Red troops as liberators’)  
   - It suggests that White-controlled areas were governed in a reactionary and alienating way (‘the experience of Kolchak and Denikin ‘democracy’ ... served only to conceal the dictatorship of the landowners and capitalists’).  
3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:  
   - The Bolsheviks possessed a core support group of some workers and soldiers who wanted to protect the gains of 1917 and who saw the Reds as the best chance of achieving this  
   - Bolshevik control of the heavily populated central area, based around Petrograd and Moscow, gave the Reds several advantages, including better transport links, access to the main armaments factories and a large pool of potential conscripts  
   - Peasants were inclined initially to support the Reds partly because Lenin had legitimized their right to the land  
   - Many peasants were coerced into joining the Bolshevik cause, many deserted from the Red Army and many were hostile due to Bolshevik grain seizures (which fuelled the growth of the Green forces)  
   - Denikin helped landowners recover their estates, and he and other White leaders, including Kolchak, made it clear that the peasants would have to give back most of the land they had seized in 1917. |
1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - General Graves, as commander of the US interventionist forces in Siberia during the Russian Civil War, was in a good position to comment on the activities of Kolchak and the White forces in the region
   - His critical comments on Kolchak and the White forces in Siberia (‘his regime was distrusted and detested’, ‘the White dictatorship’, ‘the old vices of the Tsarist regime came back’) could be interpreted as evidence of impartiality
   - Graves’ memoir was published in 1931, which enables him to consider the entire civil war period (1918-20)
   - He focuses only on the shortcomings of one White general and his forces.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the development of royal authority:
   - It provides evidence that the White army in Siberia was ill-disciplined and corrupt (‘Floggings and shootings … whilst the men starved’)
   - It indicates that Kolchak’s regime in Siberia was anti-democratic and lacked support (‘Representatives of workmen …. Back to pre-revolutionary times’, ‘the hostility of the common people’)
   - It asserts that the Whites were internally divided (‘He hated …. largest political body in Siberia’)
   - It makes the implicit assumption that the White Terror was counter-productive (‘far worse than anything perpetrated by the Reds’).

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - Kolchak’s base at Omsk was poorly disciplined and corrupt, e.g. uniforms and military equipment, supplied by foreign interventionist governments, were sold on the black market, and officers were stationed in brothels where they consumed large quantities of cocaine and vodka
   - The Whites’ determination to restore the Russia to its pre-revolutionary past alienated important groups such as the peasantry (who feared the loss of their lands and the return of the landlords) and the national minorities (who wanted greater autonomy)
   - Kolchak arrested and executed many Socialist Revolutionary (SR) members even though the SRs had been part of a joint anti-Bolshevik government at Omsk; thereafter the SRs staged revolts against Kolchak, undermining his military campaign and contributing to his overall defeat
   - The Whites were made up of different groups who had entirely different aims and beliefs – they could not agree on whether they were fighting for a monarchy, a republic or a Constituent Assembly – which made cooperation difficult and an agreed political strategy impossible.

Sources 3 and 4
The following points could be made about the sources in combination:
   - They suggest that the Whites’ determination to restore Russia to its pre-revolutionary past proved to be a major obstacle in their attempt to defeat the Reds during the Civil War
   - There is agreement that opposition to the Whites increased as the civil war progressed
   - The points of agreement are reinforced due to the contrasting positions of the authors (the Bolshevik leader and the military commander of a foreign interventionist force).
**Section B: indicative content**

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</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 suggestion that war was primarily responsible for the divisions in France in the years 1792-94. Arguments and evidence that war was primarily responsible for the divisions in France in the years 1792-94 should be analysed and evaluated. Relevant points may include:  
  • War hardened republican opinion and made it more difficult for the Girondins to argue in favour of a constitutional monarchy; the Brunswick Manifesto strengthened public opposition in Paris to the King  
  • War contributed to the Jacobin takeover and, in response, the federalist revolts at places such as Avignon and Bordeaux  
  • War led to further violence as Parisians were encouraged by radical orators to deal with the ‘enemy within’ in the face of foreign invasion, e.g. the September Massacres of 1792  
  • Economic hardship caused by the war (food shortages, rising prices and the falling value of the assignat) led to widespread rioting and several risings in France  
  • Conscription for the war (combined with economic hardship) helped to trigger the Vendée uprising of 1793. Arguments and evidence that war was not primarily responsible for the divisions in France in the years 1792-94 should be analysed and evaluated. Relevant points may include:  
  • War helped to unite France in support of the revolution; many Frenchmen enthusiastically joined the revolutionary army; war also united many in the pursuit of victory on the home front (via the Terror) and against external enemies  
  • Religious issues divided France: the Civil Constitution of the Clergy (1790) caused major divisions which were exacerbated by the law that refractory priests could be deported (1790); dechristianisation during the Terror alienated the conservative and religiously-minded peasants  
  • The confiscation, by the Assembly, of the nobles’ land and privileges led many nobles to leave France and encourage opposition from abroad  
  • The Committee of Public Safety pushed the revolution in a more radical direction which resulted in federalist revolts  
  • Robespierre’s behaviour, notably over the Feast of the Supreme Being, was met with a hostile response from many other radicals. 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, in the years 1795-99, the Directory succeeded in bringing political and economic stability to France.

Arguments and evidence that the Directory succeeded in bringing political and economic stability to France should be analysed and evaluated. Relevant points may include:

- The Directory’s constitutional arrangements (based on the Directory of five, the Council of Five Hundred and the Council of Ancients) prevented the concentration of power and avoided the extremism of 1793-94
- Until Fructidor 1797 the Directory provided a moderate ‘representative’ government steering a middle course between the restoration of the monarchy and the introduction of popular democracy
- Two-thirds of the national debt was written off in September 1797 through the issue of bonds to government creditors (which reduced interest payments)
- Finance Minister Vincent Ramel reformed the taxation system in 1798 by introducing four new direct taxes and making tax collection more efficient; this enabled the government to balance its books
- The profits of war plunder provided the Directory with much-needed income e.g. defeated states in Germany paid 16 million livres in indemnities and those in Italy paid about 200 million livres.

Arguments and evidence that the Directory did not succeed in bringing political and economic stability to France should be analysed and evaluated. Relevant points may include:

- The ‘checks and balances’ constitution led to political paralysis rather than stability; consequently, the Directors increasingly disregarded the constitution as they tried to maintain control of the Councils which, in turn, led to a fall in public confidence in the regime
- It was unable to deliver political stability, e.g. Babeuf’s Conspiracy of Equals (1796), the Coup of Fructidor (1797), the Coup of Floreal (1798) and the Coup of Brumaire (1799)
- Attempts to restore the Treasury’s finances were not successful, e.g. the value of the assignat collapsed, the new currency became worthless, and the introduction of indirect taxes was unpopular
- The monetary crisis of 1795-97 led to a rapid decline in purchasing power. Inflation and deflation undermined economic and political stability
- The bonds issued to write off government debt quickly slumped in value which alienated government creditors, thereby removing a source of stability from the regime.

Other relevant material must be credited.
### Option 2C.2: Russia in revolution, 1894-1924

**Question 5**

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

Candidates are expected to reach a judgement on the suggestion that Stolypin’s reforms transformed Russian agriculture in the years 1906-14.

Arguments and evidence that Stolypin’s reforms transformed Russian agriculture in the years 1906-14 should be analysed and evaluated. Relevant points may include:

- The authority of the commune and the land captain was reduced since peasants were now free to leave the village; by 1914 about 2 million peasants had left their communes
- Redemption payments ended in 1907 as pledged by the Tsarist regime in 1905
- There was a substantial amount of land transfer between landlords and peasants and also within the peasantry resulting in more prosperous peasants developing larger farms; about 1.2 million peasant households set up consolidated farms
- Peasant colonisation of Siberia, the Steppes and Central Asia was successful; these new lands produced wheat, livestock, and dairy products for export
- Farming methods improved, notably on large estates and consolidated peasant holdings, with the introduction of machinery and artificial fertilisers e.g. in 1911 European Russia had 66,000 reapers and West Siberia 36,000.

Arguments and evidence that Stolypin’s reforms did not transform Russian agriculture in the years 1906-14 should be analysed and evaluated. Relevant points may include:

- Most land transfer occurred between 1908 and 1913 with a marked decline by 1914; this suggests that Stolypin had underestimated the conservatism of the peasantry who valued the collective security provided by the commune
- Stolypin’s reforms had little impact in the overcrowded central and south-eastern black earth provinces where land shortages and peasant discontent were at their worst
- By 1914 the strip system of farming still predominated with only 10 per cent of the land being turned into consolidated holdings
- Stolypin believed his reforms would need 20 years to take effect but they operated for only nine and were downgraded after his death in 1911
- About one-sixth of the peasants who migrated to Siberia and other underpopulated regions subsequently returned.

Other relevant material must be credited.
<table>
<thead>
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| 6        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the suggestion that the communist seizure of power in October 1917 owed more to Bolshevik strengths than to the weaknesses of the Provisional Government. Arguments and evidence about the communist seizure of power in October 1917 owing more to Bolshevik strengths should be analysed and evaluated. Relevant points may include:  
• The Bolsheviks’ appeal grew during the summer and autumn of 1917 partly because the party refused to support (or participate in) the Provisional Government and called for its removal; by late October 1917 Bolshevik membership stood at 250,000-300,000  
• The Bolsheviks consistent anti-war policy increasingly resonated with Russian soldiers and the civilian population in 1917  
• The Bolsheviks made tactical adjustments to advance their cause, e.g. Lenin’s land policy modified Marxist theory by condoning peasant estate seizures which increased rural support for the party  
• Bolshevik activists were concentrated in Petrograd and Moscow which were the key centres of Russia, the rail network and the October 1917 revolution; by October 1917 there were 60,000 Bolsheviks in Petrograd  
• From April 1917, Lenin provided dynamic leadership, e.g. ensuring that the April Theses were adopted as party policy and that the Bolshevik coup in October actually took place; Trotsky also played an important individual role in planning the Bolshevik insurrection. Arguments and evidence about the communist seizure of power in October 1917 owing more to the weaknesses of the Provisional Government should be analysed and evaluated. Relevant points may include:  
• The Provisional Government faced a daunting array of demands (concerning the war, the land, economic and social conditions, political rights, national self-determination and obligations to the Allies) and had no real chance of meeting all these expectations  
• The Provisional Government’s authority was limited by its temporary status (it felt only the future Constituent Assembly could resolve the key issues affecting post-Tsarist Russia) and the constraints imposed by the Petrograd Soviet (such as Order No. 1)  
• From May 1917, the coalition ministries were weakened by political and personal differences, e.g. socialist-liberal differences in cabinet prevented clear-cut decision-making and often led to one faction blocking the other’s initiatives  
• Kerensky made several serious mistakes, e.g. his role in the June offensive and the Kornilov affair severely undermined the administration; he also underestimated the Bolshevik threat in October. Other relevant material must be credited. |
Instructions

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

Information

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

Advice

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

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

You must start your answer on page 3.

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

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

1 How far could the historian make use of Sources 1 and 2 together to investigate Italian attitudes to the decision to make Rome the capital of a newly unified Italian state?

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

(Total for Question 1 = 20 marks)

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

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

2 How far could the historian make use of Sources 3 and 4 together to investigate the reasons for the Franco-Prussian War?

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

(Total for Question 2 = 20 marks)
SECTION B

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

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

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

EITHER

3 How accurate is it to say that the military strength of Austria was the decisive factor in explaining the failure of the 1848-49 revolutions in Italy?

(Total for Question 3 = 20 marks)

OR

4 'The process of Italian unification, in the years 1852-61, owed most to the work of Cavour.' How far do you agree with this view?

(Total for Question 4 = 20 marks)

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

EITHER

5 Divisions amongst those who supported the 1848-49 revolutions in Germany was the principal reason for the failure of those revolutions.' How far do you agree with this view?

(Total for Question 5 = 20 marks)

OR

6 How accurate is it to say that the failure of Austria to maintain its position as the dominant German state, in the years 1850-66, was primarily the consequence of its economic weakness?

(Total for Question 6 = 20 marks)
Indicate which question you are answering by marking a cross in the box ☑. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☑.

Chosen question number:  

Question 3 ☐  Question 4 ☐  

Question 5 ☐  Question 6 ☐

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

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS
Pearson Edexcel Level 3 GCE

History
Advanced
Paper 2: Depth study
Option 2D.1: The unification of Italy, c1830–70
Option 2D.2: The unification of Germany, c1840–71

Specimen materials for first teaching
September 2015
Sources Booklet

Do not return this booklet with the question paper.
Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From a letter written by Sir Augustus Paget to Earl Granville, 24 September 1870. Paget was the representative of the British Government in Italy and Granville was the British Foreign Secretary.

I had yesterday a conversation with Quintino Sella, the Minister of Finance, and can no longer have any doubt that the seat of Government will be transferred from Florence to Rome as soon as it can be practically done. On my mentioning to Sella some of the practical difficulties which have been urged in reference to the establishment of the capital at Rome, his Excellency did not deny their existence. He thought they looked more formidable at a distance than they would prove to be in reality. At all events, the Government had no choice but to deal with them.

Sella reminded me that ‘Rome, capital of Italy’ had been the programme of every statesman in Italy, from Count Cavour down to the present day. It was the one point on which the heart of the country was set. How could any Government therefore hesitate in giving account to the national wishes under the present circumstances with Rome already occupied by the military forces of the Government? They could not do so, even if they desired it. He admitted that he had always been determined to take advantage of any circumstances for realising it whilst he was Minister. The newspapers, he said, give but a faint idea of the enthusiasm and depth of public feeling in the country upon this subject.
The attempts made by Signor Visconti-Venosta*, on October 8th, to justify the usurpation of the dominions of the Papacy and the acceptance of the Roman plebiscite by Victor Emmanuel, have assuredly not escaped your attention. The Minister commences by emphasising the freedom and spontaneity of the support for the Italian Monarchy given by the Roman people in their vote at the end of October. The rest of Europe will be slow to believe that things have taken place in the way the Minister says they have done. It is sufficient to point out that the Romans gave a more unmistakable and more reliable testimony as to their real feelings and wishes when quite recently the Papal territory was surrounded by 60,000 Italians. Not only did the Romans remain unmoved in the presence of these excitements, but they united in great numbers, spontaneously offered their lives, and armed themselves to defend their beloved Sovereign, the Pope, against all attack.

I here call on all those in whom the passion for politics has not extinguished every Catholic sentiment. I ask them whether the laws hostile to the Church already introduced in the Kingdom of Italy are calculated to maintain religious sentiment and to promote the progress of Catholic society. I have grounds for believing that all respectable men would be slow to lend their confidence to such a Government.

*Signor Visconti-Venosta – the Foreign Minister of the Italian government
Option 2D.2: The unification of Germany, c1840–71

Sources for use with Question 2.

Source 3: From a speech to the House of Commons made by Benjamin Disraeli, 9 February 1871. In this speech, he was referring to the onset of the Franco-Prussian War the previous July. Disraeli was a leading British Conservative politician who was in opposition at this time.

There was clearly a danger to the peace of Europe in the rivalry between France and Prussia. As Prussia would never commence hostilities herself, it was consequently necessary that the English Government should concentrate all its resources, all its diplomatic influence, and exercise its unceasing vigilance at Paris, to prevent the ruler of France from commencing hostilities. I give Her Majesty’s Government full credit for the energy and speed with which they obtained the withdrawal of the candidature of the Prussian pretender to the throne of Spain. Her Majesty had done the Emperor of the French a great service. If at that moment, the business had stopped as it was, the Emperor of the French would have had a considerable diplomatic triumph. It would have added to the credit of his dynasty and position.

Now, what were the circumstances in July last? The fact is the King of Prussia was very much alarmed at the state of affairs. He had been surprised – I mean, of course, in a military sense – and was not prepared for war. However, I have heard, and have no doubt, that the Prussians did not despair of ultimate success in the struggle although they were, in a military sense, surprised. You must also remember that the Emperor of the French was for peace in the morning and war in the evening. I maintain that, if proper representations had been made to the Emperor of the French, he would have recoiled from the possible results.
Source 4: From Otto von Bismarck, *Thoughts and Reminiscences*, published 1898. These were Bismarck’s memoirs which he dictated after he had retired from office. Here he recalls amending the Ems telegram.

After I had read out the amended version to my two guests, Moltke* remarked: ‘Now it has a different ring. It sounded before like a parley*. Now it is like a flourish in answer to a challenge.’ I went on to explain: ‘If in execution of his Majesty’s order I at once communicate this text, which contains no alteration in or addition to the telegram, not only to the newspapers, but also by telegraph to all our embassies, it will be known in Paris before midnight. It will have the effect of a red rag upon the French bull, not only on account of its contents, but also on account of the manner of its distribution. Fight we must if we do not want to act the part of the vanquished without a battle. Success, however, essentially depends upon the impression which the origination of the war makes upon us and others. It is important that we should be the party attacked, and this French arrogance and touchiness will make it appear that we fearlessly meet the public threats of France.’

*Moltke – Chief of the Prussian General Staff, who was responsible for the Prussian military planning

*parley - a conference with the opposing side to discuss terms

Sources taken/adapted from:

Source 1 taken from http://books.google.co.uk/books?id=el8MAAAAYAAJ&pg=PA40&dq=fall+of+rome+1870&hl=en&sa=X&ei=IsNpVM-0HdGracu-gMgL&ved=0CDMQ6AEwAw#v=onepage&q=fall%20of%20rome%201870&f=false

Source 2 taken from http://archive.thetablet.co.uk/article/3rd-december-1870/17/london-december-3-1870

Source 3 taken from http://hansard.millbanksystems.com/commons/1871/feb/09/address-to-her-majesty-on-her-most#S3V0204P0_18710209_HOC_17

Source 4 taken from http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage_id=2663

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/2D)
Advanced

Paper 2: Depth study

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

Option 2D.2: The unification of Germany, c1840–71
**Generic Level Descriptors: Section A**

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

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<td>0</td>
<td></td>
<td>No rewardable material.</td>
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</tbody>
</table>
| 1     | 1–3  | • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.  
  • Some relevant contextual knowledge is included, with limited linkage to the source material.  
  • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.  
  • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.  
  • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3     | 8–12 | • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.  
  • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.  
  • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification. |
| 4     | 13–16| • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.  
  • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
  • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5     | 17–20| • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.  
  • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
  • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
Section B

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

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<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 A: indicative content

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
</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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on Italian attitudes to the decision to make Rome the capital of a newly unified Italian state. **Source 1**  
1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:  
   - The document has been written by a British diplomat in Italy to the British Foreign Secretary, reporting to him a conversation with a member of the Italian government  
   - The writer appears to be largely dependent on information provided by the Italian Minister of Finance, which may impact upon the interpretation provided  
   - The Minister of Finance suggests that the press reporting within Italy does not present an accurate picture of the ‘enthusiasm and depth of public feeling’.  
2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Italian attitudes to the decision to make Rome the capital of a newly unified Italian state:  
   - It implies that, despite the difficulties involved, Italians were very keen to achieve the transfer of the capital to Rome as soon as possible  
   - It claims that the Italian Government had been committed to this action since the time of Cavour  
   - It provides evidence that the Italian government would take all necessary steps to achieve this outcome (‘determined to take advantage of any circumstances’)  
   - It suggests that all Italians were committed to this action (‘the heart of the country’).  
3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:  
   - The declaration of Rome as the capital in 1861, although it could not be occupied at that point  
   - The occupation of Rome by an Italian army following the withdrawal of French troops to provide reinforcements in the Franco-Prussian War and their subsequent defeat at Sedan  
   - The opposition from the papacy to these actions  
   - The overwhelming results of the plebiscite on whether Rome should join the rest of Italy. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
</table>
| **Source 2** | 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:  
- The document was produced by a leading member of the Catholic church  
- The audience of the document was also leading members of the Catholic church  
- The purpose of the document appears to be to challenge the statements being made by the Italian government.  
2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Italian attitudes to the decision to make Rome the capital of a newly unified Italian state:  
- It suggests that Romans were not in support of the plebiscite by referring to their prior support for the papacy (‘spontaneously offered their lives, and armed themselves’)  
- It provides evidence of opposition to the process of unification and the decision to make a new capital by the Catholic church  
- It provides evidence of an attempt to influence foreign governments to support the opposition of the Catholic church to the incorporation of Rome into a new Italian state.  
3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:  
- The opposition of the Catholic church to the whole process of unification and modernisation e.g. 1864 Syllabus of Errors  
- The gradual loss of territory of the papacy during the course of unification  
- The appeal of Catholicism within Italy and the conflicts that the opposition of the church engendered.  
**Sources 1 and 2** | The following points could be made about the sources in combination:  
- Both sources use emotive language and arguments in order to convey their message – with Source 1 suggesting widespread support for the process and Source 2 suggesting widespread opposition  
- Italian opinions were clearly divided about the inclusion of Rome and the decision to make it the capital of the new state  
- Both sources attempt to make their case to a foreign audience, suggesting the ongoing importance of other states in the process of unification. |
Option 2D.2: The unification of Germany, c1840–71

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>2</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 must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the reasons for the Franco-Prussian War.</td>
</tr>
</tbody>
</table>

**Source 3**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The author is a foreign politician reflecting in the British Parliament on events that took place nearly six months previously
   - The author appears to support aspects of the response of the British government to the crisis, even though he is a member of the opposition ("full credit for the energy and speed with which they obtained the withdrawal of the candidature of the Prussian pretender")
   - The author clearly apportions the blame for the crisis on the actions of the French ("Prussia would never commence hostilities herself").

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Franco-Prussian War:
   - It implies that the war was the consequence of longer term issues linked to the ‘rivalry between France and Prussia’
   - It provides evidence that the King of Prussia was not anticipating a war ("he had been surprised … and was not prepared for war") and that Prussia was not responsible for causing the war
   - Despite the reference to the ‘candidature of the Prussian pretender to the throne of Spain’, this was not perceived directly as a cause of war
   - It claims repeatedly that the French bore the responsibility for the hostilities.

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - The issues surrounding the Hohenzollern candidature
   - Napoleon III’s ambitions
   - Bismarck’s ability to present the French in a negative light to the British e.g. making it appear as if France might invade Belgium through the publication of draft documents in the Times newspaper in 1870 just ahead of the war.

**Source 4**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - Bismarck is discussing affairs in which he had played a leading role, so he is potentially in a good position to comment on these
### Question | Indicative content
--- | ---
• The purpose of the source was to record his words and actions after he had been dismissed from office and it is therefore likely to present a highly positive view of his actions
• The reported speech provided appears to be very precise – it would be unlikely that these were the exact words used, especially as it was being recalled later.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Franco-Prussian War:
• It provides evidence of Bismarck’s desire for war (‘Fight we must’)
• It provides evidence of Bismarck’s skills in manipulating the situation to provoke the French to war
• It suggests that the French are likely to be provoked to war (‘a red rag upon the French bull’)

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
• The manipulation of the Hohenzollern candidature by Bismarck to achieve his ends
• The importance of making France appear to be the aggressor in the war
• The response of the French to the publication of the Ems telegram.

### Sources 3 and 4
The following points could be made about the sources in combination:
• The sources have contrasting purposes – Source 3 is a public speech while Source 4 is a private memoir of political manipulation
• The content of Source 3 suggests that the plan outlined in Source 4 was successful
• Taken together, the sources suggest that the reasons for the Franco-Prussian War arose both from Bismarck’s exploitation of the situation and the ill-considered response of the French to this.
**Section B: indicative content**

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

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<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 about how accurate it is to say that the military strength of Austria was the decisive factor in explaining the failure of the 1848-49 revolutions in Italy. Arguments and evidence that the military strength of Austria was the decisive factor in explaining the failure of the 1848-49 revolutions in Italy should be analysed and evaluated. Relevant points may include:</td>
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<tr>
<td></td>
<td>• Austrian superiority in numbers, equipment and leadership led to military success against Piedmont at the battles of Custoza and Novara</td>
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<tr>
<td></td>
<td>• The result of the battle of Custoza was to return Lombardy to Austrian control</td>
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<tr>
<td></td>
<td>• The Austrian naval blockade of Venetia, combined with a cholera outbreak, led to its surrender in 1849</td>
</tr>
<tr>
<td></td>
<td>• Austrian military strength was responsible for the restoration of the rulers of Tuscany, Modena and Parma</td>
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<tr>
<td></td>
<td>Arguments and evidence about the role of other factors as the principal explanation for the failure of the 1848-49 revolutions in Italy should be analysed and evaluated. Relevant points may include:</td>
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<tr>
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<td>• There were significant divisions e.g. in the aims of the revolutionaries between constitutional government and republic, with no clear leader being acceptable to all groups. Different groups did not co-operate</td>
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<tr>
<td></td>
<td>• There was a lack of popular support for the revolutions</td>
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<tr>
<td></td>
<td>• The change in the position of the papacy undermined some earlier support</td>
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<tr>
<td></td>
<td>• There was a lack of international support which might have balanced out the Austrian military strength e.g. France.</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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</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 whether the process of Italian unification in the years 1852-61 owed most to Cavour. Arguments and evidence that the process of Italian unification in the years 1852-61 owed most to Cavour should be analysed and evaluated. Relevant points may include:  
• Cavour worked to strengthen Piedmont economically so that it became the leading Italian state  
• Cavour brought Italy to international attention by participating in the Crimean War and the Paris Peace Treaty of 1856  
• The role played by Cavour’s secret meeting at Plombières in 1858 with Napoleon to discuss fomenting a war against Austria  
• The importance of Cavour’s plan to create a Kingdom of Upper Italy  
• The impact of the War of 1859, including the addition of Lombardy to Piedmont  
• Cavour’s realism e.g. he was prepared to cede Nice and Savoy to France to get military aid from her.  
Arguments and evidence that the process of Italian unification in the years 1852-61 came about as a consequence of other factors and/or the limited role played by Cavour should be analysed and evaluated. Relevant points may include:  
• The process towards unification under the leadership of Piedmont was begun when d’Azeglio was Prime Minister  
• The role played by Louis Napoleon in the process  
• Cavour’s lack of foreign policy experience until the onset of the Crimean War in 1854 and the failure of the Paris Peace Treaty to bring much tangible benefit to Italy  
• Napoleon’s withdrawal from the agreed war after only seven weeks without even consulting Cavour – which led to Cavour’s resignation  
• Garibaldi’s role in events in Sicily in the years 1860-61.  
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 suggestion that the main reason for the failure of the 1848-49 revolutions in Germany was divisions amongst its supporters.

Arguments and evidence that divisions among those who supported the 1848-49 revolutions in Germany was the principal reason for the failure of those revolutions should be analysed and evaluated. Relevant points may include:

- Differences in the political aims of liberals and radicals e.g. constitutional or republican government
- Differences over what form a new Germany should take – Grossdeutschland or Kleindeutschland
- The different interests of the various social groups who participated in the revolutions e.g. between middle class liberals and working class organisations
- Divisions were also evident amongst the leadership of the revolutions, which impacted on the organisation of the revolutions
- The impact of the failure of the Frankfurt Assembly

Arguments and evidence that other factors were more important in causing the failure of the 1848-49 revolutions in Germany should be analysed and evaluated. Relevant points may include:

- Not all elements of society supported the revolutions e.g. peasants
- There was a loss of support over time for the revolutions as little progress appeared to be made
- The old rulers generally kept control of the armies, so even though concessions were made, they had not given up control
- Strength of the conservative opposition to revolution in all parts of Germany.

Other relevant material must be credited.
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
</table>
| 6 | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on how accurate it is to suggest that the failure of Austria to maintain its position as the dominant German state in the years 1850-66 was primarily the consequence of economic weakness. Candidates may conclude that the importance of these factors varied across the time period of the question.

Arguments and evidence that the failure of Austria to maintain its position as the dominant German state in the years 1850-66 was primarily the consequence of economic weakness should be analysed and evaluated. Relevant points may include:

- Limited material resources available to Austria in comparison to Prussia e.g. coal
- Limited access to effective means of transportation in comparison to Prussia with its growing railway network
- Failure by Austria to create a Zollunion in 1849 and an alternative customs union in 1851
- Insufficient taxation levels to maintain an efficient army and meet other requirements of state
- Inability to bear the economic costs of keeping large armies mobilised during the Crimean War

Arguments and evidence that the failure of Austria to maintain its position as the dominant German state in the years 1850-66 was a consequence of other factors should be analysed and evaluated. Relevant points may include:

- The relative strengths of Prussia’s economy in comparison to Austria, including its access to raw materials and its leadership of the Zollverein
- The legacy of the 1848 revolutions adversely affected Austria
- Poor Austrian leadership after the removal of Metternich and the death of Prince Schwarzenberg
- The loss of Russian support which had contributed to the successful outcome of Olmütz in 1850
- The role played by Bismarck in isolating Austria diplomatically
- The importance of war in isolating Austria

Other relevant material must be credited.
Instructions
- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- You must answer two questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer one question from Section A and one question from Section B.
- Answer the questions in the spaces provided – there may be more space than you need.

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

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

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

You must start your answer on page 3.

Option 2E.1: Mao's China, 1949–76

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

1. How far could the historian make use of Sources 1 and 2 together to investigate the role played by Jiang Qing in the years 1964–76?

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

   (Total for Question 1 = 20 marks)

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

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

2. How far could the historian make use of Sources 3 and 4 together to investigate reactions to the building of the Berlin Wall?

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

   (Total for Question 2 = 20 marks)
Indicate which question you are answering by marking a cross [ ] in the box. If you change your mind, put a line through the box [ ] and then indicate your new question with a cross [ ].

Chosen question number: Question 1 [ ] Question 2 [ ]

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

Option 2E.1: Mao’s China, 1949–76

EITHER

3 ‘The role of the People’s Liberation Army (PLA) was the key factor in establishing communist rule in China in the years 1949–57.’

How far do you agree with this view?

(Total for Question 3 = 20 marks)

OR

4 How accurate is it to say that Chinese industry underwent a major transformation in the years 1949–62?

(Total for Question 4 = 20 marks)

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

EITHER

5 How accurate is it to say that women were offered genuine opportunities to improve their social status in the years 1949–85?

(Total for Question 5 = 20 marks)

OR

6 ‘The absence of serious challenge to Honecker’s government in the 1970s derived not from popular acceptance of the regime but from the effectiveness of state repression.’

How far do you agree with this view?

(Total for Question 6 = 20 marks)
Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao’s China, 1949–76

Sources for use with Question 1.

Source 1: From Jiang Qing’s speech on the Beijing Opera, July 1964. Jiang Qing (Madame Mao) was addressing a forum of theatrical workers. The text of this speech was widely circulated in 1967.

It is inconceivable that, in our socialist country, led by the Chinese Communist Party, the dominant position on the stage is not occupied by the workers, peasants and soldiers, who are the real creators of history and the true masters of our country. We must create literature and art which protect our socialist economic base. When we are not clear about our motivations, we must try our best to find the right ones.

There are well over 600 million workers, peasants, and soldiers in our country, whereas there is only a handful of landlords, rich peasants, counter-revolutionaries, bad elements, Rightists, and bourgeois elements. Are we to serve this handful, or the 600 million? The grain we eat is grown by the peasants, the clothes we wear and the houses we live in are all made by the workers, and the People’s Liberation Army stands guard at the fronts of national defence for us and yet we do not portray them on the stage.


Madame Mao and her cohorts were renewing their efforts to prevent the country from working. In industry, their slogan was ‘To stop production is revolution itself.’ In agriculture, in which they now began to meddle seriously: ‘We would rather have socialist weeds than capitalist crops.’ Acquiring foreign technology became ‘sniffing after foreigners’ farts and calling them sweet.’ In education: ‘We want illiterate working people, not educated spiritual aristocrats.’ They called for schoolchildren to rebel against their teachers again; in January 1974, classroom windows, tables, and chairs in schools in Beijing were smashed, as in 1966. Madame Mao claimed this was like ‘the revolutionary action of English workers destroying machines in the eighteenth century.’ All this demagoguery* had one purpose: to create trouble for Zhou Enlai and Deng Xiaoping and to generate chaos. It was only in persecuting people and in destruction that Madame Mao and the other leading lights of the Cultural Revolution had a chance to ‘shine’. In construction they had no place.

During this period, Mao was not giving his full backing to either side. He hated the efforts of Zhou and Deng to reverse the Cultural Revolution, but he knew that his wife and her followers could not make the country work. Mao let Zhou carry on with the administration of the country, but set his wife upon Zhou.

*demagoguery – appealing to people’s emotions and prejudices to gain support
With these measures to cordon off East Berlin, the Ulbricht regime made a clear and unmistakable declaration to the whole world of the political bankruptcy of its sixteen-year reign of tyranny. With these measures, the Ulbricht regime had to admit that it is not supported by the free will of the German people living in the zone. The Federal Government notes with deep regret that this despotic act has been carried out with the approval of the government of the USSR. By giving this approval, the Soviet Government has contradicted its own constant assertions about wanting to solve the problem of Germany and Berlin by means of negotiations. The rulers of the Soviet-occupied zone reacted to the Western desire for peace and negotiations with military measures. This reaction demonstrates to the whole world – more strikingly than words ever could – that the present crisis has been triggered solely by the Soviet policy on Germany and Berlin.

The barricades set up within Berlin and between the city and the Soviet-occupied zone are obviously meant to foreshadow the cutting-off of the free part of the German capital from the free world. It seems like a dreadful mockery when the representatives of the Ulbricht regime stand up and declare that the Germans in the Soviet-occupied zone have already exercised their right to self-determination.

On 13 August 1961 peace-loving Berliners won a battle for peace. The battle groups of Berlin's working class, along with comrades in the National People's Army and comrades of the German police of the capital of the GDR, put an end to subversive activity against the GDR by spies and slave-traders based in West Berlin. 13 August was a victory for the forces of peace and socialism. The forces of war and reaction were defeated. The victory was achieved by peace-loving Germans, by good Germans, over the Bonn* reactionaries and their agents in West Berlin. The USA's war policy failed. 13 August made clear once again that our people has but one future, a future of peace and socialism. Both are inseparable, and their homeland in Germany is the German Democratic Republic, the first workers' and farmers' state. To strengthen it is the patriotic duty of every good German.

Who implemented these measures? Those in whose interest they were: men of the people. Never was that as clear as on 13 August 1961. Reactionary forces could never do what we did. We armed our citizens. It is clear who is the master of this house – and who has the greater power in this Germany.

*Bonn was the centre of government of West Germany
Acknowledgements


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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/2E)
Advanced

Paper 2: Depth study

Option 2E.1: Mao’s China, 1949-76

Option 2E.2: The German Democratic Republic, 1949-90
**Generic Level Descriptors: Section A**

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.  
      |      | • Some relevant contextual knowledge is included, with limited linkage to the source material.  
      |      | • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.  
      |      | • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.  
      |      | • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3     | 8–12 | • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.  
      |      | • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
      |      | • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 4     | 13–16| • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.  
      |      | • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
<pre><code>  |      | • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
</code></pre>
<table>
<thead>
<tr>
<th>5</th>
<th>17–20</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</td>
<td></td>
</tr>
<tr>
<td>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</td>
<td></td>
</tr>
<tr>
<td>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</td>
<td></td>
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</tbody>
</table>
**Section B**

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

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<thead>
<tr>
<th>Level</th>
<th>Mark</th>
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</tr>
</thead>
<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 A: indicative content

Option 2E.1: Mao’s China, 1949-76

<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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the role played by Jiang Qing in the years 1964-76.</td>
</tr>
</tbody>
</table>

Source 1

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:

   • The speech represents the public pronouncements of Jiang Qing
   • Jiang Qing is addressing theatrical workers and is talking about the nature of the arts in China i.e it is a narrow audience and a limited subject
   • Although the speech was made in 1964, as it was not available in published form until after the start of the Cultural Revolution it would not have had a wide audience before that time
   • The publication of the speech in 1967 is a reflection of Jiang Qing’s growing influence.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences for the role played by Jiang Qing in the years 1964-76:

   • It provides evidence that Jiang Qing believed that the arts should reflect the importance of the masses in China (‘inconceivable’ that the arts do not reflect the masses)
   • It implies that Jiang Qing is aware of the important role that the arts can play in promoting communism and wishes to develop this (‘We must create literature and art which protect our socialist economic base’)
   • It suggests that Jiang Qing reflects and supports the views of Mao with her comments about ‘Rightists, and bourgeois elements’.

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:

   • Jiang Qing was herself an actress and was speaking to people who she understood
   • Jiang Qing was a member of the Cultural Revolution group and was responsible for the banning of western music and the removal of traditional Chinese opera. She was involved in creating a new style of Chinese revolutionary opera – the eight model plays
   • Mao was using Jiang Qing and culture as an indirect assault on Liu and the party bosses who had side-lined him.
### Source 2

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The document was produced by someone who experienced the events she is describing
   - The author left China shortly after the events she was describing
   - The tone of the piece suggests that the author was disillusioned with the regime e.g. reference to demagogy
   - The document was produced after the death of Mao and the fall of Jiang Qing

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role played by Jiang Qing in the years 1964-76:
   - It suggests that ideology expressed as slogans such as ‘We would rather have socialist weeds than capitalist crops’ was more important than outcomes for Jiang Qing
   - It claims that the policies of the communist party being pursued by Jiang Qing were not successful (‘prevent the country from working’)
   - It argues that Jiang Qing was being used by Mao as a counterweight to Zhou Enlai and Deng Xiaoping

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - The application of rigid political correctness in the policies advocated by Jiang Qing
   - Arrests initiated by Jiang Qing against friends and family of Zhou Enlai and Deng Xiaoping
   - Jiang Qing, with Mao, began the Criticise Lin, Criticise Confucius campaign

### Sources 1 and 2

The following points could be made about the sources in combination:
- Both sources agree that the focus of Jiang Qing’s interests were the masses
- The sources both suggest that Jiang Qing was influenced by Mao – Source 1 implies this through the discussion of her views whereas Source 2 is more explicit in suggesting that Mao manipulated this influence for his own purposes
- Taken together, the dates of the two sources demonstrate the growing influence that Jiang Qing had.
**Option 2E.2: The German Democratic Republic, 1949-90**

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>2</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 must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on reactions to the building of the Berlin Wall in 1961.</td>
</tr>
</tbody>
</table>

**Source 3**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The author was the Chancellor of West Germany making a public statement that was likely to receive international attention
   - The speech was made 5 days after the closing of the border
   - The author was clearly critical of both the East German regime and the actions that had been taken ('a tyranny').

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions to the building of the Berlin Wall in 1961:
   - It argues that West Germany opposes the building of a blockade ('this despotic act')
   - It implies that East Germans oppose the regime and will also oppose the building of the wall ('not supported by the free will of the German people living in the zone')
   - It challenges the claims made by the Ulbricht regime that East Germans have 'exercised their right to self-determination'
   - It claims that the Ulbricht regime was acting with 'the approval of the government of the USSR'.

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - The threat posed to East Germany by the loss of skilled workers and loss of population
   - The awareness that there might be opposition in the GDR e.g. Ulbricht’s deployment of troops across the country to deal with potential protests
   - The Checkpoint Charlie confrontation in October 1961 between US and Soviet tanks which showed the concern with prestige.

**Source 4**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The source was a pamphlet produced by the SED, probably as a piece of propaganda
   - The tone of the piece suggests that all actions taken by the East German government were positive
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The piece was produced two years after the building of the wall.</td>
</tr>
<tr>
<td></td>
<td>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions to the building of the Berlin Wall in 1961:</td>
</tr>
<tr>
<td></td>
<td>- It implies that the building of the wall was done with the support of the East German population (‘groups of Berlin’s working class’)</td>
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<tr>
<td></td>
<td>- It claims that the building of the Berlin Wall was a victory for East Germany</td>
</tr>
<tr>
<td></td>
<td>- It argues that the existence of the Berlin Wall ‘ended subversive activity’.</td>
</tr>
<tr>
<td></td>
<td>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>- The agreement reached between Ulbricht and Khrushchev regarding the building of the Berlin Wall</td>
</tr>
<tr>
<td></td>
<td>- The increase in arrests by the Stasi suggests not all East Germans supported the action</td>
</tr>
<tr>
<td></td>
<td>- The impact of the building of the Berlin Wall on the East German economy</td>
</tr>
<tr>
<td></td>
<td>- The impact of the building of the Berlin Wall on families separated.</td>
</tr>
<tr>
<td>Sources 3 and 4</td>
<td>The following points could be made about the sources in combination:</td>
</tr>
<tr>
<td></td>
<td>- The sources have contrasting audiences – Source 3 is for a domestic and an international audience from a democratic state whereas Source 4 is solely for a domestic audience in an authoritarian state</td>
</tr>
<tr>
<td></td>
<td>- Taken together, the sources suggest the ideological division that separated East Germany from West Germany</td>
</tr>
<tr>
<td></td>
<td>- The sources disagree on the impact of the building of the Berlin Wall – Source 3 sees it as wholly negative whereas Source 4 sees it as wholly positive.</td>
</tr>
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### Section B: indicative content

#### Option 2E.1: Mao’s China, 1949-76

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<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.</td>
</tr>
</tbody>
</table>

Candidates are expected to reach a judgement about whether the role of the People’s Liberation Army (PLA) was the key factor in establishing communist rule in China in the years 1949-57.

Arguments and evidence that the role of the People’s Liberation Army (PLA) was the key factor in establishing communist rule in China in the years 1949-57 should be analysed and evaluated. Relevant points may include:

- The numbers involved in the PLA were high – by 1950 it had more than 5 million men
- 2 of the 4 major officials who governed each of the 6 administrative regions were PLA officers which effectively put China under military control
- The strongly nationalist area of central-South China was under the control of Marshall Lin Biao
- The reunification campaign by the PLA to occupy and bring under control the outlying provinces e.g. the invasion of Tibet in 1950 and two further armies sent out to extend the campaign even further – into Sinkiang and Kwantung

Arguments and evidence about the role of other factors as the key factor for the establishment of communist rule in China in the years 1949-57 should be analysed and evaluated. Relevant points may include:

- Administrative reforms of both land and the organisation of government, including Deng and the party bureaucracy
- The role of the three and five anti movements in 1951 and 1952 which created a more disciplined bureaucratic system through the destruction of the remnants of the capitalist class
- The use of informers to impose control
- Conformity was imposed, especially after the beginning of the Korean War, through mass mobilisation
- Mao’s charismatic authority was partly achieved as a result of PLA, but was also the result of the policy of democratic centralism, organisation of party members by Deng and Mao’s control of the Politburo
- The political purges of the early 1950s e.g. in Shanghai and Guangzhou

Other relevant material must be credited.
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<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. Candidates are expected to reach a judgement on whether it is accurate to say that Chinese industry underwent a major transformation in the years 1949-62. Arguments and evidence that Chinese industry underwent a major transformation in the years 1949-62 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• Access to loans and technology from the Soviet Union in 1950 with further aid offered by Khrushchev on his 1955 visit enabled industrial expansion to progress and provided a basis for transformation to proceed</td>
</tr>
<tr>
<td></td>
<td>• The First Five-Year Plan targeted essential raw materials, heavy industry and infrastructure thus initiating a period of change and development</td>
</tr>
<tr>
<td></td>
<td>• Most targets were achieved in the First Five-Year Plan e.g. steel production rose 400%</td>
</tr>
<tr>
<td></td>
<td>• An annual growth rate of over 8% was claimed for the First Five-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Arguments and evidence Chinese industry did not undergo a major transformation in the years 1949-62 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The split with the Soviet Union in 1960 meant that there were no further loans available to finance industrialisation, thus limiting China’s ability to change by contributing to a lack of capital investment in the process</td>
</tr>
<tr>
<td></td>
<td>• During the Great Leap Forward, Mao was worried about the use of technical experts as he feared this might create a class that was not revolutionary; this hindered technical progress being made</td>
</tr>
<tr>
<td></td>
<td>• Problems were caused by the backyard blast furnaces campaign, including the quality of the product</td>
</tr>
<tr>
<td></td>
<td>• Factories were inefficient</td>
</tr>
<tr>
<td></td>
<td>• The Great Leap Forward had political priorities rather than economic ones and thus did not aim to transform Chinese industry</td>
</tr>
<tr>
<td></td>
<td>Other relevant material must be credited.</td>
</tr>
</tbody>
</table>
Option 2E.2: The German Democratic Republic, 1949-90

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</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. Candidates are expected to reach a judgement on the accuracy of the view that women were offered genuine opportunities to improve their social status in the years 1949-85. Arguments and evidence that women were offered genuine opportunities to improve their social status in the years 1949-85 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The terms of the Law for the Protection of Mother and Child and the Rights of Women 1950 included the establishment of childcare facilities and the guarantee of the right to work for women</td>
</tr>
<tr>
<td></td>
<td>• 1953 legislation to offer effective pre-natal care</td>
</tr>
<tr>
<td></td>
<td>• The Family Law Book, ratified in 1965, contained regulations to simplify women’s lives</td>
</tr>
<tr>
<td></td>
<td>• Improvements in the training of women to take on more skilled jobs from the later 1960s</td>
</tr>
<tr>
<td></td>
<td>• Improvements in maternity rights and childcare facilities in the 1970s</td>
</tr>
<tr>
<td></td>
<td>• 91% of women were active in the labour force by 1985</td>
</tr>
<tr>
<td></td>
<td>Arguments and evidence that women were not offered genuine opportunities to improve their social status in the years 1949-85 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The hierarchy of the workplace still dominated by men</td>
</tr>
<tr>
<td></td>
<td>• Women were under-represented in leadership roles e.g. only five women reached candidate member status of the ruling Politburo in the years 1949-90</td>
</tr>
<tr>
<td></td>
<td>• The rhetoric of improvements posited by the SED did not match the reality e.g. female students with children were incentivised to continue studying with financial support but were simultaneously expected to shoulder all the stereotypical gender roles within the home</td>
</tr>
<tr>
<td></td>
<td>• Women were expected to participate in education and employment, but also to conform to more traditional stereotypes of women’s roles</td>
</tr>
<tr>
<td></td>
<td>Other relevant material must be credited.</td>
</tr>
</tbody>
</table>
### Question 6

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

Candidates are expected to reach a judgement on whether the absence of serious challenge to Honecker’s government in the 1970s derived not from popular acceptance of the regime but from the effectiveness of state repression.

**Arguments and evidence that the absence of serious challenge to Honecker’s government in the 1970s derived from the effectiveness of state repression should be analysed and evaluated. Relevant points may include:**

- The methods and the extent of the activities of the Stasi; 2.5% of the population acted as Stasi informants
- The expulsion of dissidents e.g. Wolf Biermann in 1976 and Rudolf Bahro in 1977
- Increased censorship of literature
- The arrest and imprisonment of dissidents within the SED
- The control of young people through the FDJ

**Arguments and evidence that the absence of serious challenge to Honecker’s government in the 1970s derived from popular acceptance of the regime should be analysed and evaluated. Relevant points may include:**

- The development of a distinctively East German identity, especially after the 9th Party Congress of 1976
- The regime allowed the continued practice of religion which engendered a degree of tacit acceptance of the regime
- The policy of ‘no taboos’ helped to encourage cultural activity and a sense of a common identity which fostered acceptance of the regime
- Improvements seen in the production of consumer goods and the general economic position of the country so that the people were kept relatively content by rising living standards

Other relevant material must be credited.
Instructions

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

Information

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

Advice

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

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

You must start your answer on page 3.

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

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

1 How far could the historian make use of Sources 1 and 2 together to investigate the reasons for the British withdrawal from India?

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

(Total for Question 1 = 20 marks)

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

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

2 How far could the historian make use of Sources 3 and 4 together to investigate the tactics used by Nelson Mandela and the ANC in the years 1962-89?

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

(Total for Question 2 = 20 marks)
Indicate which question you are answering by marking a cross in the box [ ]. If you change your mind, put a line through the box [ ] and then indicate your new question with a cross [ ].

Chosen question number:  

[ ] Question 1  

[ ] Question 2  

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

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

EITHER

3 ‘The impact of the First World War was largely responsible for the progress of India towards independence in the years 1914-20.’

To what extent do you agree with this opinion?

(Total for Question 3 = 20 marks)

OR

4 How accurate is it to say that Gandhi was more of a hindrance than a help in the progress of India towards independence in the years 1920-42?

(Total for Question 4 = 20 marks)

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

EITHER

5 How accurate is it to say that the victory of the National Party in 1948 owed most to the impact of the Second World War?

(Total for Question 5 = 20 marks)

OR

6 ‘In the years 1990-94, both Mandela and de Klerk helped to pave the way towards a democratic South Africa more than they hindered it.’

To what extent do you agree with this opinion?

(Total for Question 6 = 20 marks)
Indicate which question you are answering by marking a cross in the box ☑. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☑.

Chosen question number:  
Question 3 ☐  Question 4 ☐  
Question 5 ☐  Question 6 ☐

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

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS
### Pearson Edexcel Level 3 GCE History

**Advanced**  
**Paper 2: Depth study**  
**Option 2F.1: India, c1914-48: the road to independence**  
**Option 2F.2: South Africa, 1948-94: from apartheid state to ‘rainbow nation’**

<table>
<thead>
<tr>
<th>Specimen materials for first teaching</th>
<th>September 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extracts Booklet</strong></td>
<td>Paper Reference</td>
</tr>
<tr>
<td></td>
<td>9HI0/2F</td>
</tr>
</tbody>
</table>

Do not return this booklet with the question paper.
Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From a speech made by Sir Stafford Cripps to the House of Commons 18 July 1946, reporting on his findings in the Cabinet Mission earlier that year. Cripps was a leading member of the Labour government.

We were sent to India to try and work out with the Indian parties a way of completing the structure of Indian independence which has long been planned and contemplated. Every step that has been taken before and since the First World War has been in that direction, but so far it has not been possible to bring to full fruition the plans and promises that have been made. The House must be fully conscious of the fact that the circumstances of the spring of 1946 were vastly different from those of 1942, or, indeed, of 1939. India has shared to the full in the political awakening which is evident all over the world after the war. The pressures which were in evidence before and during the war have become greatly accentuated, and what might have been a reasonable speed of progress before the war would now be regarded as inadequate. I have always personally believed that our best hope of maintaining the valued friendship and cooperation of the Indian people was to offer them their full freedom as to their own future and to help them, to the best of our ability, to achieve it as smoothly and quickly as possible.

Source 2: From the Red Star newspaper, published in the Soviet Union, 31 July 1947. At this time, there was a propaganda war being waged between the Soviet Union and Britain.

It is highly characteristic that the plan for the partition of British India was warmly supported by the Conservative opposition in Parliament, in the person of its leader, Winston Churchill. The British reactionaries and colonisers fully approve of this plan for granting ‘independence’ to India.

The Manchester Guardian* newspaper wrote on July 7th: ‘Britain is now transferring her power to the national parties which grew up under her wing. This she is doing unselfishly’. A different view of the British plan is held by the progressive papers and statesmen. The Free Press Journal** wrote in June: ‘It is shamelessness on the British part to declare that they are letting the Indians themselves decide their fate. They have hypnotised the leaders of the Indian people and persuaded them to accept the plan as a means of avoiding civil war’.

In fact, the new British plan is nothing but an attempt to retain India as an important integral part of the British Empire. The chief economic interests still remain in British hands – the railways, marine transport, the port economy, irrigation systems, finances, the basic part of the jute industry and almost the whole mining industry. The defence of economic interests is not possible without political power. The plan for the political reconstruction of India pursues only one aim – that of defending the interests of British imperialism.

* Manchester Guardian – a British newspaper with liberal attitudes
** Free Press Journal – an Indian newspaper that was published in English and supported the Communist party
Option 2F.2: South Africa, 1948-94: from apartheid state to ‘rainbow nation’

Sources for use with Question 2.


From certain international as well as local quarters, appeals are being made to me to release Nelson Mandela from jail. I stated in Parliament, in response to this, that if Mr Mandela gives a commitment that he will not make himself guilty of planning, instigating or committing acts of violence for the furtherance of political objectives, I will, in principle, be prepared to consider his release. But let me remind the public of the reasons why Mr Mandela is in jail. I think it is absolutely necessary that we deal with that first of all. When he was brought before court in the 1960s, the Attorney-General set out the State’s case as follows: ‘As the indictment alleges, the accused deliberately and maliciously plotted and engineered the commission of acts of violence and destruction throughout the country. The planned purpose was to bring about chaos, disorder and turmoil. Mandela and his friends planned violent insurrection and rebellion.’

The saboteurs had planned the manufacture of at least seven types of bombs: 48 000 anti-personnel mines, 210 000 hand grenades, petrol bombs, pipe bombs, syringe bombs and bottle bombs. A document was produced during the court case in Mandela’s own handwriting in which he stated: ‘We Communist Party members are the most advanced revolutionaries in modern history. The enemy must be completely crushed and wiped out from the face of the earth.’

Source 4: From notes written by Nelson Mandela in preparation for a meeting that was to take place with P. W. Botha, 5 July 1989. This was a brief secret meeting between the two men whilst Mandela was still in prison.

The position of the ANC on the question of violence is very simple. The organisation has no vested interest in violence. It abhors any action which may cause loss of life, destruction of property and misery to the people. It has worked long and patiently for a South Africa of common values and for an undivided and peaceful non-racial state. But we consider the armed struggle a legitimate form of self-defence against a morally repugnant system of government which will not allow even peaceful forms of protest.

It is more than ironical that it should be the government which demands that we should renounce violence. The government knows only too well that there is not a single political organisation in this country, inside and outside parliament, which can ever compare with the ANC in its total commitment to peaceful change. Right from the early days of its history, the organisation diligently sought peaceful solutions and, to that extent, it talked patiently to successive South African governments, a policy we tried to follow in dealing with the present government. Not only did the government ignore our demands for a meeting, but it also took advantage of our commitment to a non-violent struggle and unleashed the most violent form of racial oppression this country has ever seen.
Acknowledgements

Source 1 taken from http://hansard.millbanksystems.com/commons/1946/jul/18/india-cabinet-mission; Source 2 taken from http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/?show=all#external-links; Source 3 taken from http://www.nelsonmandela.org/omalley/index.php/site/q/03lv01538/04lv01600/05lv01638/06lv01639.htm; Source 4 taken from http://www.nelsonmandela.org/omalley/index.php/site/q/03lv01538/04lv01600/05lv01640/06lv01642.htm

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/2F)
Advanced

Paper 2: Depth study

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

Option 2F.2: South Africa, 1948-94: from apartheid state to ‘rainbow nation’
### Generic Level Descriptors: Section A

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

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<th>Level</th>
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<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
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</table>
| 1     | 1–3  | • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.  
• Some relevant contextual knowledge is included, with limited linkage to the source material.  
• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.  
• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.  
• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3     | 8–12 | • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.  
• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.  
• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification. |
| 4     | 13–16| • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.  
• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5     | 17–20| • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.  
• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
### Section B

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

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</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 A: indicative content

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

<table>
<thead>
<tr>
<th>Question</th>
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<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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the reasons for the British withdrawal from India.</td>
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Source 1

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The document is a speech by a British politician reporting to the House of Commons on the findings of the Cabinet Mission whose purpose was to prepare for the transfer of power from Britain to India
   - The purpose of the visit was to ‘work out with the Indian parties a way of completing the structure of Indian independence’
   - The speaker was clearly in a position to be able to comment knowledgeably on events
   - The speaker was reflecting on his views on British policy in India and its development ‘since the First World War’.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the British withdrawal from India:
   - It suggests that the decision to withdraw from India was one that Britain had been moving towards for some time: ‘every step that has been taken before and since the First World War has been in that direction’
   - It suggests that the impact of the Second World War was to accelerate the process, in part because it contributes to the ‘political awakening’ of India
   - It suggests that by granting independence, Britain will be well placed to maintain its relationship with India in the future

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - Stafford Cripps was a member of the Labour government that had come to power in 1945 committed to granting Indian independence
   - Cripps had previously visited India in 1942 as part of the Cripps Mission
   - The contribution of India to the Second World War e.g. the involvement of over 2 million Indians in the army
   - The economic links between India and Britain and the importance of these to the British economy
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| **Source 2** | 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:  
- The document was produced in a state which was engaged in a propaganda campaign against Britain; it is therefore not perhaps surprising that it takes a negative view of Britain’s motives  
- The document quotes from two newspapers published in English which take a different line of approach  
- Although the document refers to the *Manchester Guardian* newspaper as ‘reactionaries and colonisers’, it is a newspaper with ‘liberal attitudes’  
- Its use of inverted commas around the word independence, implies that what India is getting is not really independence at all.  
2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the British withdrawal from India:  
- The extract from the *Manchester Guardian* suggests that there were altruistic reasons for withdrawing from India and granting independence  
- The extract from the *Free Press Journal* provides evidence that the decision to withdraw was taken as a ‘means of avoiding civil war’  
- The source suggests that the decision to withdraw from India was part of a plan to ensure that British imperial interests in the region were secured  
- The source provides evidence of all the economic benefits that would remain for Britain from this plan.  
3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:  
- Reference to the moves made by Britain towards independence before the Second World War e.g. 1935 Government of India Act  
- The development of inter-communal violence  
- The economic costs of the Second World War to Britain and its need to find ways to finance the post-war rebuilding of Britain and the cost of the welfare state.  
| Sources 1 and 2 | The following points could be made about the sources in combination:  
- Both sources suggest that there were benefits to the British in staying in India, although Source 2 is more explicit in referencing the nature of these benefits  
- The language of the sources is at variance – Source 1 uses the measured language of a report whereas Source 2 employs emotive phrases such as ‘reactionaries and colonisers’  
- The reference in Source 2 to the message of the *Manchester Guardian* supports the view in Source 1 that British withdrawal was aimed at helping India. |
Option 2F.2: South Africa, 1948-94: from apartheid state to ‘rainbow nation’

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<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 must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the tactics used by Nelson Mandela and the ANC in the years 1962-89. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The author was the State President of South Africa • The direct audience was members of Botha’s own party • The implicit audience was much wider (‘international’) • Botha was justifying his decision not to release Mandela despite the ‘appeals that are being made to me’ by referencing the reasons given for his imprisonment at trial. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the tactics used by Nelson Mandela and the ANC in the years 1962-89: • It implies that Mandela was still involved promoting acts of violence in 1985 and this was the reason why Botha would not consider releasing him • It suggests that the main aim of the tactics of Mandela and the ANC was to undermine the state by bringing ‘about chaos, disorder and turmoil’ • It claims that in the 1960s the ANC was well equipped with weapons to engage in violence • It provides evidence that the ANC has international support (‘from certain international…quarters’) 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The Rivonia Trial 1963-4 and Mandela’s speech ‘I am prepared to die’ • The source is taken from the so-called Rubicon speech by Botha. It was expected to be a statement endorsing dramatic reforms and the release of Mandela, but these changes failed to materialise • The ANC promoted its arguments in the international arena e.g. Oliver Tambo delivered a speech to the UN Special Committee Against Apartheid 1968. Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Mandela was reflecting on events in which he was playing a leading role, so he is in a good position to comment on these • The purpose of the source was to collect his thoughts in preparation for a secret meeting with the State President • The meeting at which these thoughts were discussed took place very shortly before Mandela’s release from prison.</td>
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2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the tactics used by Nelson Mandela and the ANC in the years 1962-89:
   - It suggests that the tactics employed have been a response to the tactics utilised by the state (‘a legitimate form of self-defence’)
   - It suggests that peaceful methods of engagement have been attempted, such as the use of discussions with ‘successive South African governments’
   - It does not explicitly acknowledge the use of violence as a core tactic (‘no vested interest in violence’)

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - The creation of Umkhonto we Sizwe, the military wing of the ANC in December 1961 and its sabotage campaign against government installations
   - The continued use of violence through the period such as the bomb attack on the SASOL refinery in 1980
   - The increased use of violence by the regime in the face of mounting opposition e.g. 1987 bombing of COSATU (Congress of South African Trade Unions) headquarters.

**Sources 3 and 4**
The following points could be made about the sources in combination:
   - The sources both come from the 1980s when apartheid was under severe pressure and refer to an earlier period which is presented in a way to benefit the authors
   - The sources come from the two sides of the debate
   - The sources have contrasting purposes – Source 3 is a public speech repudiating the tactics of Mandela and the ANC while Source 4 is a private note aimed at putting those tactics in a positive light
   - The sources agree that violence was used by the ANC and Mandela, but disagree on the reasons for its use

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

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

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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 about the accuracy of the suggestion that the impact of the First World War was largely responsible for the progress of India towards independence in the years 1914-20.  
Arguments and evidence that the impact of the First World War was largely responsible for the progress of India towards independence in the years 1914-20 should be analysed and evaluated. Relevant points may include:  
• Indians contributed significantly to the war effort; over a million Indians were in the armed forces and fought in e.g. Gallipoli, Middle East and the Western Front. This contribution made Indian claims for independence more powerful  
• Most Indians demonstrated their loyalty; the patriotic pride this engendered in what was being done boosted nationalism  
• Development of Indian nationalism during the war via Home Rule Leagues, for example  
• The Montagu Declaration of 1917 emerged out of the wartime situation and promised self-government at some future point  
Arguments and evidence about the role of other factors in the progress of India towards independence in the years 1914-20 should be analysed and evaluated. Relevant points may include:  
• The impact of the return of Gandhi to India from South Africa in 1915  
• The Lucknow Pact of 1916 led to co-operation between Congress and the Muslim League and led to more effective pressure  
• The impact of the Rowlatt Acts of 1919 boosted anti-British sentiments  
• The response to Amritsar by the British and the findings of the Hunter Enquiry together boosted nationalism.  
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 whether Gandhi was more of a hindrance than a help in the progress of India towards independence in the years 1920-42.  
Arguments and evidence that Gandhi was more of a hindrance in the progress of India towards independence in the years 1920-42 should be analysed and evaluated. Relevant points may include:  
• A number of the campaigns directed by Gandhi ended in violence and had to be abandoned e.g. 1920-22 campaign and Chauri Chaura  
• The idea of the Quit India campaign in 1942 was unrealistic at that point in time and in the context of the Second World War  
• Events around the Round Table Conferences demonstrate that Gandhi did not speak for all Indians, despite his claims to do so  
• Some argue that Gandhi’s leadership style was confrontational and actually delayed progress towards at least dominion status  
• Gandhi’s leadership style not only led to disagreements with the Muslim League but also divisions within Congress and thus delayed independence  
Arguments and evidence Gandhi was more of a help in the progress of India towards independence in the years 1920-42 should be analysed and evaluated. Relevant points may include:  
• Some argue that Gandhi had an inspirational style of leadership  
• Gandhi turned Congress into a mass party and as a consequence put pressure on the British to make concessions  
• The level of support for campaigns such as the 1920-22 satyagraha and the salt satyagraha of 1930  
• Gandhi created an awareness of the issues both within India and internationally and this increased the pressure on the British to withdraw  
• Gandhi developed strategies that gave the moral high ground to the nationalists e.g. the Dharasana Satyagraha of 1930.  

Other relevant material must be credited. |
Option 2F.2: South Africa, 1948-94: from apartheid state to ‘rainbow nation’

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| 5        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the suggestion that the victory of the National Party in 1948 owed most to the impact of the Second World War. Arguments and evidence that the victory of the National Party in 1948 owed most to the impact of the Second World War should be analysed and evaluated. Relevant points may include:  
• White opinion had been divided over support for Britain in the Second World War – many Afrikaners had opposed this and this led them to support the National Party in 1948  
• Some Afrikaner groups, such as the Stormjaers, the paramilitary wing of the Ossewabrandwag (OB), engaged in sabotage activities against the government during the Second World War, providing a base for support for the National Party after the war  
• There was a break down in segregationist policies as a result of the economic impact of the war (e.g. job competition and migration) which worried many white voters and led to increasing support for the National Party  
• Segregation restrictions were eased during the war because the police could not keep track of the rapidly increasing population  
• The Second World War unified the United Party (UP), but when the war was over that impact disappeared and opened the way to the National Party because of the breakdown in segregationist policies. Arguments and evidence that other factors were more important in causing the victory of the National Party in 1948 should be analysed and evaluated. Relevant points may include:  
• Whilst migration to the towns was increasing and contributing to the breakdown of segregation policies, it was not just an impact of the war caused by the pull factor of jobs. It was also caused by the push factor of drought in the countryside  
• The belief of white voters that the United Party could not deal with the growing unrest in the townships  
• The racial policies of the National Party were committed to segregation whereas the UP was committed to integration at some future point  
• Effective organisation of the National Party  
• Discontent with some of the United Party policies e.g. immigration from Britain. |
<p>|  | Other relevant material must be credited. |</p>
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<td>Candidates are expected to reach a judgement on whether, in the years 1990-94, Mandela and de Klerk helped to pave the way towards a democratic South Africa more than they hindered it. Candidates may conclude that the importance of these factors varied across the time period of the question.</td>
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<td>Arguments and evidence about the ways in which both Mandela and de Klerk helped to pave the way towards a democratic South Africa in the years 1990-94 should be analysed and evaluated. Relevant points may include:</td>
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<tr>
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<td>• De Klerk’s role in dismantling apartheid by releasing Mandela and other political prisoners</td>
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<td></td>
<td>• De Klerk’s lifting of the ban on the ANC, PAC and South African Communist Party and his removal of restrictions on the United Democratic Front and other legal political organisations</td>
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<td>• De Klerk’s role in reforming legislation such as the abolition of the Racially Based Land Measures Act in 1991</td>
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<td>• Both men were prepared to meet and negotiate towards a democratic solution e.g. after the failure of CODESA 1</td>
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<td>• Mandela acted as a calming force in the face of white violence by some groups e.g. in the aftermath of the murder of Chris Hani in 1993</td>
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<td>• Mandela acted as a unifying force</td>
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<td>• Mandela’s refusal to accept anything less than majority rule.</td>
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<td>Arguments and evidence about the ways in which both Mandela and de Klerk hindered the movement towards a democratic South Africa in the years 1990-94 should be analysed and evaluated. Relevant points may include:</td>
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<td>• A lack of trust between the two men as regards to the motives of the other led to delays in the process</td>
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<td>• De Klerk was initially reluctant to move towards majority rule</td>
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<td>• Massacres, such as those at Boipatong and Bisho, suggested that de Klerk was not serious in what he was saying</td>
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<td></td>
<td>• Mandela struggled to deal with opposition to the process from other anti-apartheid groups such as Inkatha</td>
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<td>• The level of violence was not really contained by either man fully; in the years 1990-94, 14,000 people were killed in politically related incidents.</td>
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<td>Other relevant material must be credited.</td>
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</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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided – **there may be more space than you need**.

Information

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

Advice

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

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

You must start your answer on page 3.

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

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

1 How far could the historian make use of Sources 1 and 2 together to investigate the role of fascist squadristi in the development of fascism in Italy in the early 1920s?

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

(Total for Question 1 = 20 marks)

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

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

2 How far could the historian make use of Sources 3 and 4 together to investigate the reasons for the Nationalist victory in the Spanish Civil War?

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

(Total for Question 2 = 20 marks)
Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:  Question 1 ☐  Question 2 ☐

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

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

EITHER

3 How far were economic problems responsible for the failings of Liberal Italy in the years 1911–18?

(Total for Question 3 = 20 marks)

OR

4 To what extent did the aims of Mussolini's foreign policy change in the years 1935–39?

(Total for Question 4 = 20 marks)

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

EITHER

5 How far do you agree that the strength of the army opposition was the primary reason for the weakness of republican government in Spain in the years 1931–36?

(Total for Question 5 = 20 marks)

OR

6 ‘The Catholic Church remained unswervingly loyal to Franco’s regime in the years 1938–75.’

How far do you agree with this statement?

(Total for Question 6 = 20 marks)
Indicate which question you are answering by marking a cross in the box ✗. If you change your mind, put a line through the box ✗ and then indicate your new question with a cross ✗.

Chosen question number:  

- Question 3 ✗  
- Question 4 ✗  
- Question 5 ✗  
- Question 6 ✗

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

TOTAL FOR SECTION B = 20 MARKS  
TOTAL FOR PAPER = 40 MARKS
Do not return this Sources Booklet with the question paper.
Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

**Source 1:** From a contemporary account by Mario Piazzesi, eventually published in 1981. Originally a fascist squad member in Florence, Piazzesi then took part in the March on Rome and later fought for Mussolini’s regime in Abyssinia. Here he discusses the fascist squads and their sympathisers in the early 1920s.

The vast majority of the nation, which was awaiting imminent catastrophe, now feels that the Red storm is about to be blown away, thanks to the action of the fascist squads. Neither the old ruling class nor the Reds have understood the revolution which is taking place above all in the generation of the war. This revolution, which in practical terms started in 1915, witnessed the interventionist campaign and forced the country to enter the conflict. The new generations realised that only if the country were put through a severe ordeal could the new forces of the nation develop. The most interesting phenomenon of all is taking place higher up. The whole structure of the State, namely all the provincial authorities from the Prefect to the Quaestor*, from the magistrates to the police, realise the ever-widening gulf which separates them from the central government. They feel that the barrier between them and Rome is growing more and more impenetrable, and thus they are being instinctively drawn towards the Fascist movement. Let’s be clear on this: they are not fascists, perhaps their mentality even prevents this, but they realise that Fascism offers them the last hope that the powers and responsibilities entrusted to them will not be swept away by the chaos and political manipulation.

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* Quaestor – a provincial official responsible for local finance or security

**Source 2:** From Italo Balbo’s diary, written in 1922. Balbo became the fascist squad leader in Ferrara in 1921. Here he discusses the impact of *squadismo* in the Romagna region of Italy in the early 1920s.

We are the masters of the situation. We have not only broken the resistance of our enemies, but we also control the organs of the state. The Prefect has to submit to the orders given by me in the name of the Fascists. We had to strike terror into the heart of our enemies. I announced to the police chief that I would burn down and destroy the houses of all the Socialists in Ravenna, if he did not give me within half an hour the means required for sending the Fascists elsewhere. I demanded a whole fleet of lorries. The police officers told me where I could find lorries already supplied with petrol. Some of them actually belonged to the office of the police chief. I was organising a ‘column of fire’ to extend our reprisals throughout the province. We went through all the towns and centres in the provinces of Forli and Ravenna and destroyed and burnt all the Red buildings, the seats of the Socialists and Communist organisations. The whole plain of the Romagna was given up to the reprisals of the outraged Fascists determined to break forever the Red terror.
Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

Sources for use with Question 2.

Source 3: From an article by Leon Trotsky, published in February 1939. Trotsky, an exiled Russian communist living in Mexico, was a vocal critic of Stalin’s Soviet regime in the USSR and the Republican government in Spain.

Franco needed help from the opposite side. His chief assistant was and still is Stalin, the grave-digger of the proletarian revolution. The fall of Barcelona comes as direct retribution for the massacre of the uprising of the Barcelona proletariat in May 1937.

Franco’s great superiority lies in a clear programme: to safeguard capitalist property, the rule of the exploiters, and the domination of the church; and to restore the monarchy. The possessing classes of all capitalist countries – whether fascist or democratic – were on Franco’s side. The Spanish bourgeoisie has gone completely over to Franco’s camp.

The Popular Front resorted to manipulation and illusions in order to gain mass support. For a period, this proved successful. The masses, who had assured all the previous successes of the revolution, continued to believe the revolution would reach its logical conclusion: overturning property relations, giving land to the peasants and transferring the factories to the workers. But the republicans did everything to trample or simply drown in blood the hopes of the oppressed masses.

As a result, the last two years have witnessed the growing distrust and hatred of the republican groups on the part of the peasants and workers. Despair or dull indifference gradually replaced revolutionary enthusiasm and the spirit of self-sacrifice. The masses turned their backs on those who deceived them. That is the primary reason for the defeat of the republican troops.
The outcome of the Spanish war was settled in London, Paris, Rome and Berlin – not in Spain. After the summer of 1937, the Spanish Government could not win the war unless there was some profound change in the international set-up. Disunity on the Government side was not a main cause of defeat. The Government militias were hurriedly raised, ill-armed and unimaginative in their military outlook, but they would have been the same if complete political agreement had existed from the start.

The Trotskyist argument that the war could have been won if the revolution had not been sabotaged was probably false. To nationalise factories, demolish churches, and issue revolutionary manifestos would not have made the armies more efficient. The war was won for Franco by the Germans and Italians, whose motives were obvious enough. In 1936, if Britain had only helped the Spanish Government, even to the extent of a few million pounds’ worth of arms, Franco would have collapsed. Yet the British ruling class did all they could to hand Spain over to Franco and the Nazis. Why? Because they were pro-Fascist was the obvious answer. The Nazis and Italians gave arms to their Spanish Fascist friends, and the Western democracies and the Russians didn’t give arms to those who should have been their friends. So the Spanish Republic perished.
Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/2G) Advanced

Paper 2: Depth study

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

Option 2G.2: Spain, 1930-78: republicanism, Francoism and the re-establishment of democracy
**Generic Level Descriptors: Section A**

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

<table>
<thead>
<tr>
<th>Level</th>
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<tr>
<td>0</td>
<td>No rewardable material.</td>
<td></td>
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</table>
| 1     | 1–3  | - Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.  
- Some relevant contextual knowledge is included, with limited linkage to the source material.  
- Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2     | 4–7  | - Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.  
- Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.  
- Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3     | 8–12 | - Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.  
- Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.  
- Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification. |
| 4     | 13–16| - Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.  
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
- Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5     | 17–20| - Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.  
- Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
- Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
### Section B

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

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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 A: indicative content

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

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<tr>
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<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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the development of fascist <em>squadrismo</em> in Italy in the early 1920s.</td>
</tr>
</tbody>
</table>

**Source 1**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The author was a fascist squad member at the time of his account, so potentially able to offer genuine insights into the development of *squadrismo* in the early 1920s
   - The author was based in Florence at the time so may be commenting only on the development of fascist *squadrismo* in that area not across Italy as a whole
   - The partisan nature of the source is evident from the use of emotional language to reinforce points (‘the Red storm is about to be blown away’, ‘not swept away by the chaos and political manipulation’)

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the development of fascist *squadrismo* in Italy in the early 1920s:
   - It provides evidence that provincial officials, alienated by the political approach of Rome, were attracted to, or sympathised with, the fascist squads (‘all the provincial authorities... instinctively drawn towards the Fascist movement’)
   - It provides evidence that the fascist squads mobilised the war generation and those who agreed with the interventionist campaign to secure Italy’s entry into the First World War (‘a revolution which in practical terms... to enter the conflict’)
   - It indicates that fascist *squadrismo* developed in opposition to both Liberal Italy and socialism (‘Neither the old ruling class nor the Reds have understood the revolution’)
   - It suggests the *squadrismo*’s role was to avert national disaster (‘The vast majority ... thanks to our action’)  

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - In 1921 most prefects ignored the Bonomi government’s instructions to take firm action against paramilitary groups (i.e. the fascist squads) out of fear or sympathy
   - Mussolini stressed that fascist activists were drawn from the ‘trenchocracy’ – servicemen who fought in World War One, were bound together by the common experience of war, and who consequently had the moral right to exercise power in post-war Italy
   - From 1920 the rural Right in northern and central Italy turned to local fascist squads in order to overcome government failings and avert what they saw as an imminent socialist revolution
1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:

- The author was a fascist squad leader, so potentially able to offer genuine insights into the development of *squadrismo* in the early 1920s
- The author focuses on squad activity in only one region (the Romagna)
- A diary entry which suggests that Balbo is commenting on *squadrismo* in a candid manner

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the development of fascist *squadrismo* in Italy in the early 1920s:

- It provides evidence of the fascist squads’ violent methods and targets ('We went through all .... and Communist organisations')
- It provides evidence that local state officials assisted the fascist squads in achieving their aims ('The police officers told me where ... office of the police chief')
- It indicates that, where it operated, *squadrismo* was effectively in control ('We are the masters ... organs of the state')
- It suggests that by the early 1920s the fascist squads dominated large areas of Italy ('all the towns and centres in the provinces of Forli and Ravenna', 'The whole plain of the Romagna ... of the outraged Fascists')

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:

- From 1920, fascist squads launched a wave of violent raids attacking socialists and trade unionists, often forcing victims to drink castor oil, wrecking local labour movement headquarters, breaking rural strikes, and physically removing socialist and PPI councils from office
- In the period January-May 1921 fascist-socialist clashes left 207 dead and 819 injured
- By spring 1921, the Left had been crushed in Emilia-Romagna and Tuscany and these regions became Fascist squad strongholds, e.g. Balbo was able to organize a mass rally of 20,000 fascists in Ferrara in April 1921

Sources 1 and 2

The following points could be made about the sources in combination:

- Fascist *squadrismo* developed partly in response to a perceived socialist threat in Italy
- Fascist *squadrismo* developed partly due to the assistance of the provincial authorities although Source 1 sees this as the result of sympathy for fascism and Source 2 emphasises the role of fascist coercion
- They offer only a fascist perspective on the development of *squadrismo*.
Option 2G.2: Spain, 1930-78: republicanism, Francoism and the re-establishment of democracy

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<thead>
<tr>
<th>Question</th>
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<tr>
<td>2</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 must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the reasons for the Nationalist victory in the Spanish Civil War.</td>
</tr>
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</table>

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - The author, writing in the last stages of the Spanish Civil War, offers an immediate assessment of the reasons for the Nationalist victory
   - It provides a theoretical Marxist explanation of the Nationalist victory
   - The partisan nature of the source is evident from the use of emotional language to reinforce points (‘Stalin, the grave-digger of the proletarian revolution’, ‘did everything to trample or simply drown in blood’)
   - The author, then living in exile in Mexico, was neither an eyewitness to, nor a participant in, the Spanish Civil War which would make a historian treat his explanation of the Nationalist victory with caution

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Nationalist victory:
   - It claims that Franco’s key strength lay in a programme which appealed to the middle classes (‘Franco’s great superiority… restore the monarchy’, ‘The Spanish bourgeoisie … over to Franco’s camp’)
   - It provides evidence of serious internal Republican divisions (‘the massacre of the uprising of the Barcelona proletariat in May 1937’)
   - It indicates that the ruling capitalist classes in both fascist and democratic states supported the Nationalist cause (‘The possessing classes … were on Franco’s side’)
   - It suggests that the Republican government’s refusal to implement revolutionary changes alienated the Spanish masses and led to the Nationalist victory (‘But the republicans … the hopes of the oppressed masses’, ‘As a result … defeat of the republican troops’)

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - Franco’s traditional, pro-Catholic, right-wing stance attracted most of the upper and wealthier middle classes, including many senior civil servants, but also appealed to sections of the lower middle class and the peasantry
   - The May Days in Barcelona (1937) exposed the serious divisions between the Communists/Socialists on the one hand and the anarchists/POUM (the Workers Party of Marxist Unification) on the other, left 200-500 dead, and sapped the city’s will to resist the Nationalists
   - The Nationalists received substantial aid and resources from the Axis power (e.g. Germany provided the Condor Legion and Italy sent 45,000 troops) and the international business community (e.g. Texaco and Firestone Rubber)
   - As the Republican government repressed the social revolution in Catalonia and Aragon, the workers and peasants became increasingly disillusioned with the Republicans and less willing to fight on their behalf
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<tr>
<td><strong>Source 4</strong></td>
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| 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: | • An eyewitness observer of, and participant in the Spanish Civil War, so potentially offering genuine insights  
• The left-wing stance of the author may influence how events or developments are portrayed, e.g. German and Italian intervention won the war for the Nationalists  
• The author was only directly involved in the early stages of the Spanish Civil War so his assessment of the Nationalist victory may be influenced by his limited experience of the conflict |
| 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Nationalist victory: | • It provides evidence that the Nationalist victory was due to support from the Axis powers ('The Nazis and Italians gave arms to their Spanish Fascist friends')  
• It provides evidence of the limitations of the Republican forces ('The Government militias were hurriedly raised, ill-armed and unimaginative in their military outlook')  
• It indicates that divisions among the pro-Republic groups were not a primary reason for the defeat ('Disunity on the government side ... had existed from the start.')  
• It claims that the outcome would have been different if Britain, France and the Soviet Union had backed the Republican cause ('In 1936, if Britain ... Franco would have collapsed', 'the Western democracies and the Russians .... should have been their friends') |
| 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: | • German and Italian aircraft transported Franco’s troops from Morocco to southern Spain in 1936 to assist the rebellion, Italian equipment boosted Nationalist morale following Republican victories in 1937, and Axis armaments delivered in 1939 enabled Franco to crush Catalonia  
• Republican military deficiencies were important – the militias were better suited to street fighting than conventional warfare, lacked a unified command structure, and lacked the supplies and training needed for an extended campaign  
• Republican divisions did assist the Nationalist cause, e.g. internal conflict between the Communists/Socialists and the anarchists/POUM undermined both political unity and the war effort  
• The negative impact of Britain’s non-intervention stance for the Republicans and the drawbacks associated with Russian aid to the Republican side, e.g. cost and quality of equipment |
| **Sources 3 and 4** | The following points could be made about the sources in combination: |
| | • Agreement that the fascist states and the ruling classes of capitalist countries supported Franco and the Nationalist cause  
• Disagreement about the extent to which internal Republican divisions led to the Nationalists’ victory  
• They offer only left-wing perspectives on the Nationalist victory in the Spanish Civil War. |
**Section B: indicative content**

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

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<thead>
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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 extent to which economic problems were responsible for the failings of Liberal Italy in the years 1911-18. Arguments and evidence that economic problems were responsible for the failings of Liberal Italy in the years 1911-18 should be analysed and evaluated. Relevant points may include:  
- Before 1914 the relatively weak Italian economy, with its pronounced north-south divide and limited natural resources, helped to ensure that Italy failed to establish itself as a great power  
- Industrial growth in the north in the years 1911-18 merely highlighted the persistent economic failings and social instability of the ‘deadweight’ south which remained backward and overwhelmingly rural  
- The Italian war economy suffered acute pressures which led to serious social discontent, e.g. bread shortages in Turin (August 1917) led to a full-scale riot which claimed over 50 lives  
- The economic impact of the First World War was financially destabilising – by 1918 Italy faced a serious budget deficit of 23.3 billion lire, a five-fold increase in the national debt, and a quadrupling of prices. Arguments and evidence that economic problems were not responsible for the failings of Liberal Italy in the years 1911-18 should be analysed and evaluated. Relevant points may include:  
- The manner of Italy’s entry into the First World War undermined the Liberal state by exposing the deep divisions between the neutralists and interventionists  
- The radicalisation and growth of the Socialist Party (PSI) during this period destabilised the Liberal state since the PSI would not be drawn into government coalitions and the middle class feared a left-wing uprising  
- The development of mass democracy in Italy undermined the traditional Liberal political practice of trasformismo, e.g. the extension of the suffrage in 1912 and 1918 created an Italian electorate of 11 million  
- Giolitti’s balanced budgets boosted the economy and alleviated suffering, and working class living standards increased before 1915  
- Liberal Italy could point to a number of important economic successes by 1918, e.g. the development of hydroelectric power, the expansion of steel production and the creation of a relatively affluent industrialised urban north. Other relevant material must be credited. |
Candidates are expected to reach a judgement on the extent to which the aims of Mussolini’s foreign policy changed in the years 1935-39.

Arguments and evidence that the aims of Mussolini’s foreign policy changed in the years 1935-39 should be analysed and evaluated. Relevant points may include:

- Western reaction to the Abyssinian War (1935-36) prompted Mussolini to distance himself from Britain and France, thus abandoning ‘makeweight’ diplomacy in his foreign policy
- Mussolini’s aim changed from restraining Germany (e.g. Stresa Front 1935) to aligning with the Nazi regime (e.g. Rome-Berlin Axis 1936, Pact of Steel 1939) in the pursuit of Italian foreign policy objectives
- Mussolini’s aims regarding Austria changed, e.g. by 1936 the Duce indicated he was no longer prepared to defend Austria against Germany
- Mussolini’s expansionist aims were clarified in greater detail, e.g. in 1938 he identified Nice, Corsica, Tunis and Albania as future Italian gains

Arguments and evidence that the aims of Mussolini’s foreign policy did not change in the years 1935-39 should be analysed and evaluated. Relevant points may include:

- Mussolini’s expansionist aims remained fundamentally constant, e.g. to become the dominant power in the eastern Mediterranean and to establish an African empire
- The Duce continued with elements of ‘makeweight’ diplomacy after 1935, e.g. the 1937 Mediterranean agreement with Britain
- At certain points after 1935, Mussolini considered continuing the policy of restraining Germany, e.g. after the Anschluss (1938) and Munich (1938)
- Based on long-term defence spending, Mussolini continued to pursue the forcible acquisition of territory and influence, e.g. war in Abyssinia (1935-36), intervention in the Spanish Civil War (1936-39) and the invasion of Albania (1939)

Other relevant material must be credited.
Option 2G.2: Spain, 1930-78: republicanism, Francoism and the re-establishment of democracy

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</table>

Candidates are expected to reach a judgement on the suggestion that the strength of army opposition was the primary reason for the weakness of republican government in Spain in the years 1931-36.

Arguments and evidence that the strength of army opposition was the primary reason for the weakness of republican government in Spain in the years 1931-36 should be analysed and evaluated. Relevant points may include:

- The army’s negative response to the anti-conservative reforms of 1931-32 (particularly Azana’s military reforms) strengthened right-wing opposition and thereby weakened the republican government
- General Sanjurjo attempted to mount a military coup against the government in 1932 which indicated that the government could not rely entirely on the loyalty of the army
- Important individual generals were alienated by their treatment under the Republic (e.g. Franco and Goded were posted abroad in early 1936) and this weakened the government by encouraging plans for a military rebellion
- The final preparations for a military uprising against the Popular Front were initiated by General Emilio Mola.

Arguments and evidence that the strength of army opposition was not the primary reason for the weakness of republican government in Spain in the years 1931-36 should be analysed and evaluated. Relevant points may include:

- The army played a role in the creation of the Republic (1931) and supported the rightist government of Lerroux, and Franco suppressed the Asturias Rising
- Large scale army support for a military coup was lacking until after 1935
- The early radical reforms had not met popular expectations, e.g. the limited impact of the Agrarian Reform Law of 1932
- Other conservative elements, such as the Catholic Church, reacted negatively to the republican government, e.g. Cardinal Segura’s letter (1931) and the alienation of the clergy
- There were serious divisions among the supporters of the republic, e.g. the Radical Republicans were alarmed by the radicalism of the Spanish Socialist Party
- The impact of increasing violence and separatist ambitions in Catalonia and the Basque region.

Other relevant material must be credited.
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<tr>
<td></td>
<td>Candidates are expected to reach a judgement on how far the Catholic Church remained unswervingly loyal to the Franco regime in the years 1938-75.</td>
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<tr>
<td></td>
<td>Arguments and evidence that the Catholic Church remained unswervingly loyal to the Franco regime in the years 1938-75 should be analysed and evaluated. Relevant points may include:</td>
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<td>• The Catholic Church was one of the main bulwarks of conservatism in Spain in the years before 1939, supporting Franco and the Nationalists in response to the anti-clerical reforms of left-wing republicans and regarding the civil war as a ‘crusade’ against Communist influence</td>
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<td>• Catholic support was cemented by the 1938 Clerical Laws which gave the Catholic Church an important role, and considerable independence, in the new state</td>
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<td></td>
<td>• In the years 1939-53 the relationship between Franco and the Church seemed to strengthen, as the Spanish clergy, led by the Archbishop of Toledo, backed the regime despite the brutality of the 1939-45 period.</td>
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<td>• With the decline of the Falange in the post-war years the Church took a leading role in Franco’s consolidation of power, with privileges restored, control of most of the education system, and influence over censorship, social policy and political appointments</td>
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<td></td>
<td>Arguments and evidence that the Catholic Church did not remain unswervingly loyal to the Franco regime in the years 1938-75 should be analysed and evaluated. Relevant points may include:</td>
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<td>• Pope Pius XI recognised the Nationalist government in August 1937 but was reluctant to give more official support due to Franco’s ties with the Axis powers, and it was not until 1953 that a Concordat was signed with the Vatican</td>
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<td></td>
<td>• Although the Spanish bishops remained highly supportive of National-Catholicism, attitudes changed from c.1959 onwards, e.g. worker-priests supported labour reforms and the Second Vatican Council (1962-5) of Pope John XXIII led to calls for greater ‘liberalisation’</td>
</tr>
<tr>
<td></td>
<td>• As opposition to Franco began to emerge from the late 1960s, the clergy also began to support calls for reform in the Catholic press and actively to oppose repressive policies</td>
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<tr>
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<td>• In 1969 a dispute arose between Franco and the Pope over the appointment of bishops, in 1971 the Spanish clergy publicly acknowledged its partisanship in the Civil War, and in 1973 the Spanish bishops voted to separate Church and State.</td>
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<td></td>
<td>Other relevant material must be credited.</td>
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History
Advanced
Paper 2: Depth study
Option 2H.1: The USA, c1920–55: boom, bust and recovery
Option 2H.2: The USA, 1955–92: conformity and challenge

Specimen materials for first teaching
September 2015
Time: 1 hour 30 minutes

You must have:
Sources 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.
• You must answer two questions on the option for which you have been prepared.
• There are two sections in this question paper. Answer one question from Section A and one question from Section B.
• Answer the questions in the spaces provided – there may be more space than you need.

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

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

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

You must start your answer on page 3.

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

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

1. How far could the historian make use of Sources 1 and 2 together to investigate the extent of opposition to prohibition in the 1920s?

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

   (Total for Question 1 = 20 marks)

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

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

2. How far could the historian make use of Sources 3 and 4 together to investigate the extent to which President Reagan’s domestic policies were influenced by the views of the Religious Right?

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

   (Total for Question 2 = 20 marks)
Indicate which question you are answering by marking a cross in the box ☑. If you change your mind, put a line through the box ❌ and then indicate your new question with a cross ☑.

Chosen question number:  

Question 1 ☐  

Question 2 ☑  

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

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

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

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

EITHER

3 ‘The Native Americans benefitted more from New Deal policies than did the other ethnic minorities in the USA.’

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4 To what extent was a new and distinctive teenage culture evident in the behaviour of young Americans in the years to 1955?

(Total for Question 4 = 20 marks)

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

EITHER

5 ‘Richard Nixon won the 1968 election primarily because he appealed to the ‘silent majority’ of American voters.’

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 How accurate is it to say that the economic policies of Presidents Ford and Carter had limited success in dealing with the consequences of the energy crisis in the 1970s?

(Total for Question 6 = 20 marks)
Indicate which question you are answering by marking a cross in the box ✗. If you change your mind, put a line through the box ✗ and then indicate your new question with a cross ✗.

Chosen question number:  

- Question 3 ✗  
- Question 4 ✗  
- Question 5 ✗  
- Question 6 ✗

[The live question paper will contain seven more pages of answer lines.]
Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From the Inaugural Address by President Herbert Hoover, 4 March 1929. In this extract Hoover is commenting on the 18th amendment to the Constitution that enabled Prohibition.

The most malign of all the dangers today is disregard and disobedience of the law. Crime is increasing. Of the undoubted abuses which have grown up under the eighteenth amendment, part are due to the failure of some States to accept their share of responsibility for enforcement and to the failure of many State and local officials zealously to enforce the laws. With the failures from these many causes, has come a dangerous expansion in the criminal elements who have found enlarged opportunities in dealing in illegal liquor.

But a large responsibility rests directly upon our citizens. There would be little traffic in illegal liquor if only criminals patronised it. We must awake to the fact that this patronage from large numbers of law-abiding citizens is supplying the rewards and stimulating crime.

Our whole system of self-government will crumble either if officials choose what laws they will enforce or citizens choose what laws they will support. For our citizens to patronise the violation of a particular law on the ground that they are opposed to it is destructive of the very basis of all that protection of life, of homes and property which they rightly claim under other laws. If citizens do not like a law, their duty as honest men and women is to discourage its violation; their right is openly to work for its repeal.

Source 2: From a sermon by Aimee Semple McPherson, broadcast on radio in Los Angeles in 1924. McPherson was the pastor of the Angelus Temple in Los Angeles. She preached to a vast radio audience.

Leaving Los Angeles for New York, I was met en route by multitudes of our friends. Among them was a liberal sprinkling of newspaper men. And in each city, they asked the same question: “Sister McPherson, what do you think of Prohibition?” It was rather difficult to answer the question in such a few words as one must use then, but I told them, that the case about Prohibition here in the United States, reminds me of the story of the lecturer who gave a marvellous address on prohibition. And he wound up in a blaze of glory that brought everyone to their feet enthusiastically. “My friends, if I had my way, do you know what I’d do? I’d take every barrel of liquor, every bottle of booze, every crate, and I’d empty it in the river. Yes sir.” Then he said, “Shall we now close our meeting by rising and singing, ‘Shall We Gather at The River?’” He’d spoiled it all. And that’s the way perhaps with us over here in America: we teach it, but so often those who profess to make the laws do not quite live up to them, and back them themselves.
The so-called religious right is pulling out all stops to re-elect President Reagan. Through a vigorous voter-registration drive, fund-raising activities and televised religious broadcasts, fundamentalist ministers are seeking to have a significant impact in the 1984 election.

Their objective is to convert the religious right into a powerful force capable of getting its conservative social agenda enacted. Leaders of the religious right make no secret of their goals. “My earnest desire is that in this election the President will win, so that in the next four years he can do the things that the American people want him to do,” says the Rev. Jerry Falwell, president of Moral Majority*.

Civil libertarians voice concern that the fundamentalist right is working vigorously for changes in the public arena including government-sanctioned prayer in the schools and an anti-abortion amendment.

Equally disturbing to them is the fact that the Religious Right has established close links with the White House and is conspicuously exploiting these links in its mailings to voters. President Reagan has vigorously courted evangelical audiences. Critics thus charge that Reagan has irresponsibly nurtured the Religious Right for his own political ends.

* Moral Majority – an organisation of the Religious Right
Our commitment to fairness means that we must guarantee legal and economic equity for women, and eliminate, once and for all, all traces of unjust discrimination against women from the United States Code*. We will not tolerate wage discrimination based on sex, and we intend to strengthen enforcement of child support laws to ensure that single parents, most of whom are women, do not suffer unfair financial hardship. We will also take action to remedy inequities in pensions. These initiatives will be joined by others to continue our efforts to promote equity for women.

Also in the area of fairness and equity, we will ask for extension of the Civil Rights Commission, which is due to expire this year. The Commission is an important part of the ongoing struggle for justice in America, and we strongly support its reauthorisation.

The time has also come for major reform of our criminal justice statutes and acceleration of the drive against organised crime and drug trafficking. It’s high time that we make our cities safe again. This administration hereby declares an all-out war on big-time organised crime and the drug racketeers who are poisoning our young people. We will also implement recommendations of our Task Force on Victims of Crime, which will report to me this week.

* United States Code – The code of Laws of the United States of America
Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/2H) Advanced

Paper 2: Depth study

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

Option 2H.2: The USA, 1955-92: conformity and challenge
**Generic Level Descriptors: Section A**

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

<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  | • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.  
• Some relevant contextual knowledge is included, with limited linkage to the source material.  
• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2     | 4–7  | • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.  
• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.  
• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3     | 8–12 | • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.  
• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.  
• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification. |
| 4     | 13–16| • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.  
• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5     | 17–20| • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.  
• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
Section B

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

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>0</td>
<td>0</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 A: indicative content

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

<table>
<thead>
<tr>
<th>Question</th>
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</tr>
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<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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the extent of opposition to prohibition in the 1920s.</td>
</tr>
</tbody>
</table>

**Source 1**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - This is an inaugural address in which, as expected of the president, Hoover pledges to support the Constitution and criticises those who act against it (‘disregard and disobedience of the law’)
   - Hoover was a Republican – the party that was most associated with support for prohibition
   - Hoover’s claim that the evasion of prohibition will lead to ‘our whole system of self-government’ crumbling is perhaps exaggerated.

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent of opposition to prohibition in the 1920s:
   - It provides evidence that ‘many’ States and local officials lacked zeal in enforcing prohibition which implies their opposition to it.
   - It indicates that there is widespread opposition to prohibition in the population (‘large numbers of private citizens’)
   - It provides evidence that opposition to prohibition had led to organised crime
   - It suggests that there was support for prohibition by claiming that only ‘some’ States opposed it
   - It suggests that Hoover would accept the end of prohibition if it was achieved lawfully.

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - In the election campaign of 1928, Hoover had supported prohibition as a ‘noble experiment’ but the use of the term ‘experiment’ suggests he did not see it as permanent
   - Historians have suggested that politicians were reluctant to support prohibition because their rich and influential voters, and indeed some politicians themselves, enjoyed drinking
   - Popular support for ‘speakeasies’ in the big cities fuelled a huge growth in organised crime as gangsters imported and supplied the alcohol
   - There was support for prohibition in some southern states and many rural areas.

**Source 2**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - As an evangelical pastor and a female, McPherson would be expected to represent those who support prohibition
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• As the resident of a big city, Los Angeles, McPherson is likely to have some experience or knowledge of opposition to prohibition through the establishment of ‘speakeasies’ in the city. McPherson is somewhat evasive in her comments on prohibition (‘difficult question to answer’), using the story of a lecturer rather than giving her direct opinion. As a radio preacher, McPherson is likely to be sensitive to the views of her ‘vast audience’.</td>
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<tr>
<td>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent of opposition to prohibition in the 1920s:</td>
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<tr>
<td>• It suggests that McPherson is a supporter of prohibition - ‘marvellous address’</td>
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<tr>
<td>• It indicates that McPherson is critical of those in government who legislated for prohibition but have subsequently broken the law.</td>
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<tr>
<td>• It suggests that there was genuine support for prohibition – ‘brought everyone to their feet enthusiastically’</td>
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<tr>
<td>• It provides evidence that the strength of support for prohibition lay in the Christian churches.</td>
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<tr>
<td>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</td>
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<tr>
<td>• The Anti-Saloon League, the strongest organisation supporting prohibition, had its bedrock of support in the protestant churches</td>
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<tr>
<td>• Many women were amongst prohibition’s strongest supporters</td>
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<tr>
<td>• Supporters of prohibition tended to live in the south and west</td>
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<tr>
<td>• Illegal drinking turned a large percentage of the population into criminals.</td>
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<tr>
<td>Sources 1 and 2</td>
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<tr>
<td>The following points could be made about the sources in combination:</td>
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<tr>
<td>• There was widespread opposition to prohibition within the population</td>
<td></td>
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<tr>
<td>• The levels of opposition to prohibition continued and increased throughout the 1920s</td>
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<tr>
<td>• There is a clear contrast in the nature of the sources – Hoover is making an official address and emphasising the need to abide by the law; McPherson is appealing more to moral issues.</td>
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</table>
Option 2H.2: The USA, 1955-92: conformity and challenge

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<tr>
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<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 must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the extent to which President Reagan’s domestic policies were influenced by the views of the religious right.</td>
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</tbody>
</table>

**Source 3**

1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:
   - This extract originates from a Christian newspaper that would be expected to support ‘traditional values’
   - The publication claims a degree of impartiality in that it does not promote the political views of the religious right
   - The tone of the source suggests some disapproval of the aims and actions of the religious right
   - The tone suggests some disapproval of the behaviour of President Reagan

2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which President Reagan’s domestic policies were influenced by the views of the Religious Right:
   - It provides evidence that the religious right was putting significant resources into ensuring Reagan’s re-election
   - It indicates that the Religious Right believed that President Reagan would support their conservative agenda ('in the next four years he can do the things that the American people want him to do')
   - It suggests that rather than influencing President Reagan he was using his own purposes ('nurtured the religious right for his own political ends')

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:
   - The Religious Right in America looked to conservative politicians to promote traditional values including the abolition of abortion and the suppression of gay rights
   - Jerry Falwell, Baptist preacher and founder of the Moral Majority, had a profound influence on Republican politicians and created the Religious Right as a political force
   - The votes from the Religious Right were important in helping Reagan secure his electoral victories in 1980 and 1984
   - The Religious Right was disappointed with Reagan because members did not believe he tried hard enough to push legislation through Congress

**Source 4**

The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:

- The State of the Union Address is a key speech in which the President outlines his intentions
- As a Republican, Reagan would be expected to hold traditional values
- The tone suggests that, rather than promoting traditional values, personally Reagan favours progression in respect of the position of women and civil rights but takes a traditional line in respect of crime.
<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which President Reagan’s domestic policies were influenced by the views of the Religious Right.</td>
<td></td>
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<tr>
<td>• It implies that Reagan supports equality between the sexes (‘eliminate .. all traces of unjust discrimination against women’)</td>
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<tr>
<td>• It indicates that Reagan is committed to furthering civil rights (‘extension of the Civil Rights Commission’)</td>
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<tr>
<td>• It suggests that Reagan’s government would be most conservative in the methods used to tackle organised crime and drug trafficking (‘declares all-out war on big-time organized crime’)</td>
<td></td>
</tr>
<tr>
<td>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</td>
<td></td>
</tr>
<tr>
<td>• Reagan had voiced support for traditional policies like outlawing abortion and restoring school prayer</td>
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<tr>
<td>• Reagan appointed many conservative judges so that traditional values were favoured in the court judgements</td>
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<tr>
<td>• Reagan was a pragmatic politician who knew that traditional policies would be difficult to push through congress whilst the Religious Right would not desert him for the Democrats</td>
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<tr>
<td>• Nancy Reagan headed up the ‘Just Say No’ campaign in the drugs war whilst the courts sent thousands of small-time users and dealers to prison.</td>
<td></td>
</tr>
<tr>
<td><strong>Sources 3 and 4</strong></td>
<td></td>
</tr>
<tr>
<td>The following points could be made about the sources in combination:</td>
<td></td>
</tr>
<tr>
<td>• Both sources 3 and 4 appear to be influenced by a Christian ethos</td>
<td></td>
</tr>
<tr>
<td>• There is a clear contrast in the sources with the progressive nature of the intentions outlined in Source 4 contrasting with the expectations that the religious right have in Source 3 that a Reagan government will promote conservative social agenda if re-elected.</td>
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</tbody>
</table>
Section B: indicative content

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

<table>
<thead>
<tr>
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<tbody>
<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 about the suggestion that Native Americans benefitted more from the New Deal than did the other ethnic minorities. Arguments and evidence that Native Americans benefitted more than other ethnic groups from the New Deal should be analysed and evaluated. Relevant points may include:</td>
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<tr>
<td></td>
<td>• The Indian Reorganisation Act 1934 recognised the culture and values of the Native Americans</td>
</tr>
<tr>
<td></td>
<td>• Native Americans were allowed to have their own police and legal systems, control land sales and manage tribal resources under the Act</td>
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<td></td>
<td>• Officials attempted to ensure that Native Americans could access New Deal agencies such as the CCC (Civilian Conservation Corps) and PWA (Public Works Administration) to find jobs</td>
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<tr>
<td></td>
<td>• Black Americans by contrast found New Deal agencies like the AAA (Agricultural Adjustment Administration) working against them because it reduced the amount of land used to grow cotton</td>
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<td></td>
<td>• NRA (National Recovery Administration) codes allowed for black Americans to be paid less than white Americans</td>
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<td></td>
<td>• Unemployed Hispanic Americans were deported to Mexico and many southern states banned them from public work schemes.</td>
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<tr>
<td></td>
<td>Arguments and evidence that Native Americans did not benefit more from New Deal policies than other ethnic minorities did should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• Native American poverty was so great that New Deal programme had little impact on alleviating it</td>
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<tr>
<td></td>
<td>• Many tribes vetoed the measure introduced under the Indian Reorganisation Act because they opposed effort to modernise their culture</td>
</tr>
<tr>
<td></td>
<td>• Roosevelt employed more black Americans in government than ever before and the employment of black Americans in the civil service tripled</td>
</tr>
<tr>
<td></td>
<td>• In 1941 Roosevelt set up the FEPC (Federal Employment Practices Committee) to outlaw discrimination against black Americans in the defence industry</td>
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<tr>
<td></td>
<td>• One third of relief in 1935 and over a million WPA jobs were provided for black Americans – the swing of black voters to Democrats was a reflection of these gains</td>
</tr>
<tr>
<td></td>
<td>• There was positive discrimination for black Americans in the NYA (National Youth Administration) with black officials appointed in areas where black Americans dominated.</td>
</tr>
<tr>
<td></td>
<td>Other relevant material must be credited.</td>
</tr>
</tbody>
</table>
Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement about the suggestion that a teenage culture was evident in the behaviour of young Americans in the years to 1955?

Arguments and evidence that the development of a teenage culture was evident in the behaviour of young Americans in the years to 1955 should be analysed and evaluated. Relevant points may include:

- A huge market for the new ‘teenager’ was created in fashionable clothing and popular music as the youth population grew to more than 40% of the population
- Young people appeared to be dressing and acting differently from their parents, encouraged by new markets in clothing and entertainment that developed as a result of the growing affluence of young people
- The popularity of the teenage culture was evident in sales of Bill Hayley’s ‘Rock around the Clock’ (16 million copies) which topped the Billboard chart for 8 weeks
- Rebellious behaviour was promoted in films that used a rock ‘n’ roll soundtrack e.g. ‘The Blackboard Jungle’
- Rock ‘n’ roll music was associated with teenage rebellion and encouraged young people to join gangs
- There was an increase in teenage gang fights, drunkenness and disrespectful attitudes to adults in the 1950s.

Arguments and evidence that the development was a teenage culture was not evident in the behaviour of young Americans in the years to 1955 should be analysed and evaluated. Relevant points may include:

- Most young people remained as conservative as their parents with most young women aspiring to marriage, home and a family
- Half of the young male population was drafted into the armed forces in the 1950s and learned to be deferential
- Most teenagers listened to placid ‘crooners’ like Pat Boone or Perry Como
- The age of marriage fell to 20 years – most young women were soon occupied with managing the home
- In spite of fears that cultural developments promoted delinquency, only a tiny proportion of young people ended up in criminal courts
- The plots of films like ‘Blackboard Jungle’ ultimately showed that adults restored authority and gang leaders were defeated.

Other relevant material must be credited.
### Option 2H.2: The USA, 1955-92: conformity and challenge

<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. Candidates are expected to reach a judgement about the claim that Nixon’s victory in the 1968 election was primarily because of his appeal to the ‘silent majority’. Arguments and evidence that the main reason for Nixon’s victory in the 1968 election was his appeal to the ‘silent majority’ should be analysed and evaluated. Relevant points may include:</td>
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<td></td>
<td>• Nixon was a moderate Republican who was associated with peace and prosperity and this appealed to the ‘silent majority’</td>
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<td></td>
<td>• Nixon’s speeches, which called for the restoration of law and order in the cities, were directed specifically to the ‘silent majority’ whom he called the voice of the great majority of Americans</td>
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<td></td>
<td>• Nixon appealed to the ‘silent majority’ that was tired of the radicalism of the mid 1960s and emotionally exhausted by the campaigning of the Civil Rights and anti-war movements and believing they had achieved their objectives felt it was time to move on</td>
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<td></td>
<td>• Many Americans feared anarchy and the riots in 110 cities in the USA in 1968 added to this fear</td>
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<td></td>
<td>• Student rioting at the Democratic National Convention in Chicago alarmed the ‘silent majority’ and the inaction of the Democrat Hubert Humphrey confirmed in the minds of many that Nixon would be the man of law and order</td>
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<td></td>
<td>• Nixon promised to bring about an honourable peace with Vietnam while the Democrats were associated with its escalation and the consequences of the Tet offensive.</td>
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<td></td>
<td>Arguments and evidence that Nixon’s victory in 1968 can be explained by alternative reasons should be analysed and evaluated. Relevant points may include:</td>
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<td></td>
<td>• Johnson unexpectedly pulled out of the presidential election in March 1968</td>
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<td></td>
<td>• Robert Kennedy, the possible successor to Johnson as Democratic candidate, was assassinated in June 1968</td>
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<td></td>
<td>• The Democrats had moved distinctly to the left and Humphrey, the Democratic candidate, criticised for inaction at the Democratic National Convention in Chicago, looked less credible as a leader as a consequence</td>
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<tr>
<td></td>
<td>• Nixon was more effective than Humphrey in the political rallies and the election campaigning e.g. he removed hecklers from his all-ticket rallies</td>
</tr>
<tr>
<td></td>
<td>• Nixon wooed Southern white voters away from the Democrats with promises to slow down school desegregation</td>
</tr>
</tbody>
</table>

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 about the suggestion that the economic policies of Ford and Carter had limited success in dealing with the consequences of the energy crisis in the 1970s.

Arguments and evidence that the suggestion that the economic policies of Ford and Carter had limited success in dealing with the consequences of the energy crisis in the 1970s should be analysed and evaluated. Relevant points may include:

- Closure of fuel stations to conserve limited supplies of petrol led to riots in Pennsylvania in 1976-77
- Voters opposed increased taxes on energy which aimed to reduce consumption
- Car manufacturers continued to produce large cars that consumed large quantities of petrol - 'gas-guzzlers' and drivers maintained high mileage
- The sales of US cars declined leading to high unemployment in car manufacturing cities
- The energy crisis led to rocketing inflation in the mid to late 1970s and Carter’s curbs on the money supply to reduce inflation led to recession.
- The business community believed that Carter’s strategies to conserve oil and develop alternative energy sources would damage industry. His proposals were defeated in the Senate.

Arguments and evidence that suggestion that the economic policies of Ford and Carter were successful in dealing with the consequences of the energy crisis in the 1970s should be analysed and evaluated. Relevant points may include:

- Consumption of energy was reduced in government buildings after Carter instructed that thermostats should be adjusted
- Americans began to purchase smaller cars – Japanese cars – in response to rising prices and government policy to cut fuel consumption
- Ford’s Energy Policy and Conservation Act was passed in 1975 – fuel economy targets were set for vehicles
- Carter’s Energy Security Act (1980) was passed by Congress
- Alternative energy supplies were promoted under the Energy Security Act including synthetic fuels, alcohol fuels and biomass energy
- Ford and Carter were successful in persuading Americans that their energy consumption must decrease (fell by 10% between 1979 and 1983).

Other relevant material must be credited.