Pearson Edexcel
A Level in History
Paper 3 Themes in Breadth with Aspects in Depth

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

ALWAYS LEARNING
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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 three questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer the question in Section A, one question from Section B and one question from Section C.
- Answer the questions in the spaces provided – there may be more space than you need.

Information

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

Advice

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

Answer Question 1.

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

1 Assess the value of the source for revealing the strength of royal power in 1450 and the attitude of the common people to the monarchy.

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

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

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer ONE question in Section B.

EITHER

2  ‘Luck and favourable circumstances rather than his leadership account for Henry V’s success in France in the years 1415-21’.

How far do you agree with this judgement?

(Total for Question 2 = 20 marks)

OR

3  ‘The chief consequences of Richard III’s seizure of the throne in 1483 were the alienation of the key supporters of the Yorkist monarchy and an increase in the threat from Henry Tudor’.

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

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

Chosen question number:  Question 2 ☐  Question 3 ☐

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

Answer ONE question in Section C.

EITHER

4  How accurate is it to say that Parliament was a key prop to royal power in the years 1399-1509?

(Total for Question 4 = 20 marks)

OR

5  How far was Edward IV’s return to the throne in 1471 a key turning point in royal control of the localities in the years 1399-1509?

(Total for Question 5 = 20 marks)

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

Chosen question number:  Question 4 ☐  Question 5 ☐

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

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

**History**

**Advanced**

**Paper 3: Themes in breadth with aspects in depth**

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

<table>
<thead>
<tr>
<th>Specimen materials for first teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2015</td>
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</tbody>
</table>

**Source Booklet**

<table>
<thead>
<tr>
<th>Paper Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>9HI0/30</td>
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</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.

From, Jack Cade’s Proclamation of 4th June, 1450. This is a list of grievances of the rebels, produced during the early stages of the rebellion before they entered London. This was designed to be presented to the House of Commons in Parliament.

These are the discontents, relating to the gathering and assembly of us, the King’s liegemen of Kent, on the 3rd day of June 1450, the twenty-ninth year of our sovereign lord the King.

We believe that the King our sovereign lord is betrayed by the insatiable greed and malicious purpose of certain false and unsuitable persons who are around his highness day and night. They duly inform him that good is evil and evil is good.

Also they assert that, at his pleasure, our sovereign lord is above his laws and that he may make them and break them as he pleases without any distinction. The contrary is true. Otherwise he would not have sworn to keep them.

Also they say that the King should live upon his common people, and that their bodies and goods are the King’s. The contrary is true, for if it were not, the King would never need parliament to sit or to have to ask for taxation from his commons.

Also, those around the King say that it is wrong of the King to take back what he has given away. Thus, they will not permit him to have sufficient for his own livelihood. They either ask it from him themselves or they take bribes from others to obtain it for them.

Also we seek remedy for this; false traitors will suffer no man to come to the King’s presence for any reason, unless there is a bribe; there ought not to be any bribery about the King’s person, but any man should have access to him to ask for his grace or for his judgement in such cases as are the concern of the King.

Also we say that our sovereign lord may understand this. His false council has lost his law; his merchandise is lost; his common people are destroyed; the sea is lost; France is lost. The King himself is so placed that he may not pay for his meat and drink. He owes more than ever any king of England ought. For daily when anything should fall to him by his laws, immediately his traitors ask it from him.

Also they demand the goods and lands of gentlemen of Kent. They call us rebels and traitors and the King’s enemies but we shall be found to be the King’s true liegemen and his best friends.
Acknowledgments


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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/30)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 30: Lancastrians, Yorkists and Henry VII, 1399–1509
**Generic Level Descriptors: Section A**

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

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

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

<table>
<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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</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 source to consider its value for revealing the strength of royal power in 1450 and the attitude of the common people to the King. The individuals referred to in the extract are named in the specification and candidates can therefore be expected to know about them and be aware of the context. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
- It is dated early June 1450 before the real violence of the revolt had taken place and the King was still in London  
- It is clearly drawn up by educated men and is well structured and expressed  
- The rebels were from Kent, an important county, in close proximity to London and the court and were probably well informed about political events and personalities  
- It reflects the opinion of only one county and that nearest to France and the most vulnerable to attack in the light of the recent military disasters referred to in the text. 2. The following inferences and significant points of information could be drawn and supported from the source: **Strength of royal power:**  
- It claims that the King is in debt and poor  
- It implies weakness of judgement on the King's part as he allows himself to be surrounded by poor advisers who abuse his trust and keep him poor to their gain  
- It suggests that the advisers exaggerate the strength of royal power in the hope of gain  
- It suggests that the King is bound by the law and has not got free access to the property of his people, implying that abuses have been carried out in this respect. **Attitude to the monarchy:**  
- It provides evidence of respect and deference to a rightful king  
- It suggests the King's legitimacy as there is no attempt to call the King's title into question  
- It provides evidence of a clear desire to empower him further by restoring alienated lands  
- It provides evidence of a clear desire for more effective monarchy but one operating within the law and custom 3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in assessing the strength of royal power in 1450 and the attitude to the monarchy. Relevant points may include:  
- Comments on the character of Henry VI  
- The recent downfall of Suffolk and the unpopularity of his affinity  
- Knowledge of the recent events in France and the enhanced threat to Kent in particular.  
- The widespread social support for Cade's rebellion drawing on support from the gentry, yeomen and artisans  
- The call for more power to the Duke of York and the King's close relatives. |
## Section B: indicative content

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 2        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on the suggestion that luck and favourable circumstances were more important in Henry V’s success in France in 1415-21 than his leadership.  
Arguments and evidence that luck and favourable circumstances were the key ingredients in success should be analysed and evaluated. Relevant points may include:  
- The French King Charles VI was periodically insane and incapable of leadership  
- A period of violence and civil war in France erupted in 1407 following the assassination of Louis de Valois  
- In 1419 tensions between the two rival factions in France, Burgundians and Armagnacs, were massively inflamed to the benefit of the English, by the murder of the Duke of Burgundy  
- The campaign of 1415 was transformed from one of very modest success into a brilliant victory at Agincourt by mistakes of the French on the battlefield.  
Arguments and evidence that Henry’s leadership was the key ingredient in success should be analysed and evaluated. Relevant points may include:  
- He rapidly united England on his accession by his policies and charisma  
- He was an experienced and charismatic soldier  
- He was effective at raising money for war and had a reputation for thrift and personal simplicity  
- His campaigns were well planned and backed by subtle and effective diplomacy  
- His effective leadership exploited favourable circumstances.  
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 chief consequences of Richard's seizure of the throne in 1483 were the alienation of supporters of the Yorkist monarchy and an increase in the threat from Henry Tudor.

Arguments and evidence that the chief consequences were the alienation of supporters of the Yorkist monarchy and an increase in the threat from Henry Tudor should be analysed and evaluated. Relevant points may include:

- There was widespread revulsion at the deposition of the 'rightful' heir who unlike previously deposed monarchs had done nothing wrong
- Many Yorkists went into exile and some joined Henry Tudor in Brittany eg John Morton bishop of Ely and two other Bishops and many highly placed knights who had served Edward IV
- There was widespread unrest throughout the southern Counties in the Autumn of 1483
- Richard was forced to rely on a small band of loyal Northerners and this alienated many in the South and many of the nobility.

Arguments and evidence that counter or modify the proposition that the chief consequences of Richard's seizure of the throne in 1483 were the alienation of supporters of the Yorkist monarchy and an increase in the threat from Henry Tudor should be analysed and evaluated. Relevant points may include:

- It brought an adult and experienced warrior to the throne with a strong track record of managing the troublesome North
- It destroyed the power of the divisive Woodvilles
- Richard survived the simmering discontent of 1483
- Buckingham's rebellion was crushed and Henry Tudor forced to return to exile in France
- Richard was very unlucky in losing his son and heir in 1484 and his wife in 1485. This strengthened Henry Tudor's position particularly as he had promised to marry Elizabeth of York
- Richard could have survived in 1485 if the chances of war and the Battle of Bosworth had not finished his reign.

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
</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 question of whether parliament was a key prop to royal power in the years 1399-1509.  
Arguments and evidence that Parliament was a key prop to royal power in the years 1399-1509 should be analysed and evaluated. Relevant points may include:  
- Monarchs like Henry IV and VII used parliament to confirm the legality of their title  
- Monarchs used Parliament to destroy perceived enemies and threats through Acts of Attainder eg Clarence in 1478  
- Parliaments throughout the century voted frequent taxation to support wars or suppress rebellion  
- Parliaments throughout the century were useful for binding the King to the richest and most influential in the realm  
- Statutes were seen as particularly effective forms of enforcing the royal will.  
Arguments and evidence that Parliament was not a key prop to royal power in the years 1399-1509 should be analysed and evaluated. Relevant points may include:  
- Parliaments could attack royal favourites against the king’s wishes eg the assault on Suffolk in 1450  
- Parliaments were often neglected or not called for long periods throughout the century  
- The importance of the whole Parliament of Lords and Commons varied eg the Commons tended to be neglected between 1422 and 1450  
- Parliaments could raise difficult issues which the King would prefer to ignore eg the dispute under Henry IV concerning the importance of petitions compared with supply  
- Foreign policy was often regarded by monarchs as beyond the competence of Parliament.  
Other relevant material must be credited. |
Question | Indicative content
---|---
5 | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on how far the Edward IV's return to the throne in 1471 was a key turning point in royal control of the localities in the years 1399-1509.

Arguments and evidence that this was a key turning point should be analysed and evaluated. Relevant points may include:

- There was much more effective control of the shires in the second part of Edward’s reign through trusted supporters such as Hastings in the Midlands and Gloucester in the North
- There had been periods of considerable local disorder under Henry IV in the period to 1408 and under Henry VI in the 1450s and in the first part of Edward's reign
- Edward used parliament effectively to reach out into the wider community and appealed to the Commons
- Effective use was made of Royal progresses by Edward, Richard III and Henry VII.

Arguments and evidence that the readeption of Edward IV in 1471 was not a key turning point in royal control of the localities in the years 1399-1509 should be analysed and evaluated. Relevant points may include:

- The control was still essentially personal through great lords connected to the monarch, as it always had been, rather than bureaucratic.
- It is not until Henry VII's reign that the beginnings of a more bureaucratic system evolves with the Council of the North and the Council of the Marches
- Henry V had exercised effective control in his short reign
- There were many cases in various areas of endemic feuding leading to disorder after 1471 eg in Lancashire under Henry VII and on the borders
- The ending of the wars in France in 1453 might be considered a more important turning point as having the longer term effect (but a contrary short term effect) of reducing the number of armed men experienced in violence in the shires.

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 three questions.
- There are three sections in this question paper. Answer the question in Section A, one question from Section B and one question from Section C.
- Answer the questions in the spaces provided – there may be more space than you need.

Information

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

Advice

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

Answer Question 1.

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

1. Assess the value of the source for revealing the motives of those involved in Kett's rebellion and the condition of the rural economy in East Anglia.

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

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

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer ONE question in Section B.

EITHER

2. How accurate is it to say that the Pilgrimage of Grace (1536–37) posed a serious threat to the authority of Henry VIII?

(Total for Question 2 = 20 marks)

OR

3. ‘The main reason why the Nine Years’ War lasted so long was that Elizabeth and her advisors completely underestimated the seriousness of the situation in Ireland.’

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

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

Chosen question number: Question 2 ✓ Question 3 ✗

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C
Answer ONE question in Section C.

EITHER

4 To what extent did the role of parliament in the government of England change during the period 1485–1603?

(Total for Question 4 = 20 marks)

OR

5 How far do you agree that the Statute of Artificers (1563) was the key turning point in changing the relationship of central government with the localities in the years 1485–1603?

(Total for Question 5 = 20 marks)

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

Chosen question number:  Question 4  Question 5

[The live question paper will contain six more pages of answer lines.]
Pearson Edexcel Level 3 GCE

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

Specimen materials for first teaching
September 2015
Source Booklet

Paper Reference
9HI0/31

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

The main demands of the Norfolk rebels, made in 1549. The only surviving copy has the names of the representatives of twenty-two local districts in Norfolk attached, together with representatives of Suffolk and the city of Norwich.

<table>
<thead>
<tr>
<th>KETT’S DEMANDS, 1549.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. We pray your grace that no lord of the manor shall enclose the common land.</td>
</tr>
<tr>
<td>4. We pray that priests henceforth shall purchase no lands, and that the lands they do have be let to lay men as they were in the first year of the reign of King Henry VII.</td>
</tr>
<tr>
<td>5. We pray that reed ground and meadow ground are rented for the same money as in the first years of King Henry VII.</td>
</tr>
<tr>
<td>8. We pray that priests or vicars that are unable to preach and set forth the word of God to their parishioners may be dismissed and their parishioners there to choose another.</td>
</tr>
<tr>
<td>10. We pray that no man under the status of knight or esquire keep a dove house, except it hath been by old and ancient custom.</td>
</tr>
<tr>
<td>14. We pray that copyhold land* that hath an unreasonable rent be let as it was in the first year of King Henry VII.</td>
</tr>
<tr>
<td>16. We pray that all bond men be free for God made everyone free with his precious blood shedding.</td>
</tr>
<tr>
<td>17. We pray that rivers may be free and common for all men for fishing and passage.</td>
</tr>
<tr>
<td>19. We pray that the poor mariners or fishermen may have the whole profits of their fishing.</td>
</tr>
<tr>
<td>20. We pray that every parson or vicar having an income of £10 or more a year shall either by themselves, or by some other person, teach poor men’s children of their parish the word of God.</td>
</tr>
<tr>
<td>23. We pray that no man shall keep any rabbits upon any of their own freehold or copyhold land unless he fence them in so as to prevent nuisance to the commons.</td>
</tr>
<tr>
<td>24. We pray that all persons, of whatever estate, degree or condition, from henceforth be forbidden to sell the wardship of any child, and that the same child, if he live to full age, shall make his own choice concerning his marriage, except those that are the King’s wards.</td>
</tr>
<tr>
<td>25. We pray that no person, having a manor of his own, shall work for another lord as his bailiff.</td>
</tr>
<tr>
<td>29. We pray that no lord, knight, esquire, or gentleman graze or feed any cattle or sheep on the common if he has an income of £40 per year from his lands, unless it is for the provision of his house.</td>
</tr>
</tbody>
</table>

* Copyhold land = an ancient form of rented land tenure

**Acknowledgements**

Source is from John Gaule, *Select Cases of Conscience touching Witches and Witchcraft*, 1646.

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/31)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 31: Rebellion and disorder under the Tudors, 1485-1603
Generic Level Descriptors: Section A

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

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

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

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| 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 31: Rebellion and disorder under the Tudors 1485-1603

Question 1

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

Candidates must analyse and evaluate the source to consider its value in revealing the motives of Kett’s rebels and the condition of the rural economy in East Anglia.

1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:
   - The authoritative position of Robert Kett to know about the rebels’ demands
   - These appear to be judgements based on experience and evidence
   - Kett was a local minor land owner and so his impact on the drawing up of the demands may have been influenced by this
   - Kett was writing up the demands of the rebels, which by their very nature would be selective and focused on what he thought was likely to be achieved as well as reflecting the demands of the rebels.

2. The following inferences and significant points of information could be drawn and supported from the source:

   **Motives of the rebels:**
   - It provides evidence that the rebels wanted the quality of the clergy to be improved
   - It suggests that customs and practices should be returned to those that pertained during the reign of Henry VII
   - It provides evidence of the rebels’ loyalty to the Crown but not to the actions of the Crown’s representatives
   - It suggests that the interests of the common people should be upheld against the interests of the landowners.

   **Condition of the rural economy in East Anglia:**
   - Some enclosures made during the reign of Henry VIII had caused hardship to the lower classes
   - Some tenants were still subject to feudal restrictions
   - It suggests rent inflation.

3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the motives of the rebels and the state of the rural economy in East Anglia. Relevant points may include:
   - The impact of the Duke of Somerset’s Commission on Enclosures
   - The effect on all classes of East Anglian enclosures
   - The changes occurring to the traditional community of village and town
   - The significance of the spread of Protestantism.
Option 31: Rebellion and disorder under the Tudors 1485-1603

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| 2        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement about how accurate it is to say that the Pilgrimage of Grace (1536-37) posed a serious threat to the authority of Henry VIII.

Arguments and evidence that the Pilgrimage of Grace did pose a serious threat to Henry VIII’s authority should be analysed and evaluated. Relevant points may include:

- The ability of the pilgrims to paralyse government in the north
- The revealing of widespread hostility to the changes introduced in the 1530s by Henry and Cromwell
- The likelihood that the movement originated in a faction at court, loyal supporters of Catherine of Aragon, determined to take the battle out of the court and into the nation
- The potential of an army of 30,000 to threaten any force raised by Norfolk and Shrewsbury.

Arguments and evidence that the Pilgrimage of Grace did not pose a serious threat to Henry VIII’s authority should be analysed and evaluated. Relevant points may include:

- The rebellion was limited to the North of England, distant from the centre of power in London
- The reluctance of the pilgrims to pursue their cause to its logical end, which was treason
- The ability of the authorities to bring the pilgrimage to a swift end
- The evidence of Robert Aske’s loyalty to the King shown in his declaration
- Naivety of rebel leaders and indiscipline of some elements within the rebel coalition did not enable them to make a co-ordinated attack on Henry’s authority.

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

**Option 31: Rebellion and disorder under the Tudors 1485-1603**

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Candidates are expected to reach a judgement on the suggestion that the reason the Nine Years’ War lasted so long was that Elizabeth and her advisors completely underestimated the seriousness of the situation in Ireland.

Arguments and evidence that the length of the war was due to Elizabeth and her advisors underestimating the situation should be analysed and evaluated. Relevant points may include:

- They were distracted by domestic problems: runaway inflation, food shortages, rising unemployment and recurrent plague and so did not focus on Ireland
- There was a large commitment to fighting Spain on the continent in France and the Netherlands and a recurrent fear of Spanish invasion
- English authorities in Dublin Castle underestimated scale of rebellion and a breakdown in communication between the authorities on the ground and those in London led to the situation being underestimated at the highest level
- Unwise appointments made to subdue Irish (eg Essex in 1599) and had the seriousness of the situation been understood, more competent military appointments might have been made, and made earlier.

Arguments and evidence that the length of the war was not due to Elizabeth and her advisors underestimating the situation should be analysed and evaluated. Relevant points may include:

- The Irish Rebellion was geographically extensive: it traversed all four of the Irish provinces and hence was difficult to counter
- The Irish received support from Spain in the form of money and munitions
- Tyrone’s continued victories (eg Battle of Yellow Ford) created extensive popular support for rebellion
- The significant role of Hugh O’Neill in creating a cohesive rebellion

Other relevant material must be credited.
**Section C: Indicative content**

**Option 31: Rebellion and disorder under the Tudors 1485-1603**

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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 that is indicated as relevant.  
Candidates are expected to reach a judgement about the extent to which the role of parliament in the government of England changed throughout the period 1485-1603.  
Arguments and evidence that the role of parliament *did* change throughout the period 1485-1603 should be analysed and evaluated. Relevant points may include:  
• Henry VII’s use of parliament to validate the commencement of his reign  
• The statutes of the Reformation parliaments 1529-36 validating Henry VIII’s policies amounted to a considerable increase in the use of parliamentary statute  
• 1540s and 1550s statutes in response to rising food prices. There was increasing use of statutes in an attempt to deal with social and economic problems, with the initiative coming from parliament  
• The pulling together, by parliament, of a range of statutes and writs involving paupers, and so creating the Elizabethan Poor Law.  
Arguments and evidence that the role of parliament did *not* change throughout the period 1485-1603 should be analysed and evaluated. Relevant points may include:  
• The Crown’s use of councils and proclamations continued throughout the period  
• Throughout the period, parliament largely responded to initiatives from the Crown and the privy council  
• The Crown’s general reluctance to call parliaments except when the royal exchequer was in need of money  
• Elizabeth’s ‘Golden Speech’ 1601, asserting the primacy of her position as monarch against that of parliament.  
Other relevant material must be credited. |
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Candidates are expected to reach a judgement about the extent to which the Statute of Artificers (1563) was the key turning point in changing the relationship of central government with the localities in the years 1485-1603.

Arguments and evidence which suggest that the Statute of Artificers (1563) was the key turning point in changing the relationship of central government with the localities in the years 1485-1603 should be analysed and evaluated. Relevant points may include:

- Local magistrates given the power to fix prices, ending a free market in the sale of goods but enabling a variable response to local conditions.
- Local magistrates given the power to regulate training and apprenticeships, and restrict workers’ freedom of movement in their locality, ensuring social stability.
- Local magistrates given the responsibility for regulating wages in agriculture, ensuring a local response to local conditions, and social stability.
- Local magistrates given the power to fine employers 40s if they dismissed, without evidenced cause, an employee who had worked for them for more than a year. Three month’s notice was required.

Arguments and evidence which suggest that the Statute of Artificers (1563) was *not* the key turning point in changing the relationship of central government with the localities in the years 1485-1603 should be analysed and evaluated. Relevant points may include:

- The craft guilds, operating throughout the reign of Henry VII, exercised the functions covered by the Statute of Artificers. Thus the Statute of Artificers represented simply a transfer of function.
- Re-establishing the Council of the North (1537) saw a greater transfer of power to the localities.
- The Law of Wales Acts (1535 and 1542) extended the English legal system to Wales and the norms of English administration introduced.
- The Act for the Relief of the Poor (1598) was a new and far-reaching initiative for the localities

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

Information

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

Advice

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

Answer Question 1.

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

1 Assess the value of the source for revealing the reasons for the expulsion of the Jews from Spain in 1492 and the process by which it was to be carried out.

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

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

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS
SECTION B
Answer ONE question in Section B.

EITHER

2 How extensive was the social impact on Spain of the price revolution in the years 1500-70?

(Total for Question 2 = 20 marks)

OR

3 ‘It was simply the religious intolerance of the authorities in Madrid that induced the Morisco rebellion of 1568.’
How far do you agree with this statement?

(Total for Question 3 = 20 marks)

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

Chosen question number:  Question 2 ☒  Question 3 ☒

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

Answer ONE question in Section C.

EITHER

4  How far was the defeat of the Spanish Armada of 1588 a key turning point in Spanish power in the years 1474-1598?

(Total for Question 4 = 20 marks)

OR

5  How far do you agree that the extensive financial resources of the Spanish monarchy in the years 1474-1598 account for its extraordinary international power?

(Total for Question 5 = 20 marks)

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

Chosen question number:  Question 4 ☒  Question 5 ☒

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

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

From, The Edict of Ferdinand and Isabella expelling the Jews from Spain, 31 March 1492.

We are informed by the Inquisitors and many other religious persons of the great damage that has been done and is being done to Christians by contact, conversation and communication they have had with Jews. This is proven by the fact that they always seek by all possible means to subvert faithful Christians and take them away from our holy Catholic faith, separating them from it and perverting them with their flawed beliefs, persuading them as much as they can to keep and observe the law of Moses, leading them to believe that there is no other law or truth except that.

And although we have previously been informed of this, we tried to content ourselves with ordering them to leave all of our cities of Andalusia*, where it appeared they had done the most damage. Yet we are informed that neither that measure nor the sentences that have been passed against some Jews have provided a complete remedy.

Therefore, on the advice of several bishops and grandees and knights of our kingdoms, as well as other learned persons with whom we have deliberated at length on this, we have resolved to order all the Jews and Jewesses of our kingdoms to leave them and never to return to them, along with their sons and daughters and Jewish family members small and large, of any age, by the end of the coming July of the present year. If they do not comply and are found in our kingdoms, they shall incur the penalty of death and confiscation of their property for the benefit of our treasury; they shall incur this penalty by the mere fact, without any trial, sentence or declaration.

And so that the Jews and Jewesses can during the said period of time until the end of July, better dispose of their goods and property, by this present decree, we take them under our royal protection; we guarantee them and their property so that until the end of July they may go about and be secure, and may sell and exchange all of their moveable and fixed property, disposing of it freely as they wish. And we authorise the Jews and Jewesses to take their goods and property out of our Kingdom and domains by land and sea as long as they do not take any gold, silver or coins.

*Andalusia – a province of southern Spain

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/32)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 32: The Golden Age of Spain, 1474-1598
**Generic Level Descriptors: Section A**

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

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| 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.  
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| 4     | 13–16| - Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.  
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
- Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5     | 17–20| - Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,  
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
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**Sections B and C**

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

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      |       | • 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.  
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      |       | • 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

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Candidates must analyse and evaluate the source to consider its value in revealing the reasons for the expulsion of the Jews and the process by which it was to be carried out. The individuals referred to in the extract are named in the specification and candidates can therefore be expected to know about them and be aware of the context.

1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences.
   - It has the force of law as an official royal proclamation and is clearly intended to be widely read and to seek widespread approval
   - It is issued in the names of both monarchs and applies to the whole of Spain
   - It claims to follow extensive consultation with both the secular and religious elite whom it suggests are strongly in support
   - As an official proclamation it is likely to omit contrary points of debate which had arisen in the prior discussion.

2. The following inferences and significant points of information could be drawn and supported from the source
   **Reasons for the expulsion of the Jews:**
   - It claims that they seek to undermine the Christian faith
   - It implies that the monarchs are under pressure from leading bishops and the Inquisition
   - It claims that it is a reluctant final measure after more moderate approaches have failed
   - It suggests that a financial motive might be inferred from the reference to confiscated property coming to the treasury.
   **The process:**
   - It indicates that the expulsion is not immediate but four months is allowed for the victims to organise their departure. This is presented as a benign gesture and royal protection is offered
   - It provides evidence, given the size of the country and communication problems, that 4 months was in reality a short period
   - It provides evidence that the penalties for failure to comply are savage in the extreme
   - It provides evidence that it is a sweeping measure in applying to all ages
   - It provides evidence that real problems will be presented to the expelled community, by the refusal to allow the export of gold or silver coins meaning any wealth had to be in the form of goods posing transport problems.

3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in revealing the reasons for the expulsion and the way it was intended to be carried out. Relevant points may include:
   - There had been a series of urban riots in the 1470s against Spaniards of Jewish origin, indicating a rise of tension based on race
   - In January of 1492 Granada had fallen completing the Christian re-conquest of Spain, and the decree may reflect this triumph and the intolerant crusading spirit that drove it
   - There had been a long campaign against converted Jews by the Inquisition since 1478 but unconverted Jews were excluded from their brief
   - It was unclear how many would be expelled as the number who would convert was unknown at the time. It was perhaps hoped that most would convert but these would then be subject to the supervision of the Inquisition. In effect the decree would strengthen the powers and reach of the Inquisition
   - The crown was actually likely to lose revenue if most converted because Jews paid higher taxes.
## Section B: indicative content

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 2        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on how extensive was the social impact on Spain of the price revolution in the years 1500-70.  
Arguments and evidence that it was very extensive should be analysed and evaluated. Relevant points may include:  
• The sheer scale of the inflation - prices doubled in Castile in the first half of the century  
• There were frequent complaints in the Cortes where it emerged as an area of serious concern  
• The preoccupation of many writers who addressed the issue and tried to explain the phenomenon, indicates the scale of the problem  
• Wages rose by less than 30% between 1511 and 1550 but food by considerably more leading to a decline in living standards amongst labourers  
• The clergy on fixed stipends were impoverished as were those nobles relying on fixed rents  
• There was increased social mobility with real gains for merchants and exporters.  
Arguments and evidence that the impact was limited should be analysed and evaluated. Relevant points may include:  
• There was real geographical variation with Castile more affected than Aragon and some areas of Castile worse affected than others  
• The fundamental nature of Spanish society was not dramatically changed despite an increase in those claiming noble status  
• The impact on Spain was limited as much of the gold and silver, which partly accounts for the inflation was exported abroad to pay for imports or fund wars  
• The rising prices of foodstuffs produced no really significant changes in methods of production or amounts produced.  
Other relevant material must be credited. |
Question | Indicative content
--- | ---
3 | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the suggestion that 'It was simply the religious intolerance of the authorities in Madrid that induced the Morisco rebellion of 1568'.

Arguments and evidence that it was 'simply the intolerance in Madrid' should be analysed and evaluated. Relevant points may include:

- the trigger for the revolt was the decrees for the reform of Morisco customs issued in Madrid in 1566-67
- The decrees were backed by Cardinal Espinosa, President of the Council of Castile, who had rigorous orthodox religious views.
- The decrees were rigorously enforced by a client of Espinosa, Pedro de Deza as president of the local audiencia
- King Philip II was rigorously orthodox and backed the decrees and wanted them enforced, unlike previous similar decrees.

Arguments and evidence that it was not 'simply the intolerance in Madrid' should be analysed and evaluated. Relevant points may include:

- There was a growing Turkish threat and fear on the part of the government in Madrid that the Moriscos would cooperate with the Turks in Andalusia
- There was a power struggle between the Marquis de Mondejar, traditional protector of the Moriscos, and his rivals in Madrid. His influence was declining.
- There was a traditional local conflict between Mondejar of the Mendoza family and Pedro de Deza
- There was widespread economic distress in the Morisco economy particularly in the silk industry affected by a large increase in taxes in 1561.

Other relevant material must be credited.
Arguments and evidence that the defeat of the Spanish Armada of 1588 was a key turning point in Spanish power should be analysed and evaluated. Relevant points may include:

- It was a massive enterprise involving a huge deployment of resources and it failed; it was a blow to Spanish prestige and gave encouragement to Spain’s enemies
- Thereafter, Spain was on the defensive and suffered a series of defeats in the Netherlands and in France and, most humiliatingly, in the English raid on Cadiz in 1596
- It contributed to the damaging bankruptcy in 1596
- It was in sharp contrast to a series of military victories going back to the Conquest of Granada in 1492, the Great Captain in Naples from 1495, the Capture of Tunis in 1535, Lepanto in 1571 etc.

Arguments and evidence that the defeat of the Spanish Armada of 1588, was not a key turning point in Spanish power should be analysed and evaluated. Relevant points may include:

- Spain remained the greatest power in Western Europe for many years after 1588
- Philip rebuilt his naval forces and launched two further Armadas against England
- The Atlantic and American colonies were better protected in the 1590s, as Drake and Hawkins found to their cost in 1595
- Major interventions were launched into France in the 1590s and Spain briefly gained control of Calais
- In the late fifteenth century and early sixteenth century, Spanish naval power had been almost non-existent
- There had been previous military disasters such as the assault on Algiers in 1541, when a fleet in the service of Spain was destroyed by bad weather.

Other relevant material must be credited.
<table>
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<th>Question</th>
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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 how far the extensive financial resources of the Spanish monarchy in the years 1474-1598 account for its extraordinary international power.  
Arguments and evidence that it was the extensive financial resources of the Spanish monarchy in the years 1474-1598 that accounts for its extraordinary international power, should be analysed and evaluated. Relevant points may include:  
- The ability of successive monarchs to extract increasingly large sums from Castile  
- The ability to borrow extensively, initially in Castile, using the system of juros, and then from the Fuggers in Germany under Charles V, and finally from Italian bankers  
- The cooperation of the Church at various times, both in Spain and through the Papacy, brought revenue  
- The increasing bullion from the new World provided eventually 20% of revenue but, more importantly underpinned, extensive borrowing.  
Arguments and evidence that counter the proposition that it was the extensive financial resources of the Spanish monarchy in the years 1474-1598 that accounts for its extraordinary international power should be analysed and evaluated. Relevant points may include:  
- Spain was essentially a poor country and the revenue available, particularly in the 15th century, very limited  
- Aragon was very resistant to taxation because of the numerous fueros  
- Philip II had to renege on the terms of his debts several times, which were forms of bankruptcies  
- the geographical extent of the inheritance of Spain's monarchs was the basis of their power  
- The Spanish army, in training, weaponry, and the quality of its generals, was a vital ingredient.  
Other relevant material must be credited. |
History
Advanced
Paper 3: Themes in breadth with aspects in depth
Option 33: The witch craze in Britain, Europe and North America, c1580–c1750

You must have:
Source 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 three questions.
• There are three sections in this question paper. Answer the question in Section A, one question from Section B and one question from Section C.
• Answer the questions in the spaces provided – there may be more space than you need.

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

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

Answer Question 1.

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

1 Assess the value of the source for revealing the reasons for the extent of witch persecution in East Anglia in 1646 and the attitude of the author to witchcraft.

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

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

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS
SECTION B

Answer ONE question in Section B.

EITHER

2  How significant was King James VI in the witch hunting in Scotland in the years 1590–97?

(Total for Question 2 = 20 marks)

OR

3  ‘The extensive persecution of witches in Bamberg in the years 1623–32 was largely a product of the desire of the Prince Bishop to seize their property’.

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

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

Chosen question number:  Question 2 ☐  Question 3 ☐

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

Answer ONE question in Section C.

EITHER

4 How far was the foundation of the Royal Society in 1662, a key turning point in the dominant approach to human understanding and knowledge in Britain in the years 1580–1750?

(Total for Question 4 = 20 marks)

OR

5 How far do you agree that the impact of a series of frauds and doubtful cases steadily undermined the belief in the power of witches in the years 1580–1750?

(Total for Question 5 = 20 marks)

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

Chosen question number:  Question 4 □  Question 5 □
Pearson Edexcel Level 3 GCE

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

Specimen materials for first teaching
September 2015
Source Booklet

Paper Reference
9HI0/33

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

From, John Gaule, *Select Cases of Conscience touching Witches and Witchcraft*, published in June 1646 after witch trials in Huntingdon in May 1646. These had been held before magistrates but not the traditional Assize judges, who only began to resume their functions in June.

There are many who have had no belief in witches till they have a personal experience of them and then their bewitched body or goods has served to change their opinion. But there are also a sort (on the other hand) who are as superstitious in this point as the others are unbelieving. They conclude, not from reason, that witches not only exist but are in every place and Parish with them. Every old woman with a wrinkled face, a furrowed brow, a hairy lip, a gobber tooth*, a squint eye, a squeaking voice or a scolding tongue, having a rough coat on her back, a skullcap on her head, a spindle in her hand and a cat or a dog by her side is not only suspected but pronounced a witch. Every new disease, accident, oddity of nature and strange event, or just judgement of God is by them explained as an act or effect of witchcraft. For this a witch must be suspected and this suspicion, though it be but recent and held by only a few and these of the lower classes, yet it is enough to send for the witch searchers or witch seekers (a trade never taken up in England till now). The witch seekers’ profitable skill depends on nothing more than the superficial. For if you will not admit a boil, a wart or a pustule or a pile or an ulcer, for an obvious witches’ marke, yet then shall it certainly be determined to be in such a place as for shame is not to be named.

Having taken the suspected witch, she is placed upon a stool or table, cross legged, or in some other uneasy posture, to which if she submits not, she is bound with cords. There she is watched and kept without meat or sleep for the space of 24 hours. For they say within that time they shall see her imp come to suck. A little hole is likewise made in the door for the imp to come in at. Less it might come in less discernible shape, those that watch are told to be ever sweeping the room and if they see any spiders or flies, to kill them. If they cannot kill them, then they may be sure they are her imps. This is a belief of so much folly and superstition.

*gobber tooth – protruding front tooth

Acknowledgements

Source is from John Gaule, *Select Cases of Conscience touching Witches and Witchcraft*, 1646.

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/33) Advanced

Paper 3: Themes in breadth with aspects in depth

Option 33: The witch craze in Britain, Europe and North America, c1580-c1750
**Generic Level Descriptors: Section A**

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

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

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

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<td></td>
<td>0</td>
<td>No rewardable material.</td>
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</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

<table>
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<tr>
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| 1        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.  
Candidates must analyse and evaluate the source to consider its value in revealing the reasons for the extent of witch persecution in East Anglia in 1646 and the attitude of the author to witchcraft. The individual referred to in the extract is named in the specification and candidates can therefore be expected to know about him and be aware of the context.  
1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences.  
   - It is dated June 1646 at the height of the witch persecutions in East Anglia  
   - It is clearly drawn up by an educated man who writes effectively  
   - He was well-placed to observe the forms of the persecution which had just taken place in his immediate locality  
   - He appears exceptionally well-informed on the procedures adopted  
   - As an orthodox minister in 1646 it would be normal to accept a belief in witchcraft.  
2. The following inferences and significant points of information could be drawn and supported from the source:  
**Reasons for the extent of persecution of witches:**  
- It suggests that a collective paranoia has seized the locality  
- It suggests that the influence of the lower orders has increased and thus superstition at the expense of reason  
- It claims that witch searchers have made their appearance recently, a profession he clearly has doubts about  
- It suggests that the procedures adopted to confirm a suspect as a witch are almost torture and clearly ludicrous in the author’s opinion.  
**Attitude of the author to witchcraft:**  
- He claims in his initial statement an acceptance of the concept of witchcraft  
- He implies that there are genuine victims of witchcraft but also implies that such cases are rare  
- He suggests that a belief in the extensive presence of witches in his locality is unjustified  
- He claims that the subject of witchcraft attracts much folly and superstition.  
3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in revealing the reasons for the extent of witch persecution in East Anglia in 1646 and the attitude of the author to witchcraft. Relevant points may include:  
- The chaotic state of England at the end of the Civil War and the breakdown of hierarchy and judicial procedures  
- Knowledge of the work of witch finders such as Mathew Hopkins and John Stearne  
- Knowledge of the role and influence of John Gaule  
- The widespread economic and social deprivation in 1646. |
Section B: indicative content

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| 2        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the significance of King James VI in the witch hunting in Scotland in the years 1590-97. Arguments and evidence that James VI was very significant in the witch persecutions of 1590-97 in Scotland should be analysed and evaluated. Relevant points may include:  
  - His authorship in 1597 of Daemonologie, which established him as a leading 'expert' in the British Isles and a refuter of doubters  
  - His role in importing continental ideas on witchcraft, notably from Denmark in 1590, which coincided with the beginning of a witch hunt in North Berwick  
  - James' intervention in several witch cases notably those involving Agnes Simpson and John Fian, both of whom he interrogated with torture  
  - His establishment of royal commissions to hunt witches and recommendation of the more extensive use of torture  
  - His belief that he was the intended victim of witchcraft. Arguments and evidence that James VI was not very significant in the witch persecutions of 1590-97 in Scotland should be analysed and evaluated. Relevant points may include:  
  - The North Berwick witches developed as a result of a local magistrate's over-enthusiasm in the case of Gilly Duncan  
  - Much of the witch hunting developed as a result of ineffective royal control  
  - James attempted to reduce witch hunts in 1597 by revoking the commissions and insisting on Privy Council approval for a trial  
  - Various aspects of the Scottish legal system made witch persecution easier than in England.  

Other relevant material must be credited.
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| 3        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the suggestion that, ’The extensive persecution of witches in Bamberg in the years 1623-32 was largely a product of the desire of the Prince Bishop to seize their property’. Arguments and evidence that the desire to seize the witches’ property was the chief motive for persecution in Bamberg should be analysed and evaluated. Relevant points may include:  
  - John George II Fuchs von Dornheim launched a massive persecution in his prince Bishopric during his reign (1623-32) 900 witches were killed - three times the number under his predecessor of 1609-23  
  - Unusually all property of the victims could be confiscated and they had to pay for the process of interrogation and execution- it was therefore profitable for the prince bishop  
  - Unusually and significantly a large number of the victims were rich and from the upper elite of the state e.g. John Junius, the mayor of Bamberg  
  - In his bid to control and reduce the persecutions, the Emperor Ferdinand prohibited the confiscation of property. Arguments and evidence that the desire to seize the witches’ property was not the chief motive for persecution in Bamberg should be analysed and evaluated. Relevant points may include:  
  - It was a period of massive dislocation due to the Thirty Years War - this reduced Imperial and church controls over the Prince Bishop  
  - There was widespread social and economic distress and witches were popular scapegoats  
  - The area had only recently been reconverted to Roman Catholicism and dissent and all heresies were particularly suspect and conformity was at a premium  
  - The widespread use of the most brutal tortures inevitably brought confessions which were believed  
  - Suspects were made to denounce fellow witches under torture and the ‘net’ inevitably spread. Other relevant material must be credited. |
## Section C: indicative content

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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 how far the foundation of the Royal Society in 1662 was a key turning point in the dominant approach to human understanding and knowledge in Britain in the years 1580-1750. 

Arguments and evidence that the foundation of the Royal Society in 1662 was a key turning point in the dominant approach to human understanding and knowledge in Britain in the years 1580-1750 should be analysed and evaluated. Relevant points may include:

- The Royal Society enjoyed enormous prestige and attracted the membership of the social and intellectual elite of England including the King
- The Royal Society advanced the belief in experimental knowledge and was an effective propagandist for this approach
- One of its most important members was Isaac Newton and the Royal Society was responsible for the printing of his Principia Mathematica in 1687
- The Royal Society showed considerable interest and gave encouragement to the empirical study of mortality tables by Petty and Halley. Statistics and probability theory received a boost.

Arguments and evidence that the foundation of the Royal Society in 1662 was not a key turning point in the dominant approach to human understanding and knowledge in Britain in the years 1580-1750 should be analysed and evaluated. Relevant points may include:

- The rise of a belief in empiricism was a gradual process and Bacon’s publications in 1605 and 1620 were highly significant
- The Royal Society grew out of an earlier body founded in 1644, Gresham College
- Important publications by Hobbes in the 1650s and Locke in 1690 did much to shape a new consensus on the basis of knowledge
- Many older beliefs current in 1580 lived on side by side with the new approach. Newton into the eighteenth century remained fascinated by arcane knowledge and numerology in the Bible.

Other relevant material must be credited. |
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<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 they agree that the impact of a series of frauds and doubtful cases steadily undermined the belief in the power of witches in the years 1580-1750. Arguments and evidence that the impact of a series of frauds and doubtful cases did steadily undermine the belief in the power of witches in the years 1580-1750 should be analysed and evaluated. Relevant points may include:</td>
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<td>- James I was shocked into greater disbelief by two cases of fraud: one in 1606 of Anne Gunter, and another in Leicester in 1616, when he overturned convictions based on the evidence of children.</td>
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<td>- The Pendle swindle arose from a dispute over payment for a cow and provoked a royal pardon and thereafter the 1630s were marked by a very low degree of witch persecutions.</td>
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<tr>
<td></td>
<td>- The Case of the Demon Drummer of Tedworth in 1662 attracted much interest and excited debate. The King and most others concluded it was a fraud.</td>
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<td>- The courts after 1660 tended to be increasingly sceptical and this was particularly so under Sir John Holt as Lord Chief Justice from 1689-1710.</td>
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<td>Arguments and evidence that the impact of a series of frauds and doubtful cases did not steadily undermine the belief in the power of witches in the years 1580-1750 should be analysed and evaluated. Relevant points may include:</td>
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<td>- The process was certainly not steady. There had been several cases of fraud uncovered before the great spate of witch persecutions in East Anglia in the 1640s.</td>
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<td>- The Case of the Demon Drummer of Tedworth led to the publication in 1668 of a book defending belief in witchcraft by Joseph Glanvill, a member of the Royal Society.</td>
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<tr>
<td></td>
<td>- Popular belief in witchcraft remained strong throughout the period 1580-1750. In the Jane Wenham case in 1712, the Jury convicted against the advice of the presiding judge.</td>
</tr>
<tr>
<td></td>
<td>- As late as 1750, a mob killed an old lady by ducking her.</td>
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<tr>
<td></td>
<td>Other relevant material must be credited.</td>
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</tbody>
</table>
Instructions

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

Information

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

Advice

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

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

You must start your answer on page 3.

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

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

1 Assess the value of the source for revealing why Josiah Wedgwood considered the building of the Trent and Mersey canal to be important, and the problems involved in planning to build this canal.

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

   (Total for Question 1 = 20 marks)

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

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

2 Assess the value of the source for revealing the effectiveness of the operation of the poor laws before 1834 and the principles underpinning the recommendations for change.

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

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

Chosen question number:  Question 1 ☐   Question 2 ☐

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

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

EITHER

3 How accurate is it to say that his use of child labour was primarily responsible for Samuel Greg’s success as a cotton manufacturer?

(Total for Question 3 = 20 marks)

OR

4 ‘Isambard Kingdom Brunel’s contribution to the development of the British rail network was more significant than any of his other ventures.’

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

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

EITHER

5 ‘The Charity Organisation Society had a completely different approach to relieving poverty from that offered by the state in the years 1847–80.’

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6 How accurate is it to say that the British government was ineffective in dealing with the problem of poverty in the years 1929–39?

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

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

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

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

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

EITHER

7  ‘In the years 1759-1918, the New Model Unions had the most influence on improving adult working conditions.’

How far do you agree with this judgement?

(Total for Question 7 = 20 marks)

OR

8  How far can the Children’s Act of 1908 be regarded as the key turning point in bringing about change to children’s lives in the years 1802–1928?

(Total for Question 8 = 20 marks)

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

EITHER

9  How far do you agree that the cholera epidemic of 1832 provided the most important impetus for public health provision in the years 1780–1907?

(Total for Question 9 = 20 marks)

OR

10 To what extent were central government initiatives the most important factor changing public health provision in the years 1834–1939?

(Total for Question 10 = 20 marks)
Indicate which question you are answering by marking a cross in the box ✗. If you change your mind, put a line through the box ❌ and then indicate your new question with a cross ✗.

Chosen question number:  

Question 7  ❌  Question 8  ✗  
Question 9  ❌  Question 10  ❌

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

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

**History**

**Advanced**

Paper 3: Themes in breadth with aspects in depth

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

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

Specimen materials for first teaching

September 2015

Sources Booklet

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

Source for use with Question 1.

Source 1: Part of a report on the benefits of the proposed Trent and Mersey canal. It was not written by Wedgwood, but commissioned and paid for by him. Wedgwood met with the Mayor of Liverpool, Mr Tarleton, in May 1765, and left a copy of the report with him.

A design, to join the rivers Weaver and Trent by a navigable canal, is likely soon, with the assistance of the public to be implemented. It may not be improper to point out some of the advantages which will arise from it to the port of Liverpool.

It will greatly increase the connection between this town and Birmingham to the considerable advantage of both. It will enable the Liverpool merchants to convey to Birmingham wood, sugars and groceries of all kinds, rum, wine and many other sorts of merchandise, and to receive from Birmingham and the neighbouring country, all their valuable manufactures, especially guns and other heavy articles at a great saving per ton.

Many vessels will be employed upon this canal in bringing down ironstone to Liverpool which will then be shipped to the north, whence will be returned great quantities of red iron ore to be sent up this canal to various pottery and other works in Staffordshire. This canal will bring down the manufactures of Coventry, Leicester, Nottingham and Derby and return all sorts of merchandise to these places and the neighbouring towns. It will bring down great quantities of barley, malt, oats and wheat, and provide Liverpool with a supply of these articles at a reasonable price.

The present price of freight and carriage of clay and flint for pottery in Staffordshire, which is 15 *florins per ton on average, will be reduced by this new conveyance to 2 florins per ton. The carriage and freight of the earthenware will be reduced from 28 florins to about 12 florins per ton. This must greatly increase the sending of goods of that manufacture from this port.

A principal difficulty, which will occur during the carrying out of this important project, will arise from the expense of making various surveys, and obtaining an Act of Parliament. It is hoped the Liverpool merchants, who have so often distinguished themselves in public-spirited works, will contribute generously to the support of a scheme from which they will so materially benefit. And as an encouragement to a generous contribution on this occasion, it may not be improper to assure the subscribers that their money will be returned to them if the attempt should fail, in proportion of what has not been spent.

* florin = two shillings, one tenth of a pound.
The most pressing of all evils are those connected with the relief of the able-bodied poor.

From the evidence collected under this Commission, we believe that a compulsory provision for the relief of the poor can be administered on a sound and well-defined principle; and that under the operation of this principle is the assurance that no one need perish from want.

It may be assumed that, in the administration of relief, the public is justified in imposing conditions on the individual’s relief as are beneficial either to the individual himself or to the country at large, at whose expense he is to be relieved.

The first and most essential of all conditions is that his situation shall not be made better than the situation of the independent labourer of the lowest class. Throughout the evidence it is shown that, in proportion as the condition of any pauper class is elevated above the condition of independent labourers, the condition of the independent class is depressed; their inducement to work is impaired, their employment becomes unsteady and its remuneration in wages is diminished. Such persons, therefore, are under the strongest inducements to quit the less eligible class of labourers and enter the more eligible class of paupers. Every penny bestowed that tends to render the condition of the pauper more eligible than that of the independent labourer, is a reward for indolence and vice.

The evidence shows how imperfectly the situation of the independent labourer has been enquired into, and how little is known of it by those who award or distribute relief. Thus the diet of the workhouse almost always exceeds that of the cottage; that commonly the work required from the pauper is inferior to that performed by the independent labourers so as to create a notion among the agricultural paupers that they have a right to be exempted from the amount of work that is to be performed, and indeed sought for, by the independent labourer.

Even if the condition of the independent labourer were to remain as it now is, and the pauper reduced below that condition, he might still be adequately supplied with the necessities of life. This process of depauperising the able-bodied ultimately brings about a process which raises the condition of all. Thus the main principle of a good Poor-Law administration is the restoration of the pauper to a position below that of the independent labourer.
Acknowledgements

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/34)
Advanced

Paper 3: Themes in breadth with aspects in depth

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

Option 34.2: Poverty, public health and the state in Britain, c1780–1939
**Generic Level Descriptors: Section A**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
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<tr>
<td>1</td>
<td>1–3</td>
<td></td>
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<tr>
<td></td>
<td>• 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.</td>
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<tr>
<td></td>
<td>• Some relevant contextual knowledge is included, with limited linkage to the source material.</td>
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<tr>
<td></td>
<td>• 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.</td>
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<tr>
<td>2</td>
<td>4–7</td>
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<tr>
<td></td>
<td>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</td>
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<tr>
<td></td>
<td>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</td>
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<tr>
<td></td>
<td>• 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.</td>
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<tr>
<td>3</td>
<td>8–12</td>
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<tr>
<td></td>
<td>• 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</td>
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<tr>
<td></td>
<td>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</td>
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<tr>
<td></td>
<td>• 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.</td>
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<tr>
<td>4</td>
<td>13–16</td>
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<tr>
<td></td>
<td>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</td>
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<tr>
<td></td>
<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 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
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<tr>
<td>5</td>
<td>17–20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</td>
<td></td>
</tr>
<tr>
<td></td>
<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>
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<tr>
<td></td>
<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>
</tr>
</tbody>
</table>
**Sections B and C**

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

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</td>
</tr>
<tr>
<td></td>
<td>Candidates must analyse and evaluate the source to consider its value in revealing why Josiah Wedgwood regarded the building of the Trent and Mersey canal to be important, and the problems involved in planning to build this canal.</td>
</tr>
<tr>
<td></td>
<td>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</td>
</tr>
<tr>
<td></td>
<td>• Wedgwood was developing his pottery works in Staffordshire and had an interest in promoting the building of the canal</td>
</tr>
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<td></td>
<td>• It is a document designed to persuade, through argument as well as evidence</td>
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<tr>
<td></td>
<td>• The report contains factual information that could be checked</td>
</tr>
<tr>
<td></td>
<td>• The document contains much that is speculative but presented as fact. For example, the ‘information’ provided regarding the reduction in the costs of conveying goods.</td>
</tr>
<tr>
<td></td>
<td>2. The following inferences and significant points of information could be drawn and supported from the source:</td>
</tr>
<tr>
<td></td>
<td><strong>The importance of the Trent and Mersey canal to Josiah Wedgwood:</strong></td>
</tr>
<tr>
<td></td>
<td>• Provides evidence of the importance to Wedgwood because he took the time and trouble to meet personally with the Mayor of Liverpool</td>
</tr>
<tr>
<td></td>
<td>• Provides evidence of the importance to Wedgwood because he had commissioned (and paid for) a report on the advantages of such a canal</td>
</tr>
<tr>
<td></td>
<td>• Suggests that the canal would enable carriage of raw materials, essential to the development of Wedgwood’s potteries, far more cheaply than at present</td>
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<td></td>
<td>• Suggests that the canal would enable Wedgwood’s export markets, via Liverpool, to expand.</td>
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<td></td>
<td><strong>The problems involved in planning to build a canal:</strong></td>
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<tr>
<td></td>
<td>• Provides evidence of the need to obtain an act of parliament</td>
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<tr>
<td></td>
<td>• Suggests that not all proposals for canal builds are successful</td>
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<tr>
<td></td>
<td>• Provides evidence that there is an initial financial outlay, for example in paying for initial surveys to be made</td>
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<td></td>
<td>• Suggests that the costs could be met by subscriptions from interested parties.</td>
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<td></td>
<td>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the importance of the Trent and Mersey canal to Josiah Wedgwood and the problems involved in planning to build a canal. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The need for private Acts of Parliament and the costs and process involved</td>
</tr>
<tr>
<td></td>
<td>• The stage of development of the canal network</td>
</tr>
<tr>
<td></td>
<td>• The ways in which established industries used the canals</td>
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<tr>
<td></td>
<td>• The stage of development of Wedgwood’s business</td>
</tr>
<tr>
<td></td>
<td>• The personal wealth of Wedgwood and so the likelihood of his being able to make substantial contributions to the project.</td>
</tr>
</tbody>
</table>
Option 34.2: Poverty, public health and the state in Britain, c1780–1939

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</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 source to consider its value for revealing the effectiveness of the operation of the poor laws before 1834 and the principles underpinning the recommendations for change.  
1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
   - The authoritative nature of the Report, commissioned by the government  
   - The data for analysis was collected and collated from original, first-hand reports from across the country  
   - It aims to persuade, making a case through argument as well as evidence  
   - Some of the conclusions to the report were written before all the evidence was collected.  
2. The following inferences and significant points of information could be drawn and supported from the source:  
   **The effectiveness of the old poor laws:**  
   - It suggests that in parishes where paupers are well-treated, independent labourers suffer  
   - It provides evidence to show that where paupers are generously treated, independent labourers abandon their independence and join the paupers, claiming relief that provides them with a better standard of living  
   - It suggests that poor relief is rewarding indolence and vice where it raises the pauper above the condition of the independent labourer  
   - It suggests that those administering poor relief do not enquire sufficiently into the needs of the poor before providing relief  
   - It suggests that relief provided under the old poor laws is inconsistent and usually too generous.  
   **The principles underpinning the recommendations for change**  
   - It suggests that a sound system of providing poor relief can be devised  
   - It provides evidence that the underlying principle should be that no one need perish from want  
   - It suggests that the public is entitled to impose conditions on universal relief because they are funding that relief  
   - It provides evidence that the provisions made for paupers should not place the pauper in a better position than that of the lowest independent labourer.  
3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of the old poor law and the principles underpinning the recommendations for change. Relevant points may include:  
   - The rising costs of poor relief prior to 1834  
   - The dominant philosophy of Utilitarianism  
   - The change of government, bringing the reforming Whigs to power in 1831  
   - The growing belief that those administering the Poor Laws were corrupt  
   - Fears that the most common forms of relief encouraged large families and perpetuated a cycle of poverty. |
Section B: indicative content

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
</table>
| 3        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement about the accuracy of the statement that child labour was the main reason Samuel Greg was a successful cotton manufacturer.

Arguments and evidence supporting the statement that child labour was the main reason for Samuel Greg’s success should be analysed and evaluated. Relevant points may include:
- Children, working as piecers and bobbin winders, were essential to the smooth production of cotton thread
- The importance of children to his enterprise is shown by Greg’s contacts with parishes as far away as London in an effort to obtain pauper children to work in Styal mill
- The building of a house specifically to house the apprentice children was indicative of the importance Greg placed on child labour
- The payment to a doctor for regular visits to inspect the children as indicative of his need for a healthy work force.

Arguments and evidence supporting the statement that other factors, not child labour, were the main reasons for Samuel Greg’s success should be analysed and evaluated. Relevant points may include:
- The selection of the ideal site for cotton production
- The selection of a site offering better environmental conditions than that found in cities
- Employment of Peter Ewart, who was to become a partner, and Ewart’s skill in obtaining maximum power from mill-races and innovative water wheels
- The use of steam power as a back-up for when the water flow was low, ensuring continuous production
- Professional and family connections with the Manchester cotton manufacturers enabling access to a network of contacts for sales, purchasing and employment of operatives.

Other relevant material must be credited. |
**Question 4**

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

Candidates are expected to reach a judgement on whether or not Brunel’s contribution to the development of the British rail network was more significant than any of his other ventures.

Arguments and evidence about the significance of Brunel’s contribution to the development of the British rail network should be analysed and evaluated. Relevant points may include:

- The development of a broad gauge track that enabled greater stability and speed for rolling stock
- Brunel’s victory at the Rainhill trials, proved his designs for track and rolling stock were superior to those of Stephenson
- Brunel’s innovative designs for stations greatly improved the movement of goods and passenger comfort
- Problem-solving during Great Western Railway (GWR) construction was transferred to similar problems on other lines.

Arguments and evidence about the significance of Brunel’s other ventures should be analysed and evaluated. Relevant points may include:

- The design and construction of pre-fabricated hospitals greatly aided sanitation and the reduction of death rates. For example, Brunel’s pre-fabricated hospitals were used at Scutari during the Crimean War
- The design of road-carrying suspension bridges greatly facilitated transport across difficult terrain
- The design of the SS Great Western proved the viability of a transatlantic steamship service
- The design of the SS Great Britain, the first iron-hulled propeller-driven steam ship to cross the Atlantic, influenced future ship design.

Other relevant material must be credited.
### Option 34.2: Poverty, public health and the state in Britain, c1780–1939

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
</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 similarities and differences between the approaches to relieving poverty offered by charity and self-help and those offered by the state in the years 1847-80. Arguments and evidence about the differences between the approaches should be analysed and evaluated. Relevant points may include:  
- The philosophies underpinning the approaches were different: Samuel Smiles and self-help vs Edwin Chadwick and utilitarianism  
- The Charity Organisation Society (COS) worked through a number of agencies: friendly societies and trade unions, for example. The Poor Law, as administered by the state, did not work through multiple agencies  
- Charities were funded by voluntary contributions whereas the Poor Law was funded by a compulsory Poor Rate collected and used locally  
- Charities provided relief for people in their own homes and often for specific purposes, such as free meals for children. The state provision was workhouse based.  
Arguments and evidence about the similarities between the approaches should be analysed and evaluated. Relevant points may include:  
- Both approaches were underpinned by a philosophy to which reference could be made in justification for actions and/or to determine actions  
- Both contained elements of central control: charities through the COS and the Poor Law through the Poor Law Board and, later, the Local Government Board  
- Neither approach relied on funding from central government  
- Whilst state provision was workhouse based, out-door relief remained the most common way of providing relief – as was provided by the COS. Other relevant material must be credited. |
<table>
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<tr>
<th>Question</th>
<th>Indicative content</th>
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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 British government was ineffective in dealing with the problem of poverty in the years 1929-39.

Arguments and evidence that the British government was ineffective in dealing with the problems of poverty in the years 1929-39 should be analysed and evaluated. Relevant points may include:

- In the early 1930s, during the period of maximum unemployment, there was a failure to develop employment relief opportunities
- Cutting National Insurance benefits and paying them for a shorter length of time, creating hardship
- The introduction of the means test for the long-term unemployed that was calculated on household income, not on the income of the unemployed member, caused much resentment
- Increasing income tax from a basic rate of 22.5% to 25%, creating hardship for those families on the taxable margins.

Arguments and evidence that the government was not ineffective in dealing with the problems of poverty in the years 1929-39 should be analysed and evaluated. Relevant points may include:

- Setting up the Iron and Steel Federation (1932) to supervise the demolition of old works and the building of new
- The Special Areas Act (1934) to finance projects in depressed areas
- Setting up the Unemployment Assistance Board (1934) to take responsibility for the long-term unemployed
- Introducing state subsidies, import quotas and marketing boards to protect British agriculture
- Extension of National Insurance to include groups such as agricultural labourers.

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 7        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement about how far they agree that the New Model Unions had the most influence on improving adult working conditions in the years 1759-1918.  
The impact of the New Model Unions on improving adult work and working conditions should be be analysed and evaluated. Relevant points may include:  
- Membership open only to skilled workers and so regarded as ‘respectable’ by employers who were usually willing to enter into negotiations rather than face strike action  
- Negotiated successfully to, for example, restrict the number of apprentices entering a range of skilled / craft occupations, thus preserving the scarcity value of specific skill sets, and successfully to reduce their hours of work  
- Highly organised and centralised structures of the new model unions gave members experience of negotiating at high levels and provided a model to be followed in later union development  
- Provided benefits for sickness and unemployment, funded from high level of subscriptions, providing the model for later union development.  
Other factors having a more significant impact on improving adult working conditions should be analysed and evaluated. Relevant points may include:  
- The shift from water to steam power from the 1780s, enabling factories to be sited in towns and encouraging town development, thus encouraging the formation of early workers’ associations  
- Parliamentary legislation, limiting the hours of work and thus improving working conditions  
- Technological changes led to an improved and safer working environment  
- The New Unionism of the 1880s, enabling unskilled workers to become unionised, thus creating a coherent united group to pressurise employers to make improvements  
Other relevant material must be credited. |
Candidates are expected to reach a judgement about the extent to which the Children’s Act of 1908 was the key turning point in bringing about change to children’s lives in the years 1802-1928.

Arguments and evidence for the Children’s Act of 1908 being the key turning point in bringing about change to children’s lives in the years 1802-1928 should be analysed and evaluated. Relevant points may include:

- The establishment of juvenile courts enabled children accused of crimes to be tried by tribunals with powers to impose different and more limited punishments than those that would be imposed by an adult criminal court
- The establishment of borstals for young offenders, preventing liaising with hardened criminals
- Local authorities empowered to keep children out of the workhouse and so break the cycle of poverty
- The regulating of foster parents prevented baby-farming.

Arguments and evidence that the Children’s Act of 1908 was *not* the key turning point in bringing about change to children’s lives should be analysed and evaluated. Relevant points may include:

- The Act confirmed the way things were by 1908 (e.g., the impact of the 1889 Prevention of Cruelty to, and Protection of, Children Act) and confirmed earlier practices such as the attempts by workhouse authorities to ensure children did not become pauperised. As such it could not be considered a key turning point
- The Factory Act of 1802, which prevented apprentices working at night and provided basic education
- The Mines Act of 1842, which prevented all girls and boys under the age of 10 from working underground
- The Education Act of 1870, which set the framework for the education of all children aged 5-13
- The initiatives of philanthropists such as Dr Barnardo in providing refuge for destitute children.

Other relevant material must be credited.
### Option 34.2: Poverty, public health and the state in Britain, c1780–1939

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 9        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. 

Candidates are expected to reach a judgement on how accurate it is to say that the cholera epidemic of 1832 provided the most important impetus for public health provision in the years 1780-1907.

Arguments and evidence for the part played by the cholera epidemic in providing the most important impetus for public health provision in the years 1780-1907 should be analysed and evaluated. Relevant points may include:

- The setting up, by the government, of the first national Board of Health, which, although temporary, set the precedent for a permanent Board
- The provision of government backed advice, officially recognising that cleanliness, adequate clothing and food were necessary factors in public health, to which Chadwick later added clean water and sanitation. This formed the basis for the work of later pressure groups
- The establishment of local Boards of Health, with locally appointed inspectors, to report on conditions on the ground in towns and cities, thus providing evidence for future central government involvement
- The impetus provided for research into the causes of cholera leading to a growing understanding that disease could be waterborne, leading to pressure for clean, piped water for human consumption.

Arguments and evidence against the part played by the cholera epidemic as being the most important impetus for public health provision should be analysed and evaluated against other factors contributing to improvements in public health. Relevant points may include:

- Writings of economists (eg Thomas Malthus *An Essay on the Principle of Population* published in 1798) warning about the dangers of population growth
- A range of reports on the state of towns as a result of rapid industrialisation (eg *The Moral and Physical Condition of the Working Class Employed in the Cotton Manufacture of Manchester* compiled by Dr James Kay in 1832) describing the living conditions of working class people
- Action by central government in introducing Acts of Parliament in 1858 and 1875 that dealt with public health issues
- Action by local authorities in submitting private Acts of Parliament involving, for example, the power to carry out nuisance removal, build and make improvements to drainage and water supply
- Changes in attitudes of the public and press to public health issues.

Other relevant material must be credited.
Candidates are expected to reach a judgement on the extent to which central government initiatives were the most important factor in changing public health provision in the years 1834-1939.

Arguments and evidence relating to central government being the most important factor should be analysed and evaluated. Relevant points may include:

- The Public Health Act 1848, which was permissive, but which enabled healthier living in worst affected towns
- The Local Government Act 1858, which enabled local initiatives to be taken in public health matters instead of broader action by the General Board of Health, which was wound up
- The Public Health Act 1875, which established public health authorities in every county, with responsibility for all aspects of public health
- The Liberal government reforms (1906-07)
- The Public Health Act 1936, which enabled local authorities to act in the prevention and notification of disease.

Arguments and evidence relating to the importance of other factors apart from central government initiatives should be analysed and evaluated. Relevant points may include:

- The development and production of vaccines by individual doctors and scientists, providing immunity against killer diseases (eg Jenner’s discovery of the smallpox vaccine became widely used after the mid-1830s)
- Initiatives taken by local authorities in, for example, the removal of slum dwellings and screening for a range of diseases
- Joseph Bazalgette’s work in the 1860s on designing a sewerage system for London, resulting in a cleaner and healthier city
- The Garden City Movement, initiated in 1898 by Ebenezer Howard, that resulted in the building of, for example, Letchworth Garden City, thus enabling people to live in sound housing in a healthy environment
- The establishment of birth control clinics in the 1920s and the availability of cheap forms of contraception, resulting in smaller families and healthier living for parents and children.

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 **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question in Section A, **one** question from Section B **and** one question from Section C.
- Answer the questions in the spaces provided
  – **there may be more space than you need.**

Information

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

Advice

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

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

You must start your answer on page 3.

Option 35.1: Britain: losing and gaining an empire, 1763–1914

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

1 Assess the value of the source for revealing the attitude of Jefferson to Britain and the reasons for the outbreak of the War of Independence in North America.

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

(Total for Question 1 = 20 marks)

Option 35.2: The British experience of warfare, c1790–1918

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

2 Assess the value of the source for revealing the strategy of trench warfare and Coppard's attitude to fighting in it.

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

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

Chosen question number:  Question 1 ☐  Question 2 ☐

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

Option 35.1: Britain: losing and gaining an empire, 1763–1914

EITHER

3 How far do you agree that the British settlement of Australia in the years 1788–1829 was a disaster for the Aborigine population?

(Total for Question 3 = 20 marks)

OR

4 How far does Britain’s ruthless response account for the defeat of the ‘Indian Mutiny’ in 1857–58?

(Total for Question 4 = 20 marks)

Option 35.2: The British experience of warfare, c1790–1918

EITHER

5 ‘The role of Wellington was more significant than that of Nelson in bringing about the defeat of the French in the years 1793–1815.’

How far do you agree with this opinion? Explain your answer.

(Total for Question 5 = 20 marks)

OR

6 How accurate is it to say that the most important outcome of Black Week (10–19 December 1899) was the British government’s decision to recruit volunteers to fight in the second Boer War?

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

Chosen question number:  
Question 3  
Question 5  

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

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

Option 35.1: Britain: losing and gaining an empire, 1763–1914

EITHER

7 How far was the adoption of free trade in 1842–46, the key factor in the growth of British global trade in the years 1763–1914?

(Total for Question 7 = 20 marks)

OR

8 How far do you agree that the willingness to use force to expand British commerce was a key factor in British commercial success in the years 1763–1914?

(Total for Question 8 = 20 marks)

Option 35.2: The British experience of warfare, c1790–1918

EITHER

9 How far can William Armstrong’s new artillery (1859–60) be regarded as the key turning point in the development of weaponry in the years 1790–1918?

(Total for Question 9 = 20 marks)

OR

10 ‘In the period 1790–1918, it was only in the years 1914–1918 that war really impacted on the civilian population in Britain.’

How far do you agree with this opinion?

(Total for Question 10 = 20 marks)
Indicate which question you are answering by marking a cross in the box ✗. If you change your mind, put a line through the box ✗ and then indicate your new question with a cross ✗.

Chosen question number:

- Question 7  ✗  Question 8  ✗
- Question 9  ✗  Question 10  ✗

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

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

History
Advanced
Paper 3: Themes in breadth with aspects in depth
Option 35.1: Britain: losing and gaining an empire, 1763–1914
Option 35.2: The British experience of warfare, c1790–1918

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 35.1: Britain: losing and gaining an empire, 1763–1914

Source for use with Question 1.

Source 1: From, The Declaration of Independence, 4 July 1776. It was drafted by Thomas Jefferson on the instructions of a committee of the Continental Congress of the Colonies after the outbreak of hostilities. Jefferson was a prominent Virginia landowner with legal training and very much in sympathy with the fashionable ideas of the Enlightenment. He was a leading opponent of British power within his state.

When it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights and among these are, life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles and organising its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light or passing causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and illegalities show a design to reduce them under an absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former system of government. The history of the present King of Great Britain is a history of repeated injuries and illegalities, all having in direct object the establishment of an absolute tyranny over these States.

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury.

Nor have we been wanting in attention to our British brethren. We have appealed to their native justice and magnanimity and we have conjured them by the ties of our common kindred to disavow these illegalities. They too have been deaf to the voice of justice and our blood-ties.
Option 35.2: The British experience of warfare, c1790–1918

Source for use with Question 2.

George Coppard enlisted as a private in the Queen's Royal West Surrey Regiment in August 1914. He was sent to France in June 1915 as a private in the Vickers machine-gun unit and fought in the battles of Loos, Somme, Arras and Cambrai. He kept a diary throughout the war, which he later wrote up as a memoir of the war. Here he is writing about the early days of the battle of the Somme.

Immediately in front of us was clear evidence that the attack had been brutally repulsed. Hundreds of dead were strung out like wreckage. Quite as many had died on the enemy wire as on the ground. From the way the bodies were evenly spread out, it was clear there were no gaps in the wire at the time of the attack. Concentrated machine gun fire from sufficient guns to command every inch of the wire had done its terrible work. The Germans must have been reinforcing the wire for months. It was so dense that daylight could barely be seen through it.

How did our planners imagine that Tommies* would break through the German wire? What made them think that artillery fire would pound wire to pieces? Any Tommy could have told them that shell-fire lifts wire up and drops it down, often in a worse tangle than before. A vast amount of our artillery fire was directed against the enemy wire before 1 July but, with the huge percentage of misses, it was largely wasted effort. Brave men of the Royal Engineers went out at night to explode torpedoes under the wire, but it flopped back.

The German troops were in no way superior to the British. What was superior beyond any doubt was the enemy trench system, built in thorough German fashion to a proper standard of strength and efficiency, and defended with large numbers of machine guns. It was the strength of this system that was seriously under-estimated. The morale of the German troops behind such defences was bound to be high, as there was every likelihood that they would be able to beat off an attack. Any talk of the lack of experience of our troops is a cruel slander. If every one of our boys had been a highly trained guardsman, he could have done no more than reach the wire – if he had got as far as that – and then die. Our assault troops on those first terrible days hadn’t a chance. What I saw on the morning of 2 July convinced me that our chaps had been totally unable to get to grips with Jerry**. Someone had blundered about the wire. Any element of surprise had been ruined by the long bombardment of the enemy trenches. Jerry had ample time to repair and strengthen his defences, and lay quiet in deep dugouts waiting for us.

*Tommy = slang word for a British soldier

**Jerry = slang word for a German
Acknowledgements

Source 1 is from Eric J Evans, *Liberal Democracies*, John Sherratt and Son, 1990;
Source 2 is from George Coppard, *With a machine gun to Cambrai*, Imperial War Museum 1980.

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/35)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 35.1: Britain: losing and gaining an empire, 1763-1914

Option 35.2: The British experience of warfare, c1790-1918
**Generic Level Descriptors: Section A**

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

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

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

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<td></td>
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</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 35.1: Britain: losing and gaining an empire, 1763-1914

<table>
<thead>
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| 1        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value in revealing the attitude of Jefferson to Britain and the reasons for the outbreak of the War of Independence in North America.  
1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
   - It is dated early July 1776, after the outbreak of fighting between rebel colonists and royal forces and is a sophisticated piece of war propaganda  
   - It is well-structured and persuasively-expressed, clearly drafted by an experienced and effective writer with legal training  
   - It very much reflects the ideas of the eighteenth-century Enlightenment in its phraseology and concepts  
   - It reflects the opinion of those militantly opposed to Britain and not necessarily all inhabitants of the American colonies.  
2. The following inferences and significant points of information could be drawn and supported from the source:  
   **The attitude of the author to Britain:**  
   - It suggests close ties of kinship with references to 'our brethren' and a land with whom we have blood ties  
   - It suggests that the author has high expectations of Britain because he speaks approvingly of British justice and magnanimity  
   - It suggests that support and sympathy were expected from Britain  
   - It suggests that the central grievance is the King of Britain, rather than the nation of Britain, although this also disappoints in its failure to check their king.  
   **The reasons for the outbreak of the War of Independence in North America:**  
   - The King has been responsible for a long list of abuses and illegal activities in the Colonies  
   - He appears to be aiming at changing the way the colonies have been governed and creating a tyranny  
   - Government should be by the consent of the governed and this consent has been withdrawn because the government is not fulfilling its primary duties of defending 'life, liberty and the pursuit of happiness'  
   - Repeated well-mannered attempts to get the King to change course have failed leaving the colonists no alternative but fighting for freedom  
3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in revealing the attitude of the American colonists to Britain and the reasons for the outbreak of the War of Independence in North America. Relevant points may include:  
   - Details of the particular grievances felt by many of the colonists over the use of the military and the British claims to rights of taxation  
   - Explanations of why the royal government in Britain felt that they were being provoked by the colonists and why, therefore, they strengthened the military  
   - Knowledge of those colonists who remained loyalists.  
   - The support in Britain for the American cause e.g. Edmund Burke  
   - Awareness of the intellectual and historical influences acting on and shaping Jefferson and his fellow delegates e.g. the 'fashionable Enlightenment ideas' referred to in the contextual knowledge heading the document. |
**Option 35.2: The British experience of warfare, c1790-1918**

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| 2 | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value in revealing the strategy of trench warfare and Coppard’s attitude to fighting in it.  
1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
   - The author’s direct experience of trench warfare should make him knowledgeable  
   - The account was written up over 50 years after the battle it describes; the author could have used the benefit of hindsight in the comments and criticisms he makes  
   - The account was written up from a diary written at the time. The keeping of diaries was illegal, and so would have been written quickly and secretly. This could have affected its accuracy  
   - The account is limited to one section of the western front, and so its typicality could be questioned.  
2. The following inferences and significant points of information could be drawn and supported from the source:  
   **Strategy of trench warfare:**  
   - It provides evidence that long bombardments were used to try to break and destroy the enemy’s wire defences  
   - It provides evidence that the use of bombardments on the Somme failed and suggests that this would always be so; artillery fire could not, by its very nature, pound wire to pieces  
   - It provides evidence that a strong and well-built trench system was essential to successful strategy  
   - It provides evidence that part of the German strategy was to defend their trenches with concentrated machine gun fire.  
   **Attitude of Coppard to fighting in trench warfare:**  
   - Provides evidence that he was critical of British commanding officers for continuing with a strategy that ordinary soldiers knew would not work  
   - He felt that the failure of British strategy made it seem that German soldiers were superior to British ones  
   - He believed that British soldiers were every bit as skilled and experienced as German troops when fighting in the trenches, but British soldiers were compromised and killed by inadequacies of their commanding officers  
   - He felt that that morale in the trenches derived from a well-built system of trenches and superior machine guns in defence of positions.  
3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the strategy of trench warfare and Coppard’s attitude to fighting from trenches.  
   - The reasons for the use of bombardment and the development of the creeping barrage in trench warfare  
   - Logistical problems facing Haig  
   - Advances in technology that had overtaken the strategy to deal with them  
   - Problems of communication and the need for surprise  
   - The broader context of the Somme than could be provided by Coppard: eg the need to relieve pressure on the French at Verdun  
   - Problems with the British troops – many units on the Somme comprised enthusiastic volunteers in New Army divisions (eg Pals brigades) and not |
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td></td>
<td>experienced soldiers.</td>
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</table>
### Section B: indicative content

**Option 35.1: Britain: losing and gaining an empire 1763-1914**

<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. Candidates are expected to reach a judgement on the suggestion that the British settlement of Australia in the years 1788-1829 was a disaster for the Aborigine population. Arguments and evidence that the British settlement of Australia in the years 1788-1829 was a disaster for the Aborigine population should be analysed and evaluated. Relevant points may include:</td>
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<tr>
<td></td>
<td>- The introduction of new diseases killed many in the south west, e.g. smallpox killed at least half the native population around Sydney in 1789</td>
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<td></td>
<td>- The introduction of venereal disease, to which the native population had had no previous exposure, severely reduced fertility and produced a declining birth rate</td>
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<td>- The food supplies of the native population was threatened as by 1821 there were 290,000 sheep in Australia occupying the habitat where the native population of New South Wales had hunter kangaroo</td>
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<td></td>
<td>- A series of atrocities was committed against the native population of Tasmania by the new immigrant population, largely convicts or ex convicts, particularly in the 1820s.</td>
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<tr>
<td></td>
<td>Arguments and evidence that the British settlement of Australia in the years 1788-1829 was not a disaster for the Aborigine population should be analysed and evaluated. Relevant points may include:</td>
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<tr>
<td></td>
<td>- Australia was very thinly populated as there were between 250,000 and 300,000 Aborigines throughout the whole continent in 1788. Most did not come into contact with the new immigrants in this period</td>
</tr>
<tr>
<td></td>
<td>- Successive governors of New South Wales attempted to preserve good relations starting with Captain Philip who ordered that the native population be treated with respect</td>
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<tr>
<td></td>
<td>- Some aborigines adapted successfully to contact and broadened their horizons e.g. Bennelong acted as interlocutor between Sydney and the Eora people and in 1792-95 visited England</td>
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<tr>
<td></td>
<td>- Governor Macquarie believed that the native population could be positively transformed and attempted to establish some aborigines on a model farm in 1815</td>
</tr>
<tr>
<td></td>
<td>- Some Aborigines became stockmen working for immigrant farmers.</td>
</tr>
<tr>
<td></td>
<td>Other relevant material must be credited.</td>
</tr>
<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 the suggestion that Britain's ruthless response accounts for the defeat of the 'Indian Mutiny' in 1857-58. Arguments and evidence that Britain's ruthless response accounts for the defeat of the 'Indian Mutiny' in 1857-58 should be analysed and evaluated. Relevant points may include:  
- British forces suppressing the mutiny were motivated by outrage at the treatment of British civilians particularly in Cawnpore and fought with particular vigour  
- The British public and government demanded brutal suppression of the 'mutiny' and revenge and made resources available  
- There was considerable brutality in the treatment of mutineers and their associates in Delhi where the King's sons were murdered  
- There was a widespread spirit of vengeance and mutineers were ruthlessly punished wherever they were defeated and captured as in Cawnpore  
- The military success of the British forces and the punishments meted out appear to have induced fear and respect for British power. Some traditional Moghul punishments were adopted e.g. fixing prisoners to the mouths of cannon and firing.  
Arguments and evidence that Britain's ruthless response does not account for the defeat of the 'Indian Mutiny' in 1857-58 should be analysed and evaluated. Relevant points may include:  
- The Mutiny was disorganised and lacking in clear direction and control  
- The King of Delhi failed to give effective leadership despite his nominal position and the expectations placed upon him  
- The Mutiny was geographically limited to the Ganges valley and most of India remained quiet  
- The Mutiny was centred on the Bengal army and even here some sepoys remained loyal. The Gurkhas from Nepal and Sikhs remained reliable  
- The military and political leadership of Sir Colin Campbell, Sir Hugh Rose, and Canning as Governor was of a high order.  
Other relevant material must be credited. |
Option 32.2: The British experience of warfare, c1790-1918

<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 whether the role of Wellington was more significant than that of Nelson in bringing about the defeat of the French in the years 1793-1815. Arguments and evidence supporting the proposition that the role of Wellington was more significant than that of Nelson in bringing about the defeat of the French in the years 1793-1815 should be analysed and evaluated. Relevant points may include:  
- The French strength was in land-based forces and a lasting defeat more likely to be on land than at sea  
- The impact of Wellington’s involvement in the Peninsula War 1808-14, securing eventual control of the Iberian peninsula and diverting French forces from other theatres of war  
- The significance of the part played by Wellington at the Battle of Waterloo (1815) in working with Blucher for the military defeat of Napoleon  
- The importance of Wellington’s contribution to the rounds of diplomacy. Arguments and evidence opposing the proposition that the role of Wellington was more significant than that of Nelson in bringing about the defeat of the French in the years 1793-1815 should be analysed and evaluated. Relevant points may include:  
- Inspirational leadership and unconventional tactics inspired loyalty from Nelson’s men who strove to give of their utmost in any sea battle  
- The importance of Nelson’s role in the Battle of Cape St Vincent in 1797, which defeated a larger Spanish fleet and enabled the continuation of the blockade of Cadiz  
- Significance of the Battle of the Nile 1798 in thwarting Napoleon’s conquest of Egypt  
- Part played by Nelson in the Battle of Trafalgar 1805 and the significance of the outcome in confirming British naval supremacy. Other relevant material must be credited. |
Candidates are expected to reach a judgement on the suggestion that the most important outcome of Black Week (10-19 December 1899) was the British government’s decision to recruit volunteers to fight in the second Boer War.

Arguments and evidence that the most important outcome of Black Week (10-19 December 1899) was the British government’s decision to recruit volunteers to fight in the second Boer War should be analysed and evaluated. Relevant points may include:

- Decision to recruit volunteers was a response to the upsurge of public reaction of enthusiasm for war ensuring continued support for government policies
- Tens of thousands of men tried to volunteer, and this pressure led to the government’s agreeing to send 12 battalions of militia and 20,000 members of yeomanry to go to southern Africa
- A similar response from the Empire ensured support for British government policies, against the Boers, from beyond Britain
- Volunteering revealed the poor physical condition of many men wishing to serve, and had an impact on British politics concerning welfare, particularly with the reforming Liberal government after 1906.

Arguments and evidence that the most important outcome of Black Week (10-19 December 1899) was not the British government’s decision to recruit volunteers to fight in the second Boer War should be analysed and evaluated. Relevant points may include:

- A change in command: Field Marshall Lord Roberts (Bobs) and Field Marshall Horatio Kitchener were sent out to take control of the situation
- Regiments in southern Africa were re-structured to create a more efficient fighting force
- Modern weaponry was supplied and utilised by the British: for example, equipping the cavalry with rapid firing rifles instead of lances, and equipping units with machine guns
- New weaponry required new and effective tactics to be devised: for example using artillery defensively.

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

**Option 35.1: Britain: losing and gaining an empire, 1763-1914**

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>7</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 suggestion that the adoption of free trade in 1842-46 was the key factor in the growth of British global trade in the years 1763-1914. Arguments and evidence that the adoption of free trade in 1842-46 was the key factor in the growth of British global trade in the years 1763-1914 should be analysed and evaluated. Relevant points may include:</td>
</tr>
</tbody>
</table>
|          | • There was a massive expansion in British global trade in the years after 1846  
|          | • There was a particularly large increase in the import of grain and food particularly in the 1870s and afterwards, made possible by the repeal of the Corn Laws  
|          | • The adoption of free trade in Britain encouraged some other countries to adopt similar policies or sign trade treaties with Britain eg France  
|          | • The theory behind free trade challenged protectionist or mercantilist dogma and the success of Britain as a trading nation encouraged greater global trade between nations in the years to 1914. Arguments and evidence that the adoption of free trade in 1842-46 was not the key factor in the growth of British global trade in the years 1763-1914 should be analysed and evaluated. Relevant points may include: |
|          | • Changing technologies in shipping facilitated greater trade  
|          | • There had been a steady expansion in trade from the 1760s  
|          | • The growing demands of British industry for raw materials demanded more imports from the late 18th century  
|          | • The growing urban population in Britain needed more food  
|          | • The growth of British industry particularly textiles and steel and later coal, in the years immediately before 1914, created a surplus for export  
<p>|          | • The forcible entry into some markets such as China facilitated a growth in trade. Other relevant material must be credited. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 8        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far the willingness to use force to expand British commerce was a key factor in British commercial success in the years 1763-1914. Arguments and evidence that the willingness to use force to expand British commerce was a key factor in British commercial success in the years 1763-1914 should be analysed and evaluated. Relevant points may include:  
  - The forcible acquisition or retention of key bases as staging posts eg Gibraltar in 1783, Cape Town 1815, Falklands 1833, Alexandria 1882, Kuwait 1899  
  - The forcible opening of ports to trade eg Hong Kong and Shanghai in 1842,  
  - The forcible suppression of pirate bases eg the attack on Algiers in 1816  
  - The use of the Royal Navy to patrol the world's sea lanes and suppress piracy throughout the whole of this period. Arguments and evidence that willingness to use force to expand British commerce was not a key factor in British commercial success in the years 1763-1914 should be analysed and evaluated. Relevant points may include:  
  - There was a massive expansion in trade with North America which involved no use of force and this applied from 1815 to 1914  
  - Much of Britain's commercial success was driven by the industrial revolution and the huge and growing surplus of cheap exports available, throughout the whole of this period  
  - The growth of British cities created a huge and growing market for food throughout the whole period  
  - The changing world-wide economy in both agriculture and shipping boosted global trade  
  - The financial power of the City of London encouraged exports and imports from and to Britain. Other relevant material must be credited. |
### Question 9

**Indicative content**

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 Armstrong’s new artillery (1859-60) could be regarded as the key turning point in the development of weaponry in the years 1790-1918.

Arguments and evidence that suggests William Armstrong’s new artillery (1859-60) could be regarded as the key turning point in the development of weaponry in the years 1790-1918 should be analysed and evaluated. Relevant points may include:

- Armstrong’s development of a breech-loading system enabled greater efficiency in range and accuracy
- The Royal Navy was equipped with Armstrong’s weaponry
- British troops used Armstrong’s weaponry with success in the battles against the Maoris (1863)
- The use of the Vickers Armstrong machine gun impacted on the course of the First World War
- World-wide export of Armstrong’s weaponry (for example used by the Japanese during the Boshin Civil War (1868-69)) strengthened the British armaments industry.

Arguments and evidence that suggest William Armstrong’s new artillery (1859-60) could not be regarded as the key turning point in the development of weaponry in the years 1790-1918 should be analysed and evaluated. Relevant points may include:

- The use of newly developed carronades in the 1790s by the navy as powerful, short-range anti-ship and anti-crew weapon
- Congreve’s rockets (25,000 of them) were instrumental in gaining victory in an attack against Copenhagen in 1806 during the Napoleonic Wars and against the USA in 1812
- The significance of the tank for allied victory in the First World War
- There was continuity in the development of small arms throughout the period in Birmingham.

Other relevant material must be credited.
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>10</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</td>
</tr>
</tbody>
</table>

Candidates are expected to reach a judgement on the opinion that it was only the 1914-18 war that really impacted on the civilian population of Britain.

Arguments and evidence supporting the opinion that it was only the 1914-18 war that impacted on the civilian population of Britain should be analysed and evaluated. Relevant points may include:

- Methods of control impacted on the general public as never before through successive Defence of the Realm Acts
- 103 aerial bombing raids carried out by the German air-force over Britain as well as the shelling of Scarborough from the sea impacted on the general public, and not only those directly affected
- Conscription (1916) of men aged 18-41 into the armed forces
- Munitions Act (May 1915) required unions engaged in war work to forgo their right to strike and abandon restrictive practices
- Involvement of women in a range of trades and industries.

Arguments and evidence disagreeing with the opinion that it was only the 1914-18 war that impacted on the civilian population of Britain should be analysed and evaluated. Relevant points may include:

- Taxation during the Napoleonic wars impacted on a considerable proportion of the civilian population
- Recruitment into the fighting forces involving impressment, a long-standing authority from the state for the recruitment to military service on land and sea, affected men in the poorer classes of society who would not otherwise have volunteered for service
- The frequent use of bonds and consuls to fund the war effort affected the better-off in society throughout the period
- Civilian women were frequently involved in war, their contribution ranging from being camp followers to nursing, throughout the period
- Propaganda was used throughout the period, urging civilian support for specific wars and conflicts overseas.

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 three questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer one question in Section A, one question from Section B and one question from Section C.
- Answer the questions in the spaces provided – there may be more space than you need.

Information

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

Advice

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

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

You must start your answer on page 3.

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

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

1. Assess the value of the source for revealing the attitudes of politicians to the suffragettes, and the principles underlying suffragette militancy.

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

   (Total for Question 1 = 20 marks)

OR

Option 36.2: Ireland and the Union c1774–1928

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

2. Assess the value of the source for revealing the problems faced by the Irish during the Irish Famine, and the effectiveness of the British response to that Famine.

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

   (Total for Question 2 = 20 marks)
SECTION B

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

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

Option 36.1: Protest, agitation and parliamentary reform in Britain c1780–1928

EITHER

3 How accurate is it to say that radical reformers failed in the years 1790–1819?

(Total for Question 3 = 20 marks)

OR

4 How far does the power of the state explain the decline of Chartism by 1850?

(Total for Question 4 = 20 marks)

Option 36.2: Ireland and the Union c1774–1923

EITHER

5 How accurate is it to say that the County Clare election of 1828 was the key factor in bringing about Catholic Emancipation in 1829?

(Total for Question 5 = 20 marks)

OR

6 ‘Improvements in the position of tenant farmers in Ireland 1870-82 were due entirely to the activities of the Irish Land League.’

How far do you agree with this statement?

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

Chosen question number:

- Question 3 □
- Question 4 □
- Question 5 □
- Question 6 □

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

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

Option 36.1: Protest, agitation and parliamentary reform in Britain c1780–1928

EITHER

7 How far can the abolition of property qualification for MPs in 1858 be seen as the key turning point in changing the social composition of the House of Commons in the years 1780–1928?

(Total for Question 7 = 20 marks)

OR

8 To what extent did the power of the aristocracy in parliament change during the years 1780–1928?

(Total for Question 8 = 20 marks)

Option 36.2: Ireland and the Union c1774–1923

EITHER

9 ‘In the years 1774–1923, Irish nationalism changed most rapidly in the years after 1885’

How far do you agree with this statement?

(Total for Question 9 = 20 marks)

OR

10 How far do you agree that it was fear of rebellion that drove government policies towards Ireland in the years 1801–1923?

(Total for Question 10 = 20 marks)
Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind, put a line through the box ☐ and then indicate your new question with a cross ☒.

Chosen question number:  Question 7 ☐  Question 8 ☐  Question 9 ☐  Question 10 ☐

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

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 60 MARKS
Source for use with Section A. Answer the question in Section A on the option for which you have been prepared.

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Source for use with Question 1.

**Source 1:** Part of a speech made by Emmeline Pankhurst at the Royal Albert Hall, London, on 17 October 1912. It was her first public address after being released from Holloway Prison where she had been imprisoned for participating in a campaign of window-breaking earlier in the year.

We have summoned the Labour Party to do their duty by their own programme, and to go into opposition to the Government on every question until the Government do justice to women. The Labour Party apparently are not willing to do that. Some of them tell us that other things are more important than the liberty of women – than the liberty of working women. We say, “Then, gentlemen, we must teach you the value of your own principles, and until you are prepared to stand for the right of women to decide their lives and the laws under which they shall live, you, with Mr Asquith and company, are equally responsible for all that has happened and is happening to women in this struggle for emancipation.”

There is a great deal of criticism, ladies and gentlemen, of our movement. Criticism from gentlemen who do not hesitate to order out armies to kill and slay their opponents, who do not hesitate to encourage party mobs to attack defenceless women in public meetings – criticism from them hardly rings true. I get letters from people imploring me to urge our members not to be reckless with human life. Ladies and gentlemen, the only recklessness the militant suffragists have shown about human life has been about their own lives and not about the lives of others. I say here and now that it never has been and never will be the policy of the Women’s Social and Political Union recklessly to endanger human life. There is something that governments care far more for than human life, and that is the security of property, and so it is through property that we will strike at the enemy.

Be militant each in your own way. Those of you who can express your militancy by going to the House of Commons and refusing to leave without satisfaction – do so. Those of you who can express militancy by facing party mobs at Cabinet ministers’ meetings, when you can remind them of their falseness to principle – do so. Those of you who can express your militancy by joining us in our anti-Government by-election policy – do so. Those of you who can break windows – break them. Those of you who can still attack the secret idol of property – do so. And my last word is to the Government: I incite this meeting to rebellion.
Option 36.2: Ireland and the Union c1774–1923

Source for use with Question 2.

Source 2: From the Irish newspaper Cork Reporter 17 March 1846. The Cork Reporter had a circulation in and around the city of Cork, one of the largest cities in Ireland. This article was picked up by The Times of London and published the following day. The Times newspaper would have been read in England by the rich, the powerful and those with influence.

The distressing spectacle of man and wife borne to the grave from fever was witnessed in our streets yesterday. The melancholy procession showed the class to which they belonged - they were of the poor. Three of their orphans are struggling with the same disease and remain in the same building from which their parents were removed. How many must perish before any of the bills lately passed is in operation, or any of the food distributed? Are we to have nothing and hear of nothing but precautions? As yet, no family has had a meal of the state-imported corn. It is here – it is on its way – it is grinding – sailing – travelling from one estuary to another. It is talked of – one day it is off the harbour, another at the quays; the next it is reloaded and the last announcement left it off the coast.

We have substantial proof of food being really here in the daily marching and counter-marching of marines and regular soldiers, but beyond that we have no gratification. The people do not well know how to apply or where to come to; the distant parishes have heard rumours, but yet require information. They have received hints and read letters, but there is no public proclamation of the terms on which they are to apply for sustenance. They have gone on eating the tainted potato, imbibing mortal disease, and have sickened, died or starved while the machinery of government and other forms of intervention was preparing. Food and employment ought to be offered at once, instantly. We have said so over and over; we repeated the warning until we grew tired of doing so.

The sick are in some cases quintupled; contagion is fearful; even the word we fear to write – cholera* – is possible. Why is this? Where is it to end? Precautions were taken. Every wise and sufficient antidote was contemplated. The plans were faultless, the scheme of the campaign against the double foe of famine and pestilence was without a flaw. Sir R Peel assures us he had foreseen all that was to happen, but how many are they who have gone to the grave while he and his colleagues were quarrelling and pondering, resigning and resuming office? We repeat our question: what is the number of dead we must first count over before food will begin to be distributed?

* cholera = a deadly disease that spread quickly

Acknowledgements

Source 1 is from Harold L Smith The British Women’s Suffrage Campaign 1866–1928, Longman 2007; Source 2 is from Xroads.virginia.edu/hyper/SADLIER/IRISH/Irish.htm

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/36) Advanced

Paper 3: Themes in breadth with aspects in depth

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780-1928

Option 36.2: Ireland and the Union, c1774-1923
**Generic Level Descriptors: Section A**

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

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

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

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

#### Option 36.1: Protest, agitation and parliamentary reform in Britain c1780-1928

<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 source to consider its value in revealing the attitudes of politicians to the suffragettes, and the principles underlying suffragette militancy.  
1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
   - The position of Emmeline Pankhurst as leader of the suffragettes to know about attitudes of politicians to suffragettes and the principles underlying suffragette militancy  
   - These appear to be judgements based on experience  
   - Pankhurst was a leading suffragette and so her loyalties may have influenced her judgements  
   - Pankhurst was making a speech to an audience of supporters and those interested in the cause of female suffrage and so could be exaggerating her case in order to convince the doubtful of the rightfulness of her cause.  
2. The following inferences and significant points of information could be drawn and supported from the source:  
   - **The attitudes of politicians to the suffragettes:**  
     - It provides evidence of contact between the Labour Party and the suffragettes, and of that Party’s refusal to prioritise female suffrage  
     - It suggests that the Labour Party has the same attitude to female suffrage as Asquith and the Liberals  
     - It claims that the Liberal government has encouraged attacks on defenceless women at public meetings  
     - It provides evidence of government use of the legal system to imprison suffragettes.  
   - **Principles underlying suffragette militancy:**  
     - It provides evidence of the suffragettes’ belief that men and women should have equal rights in society – something denied to them by government – and so they will use government’s methods to achieve this  
     - It states that suffragettes will never endanger life other than their own, in contrast to politicians who send armies out to kill their opponents  
     - It states that suffragettes will damage and destroy property because governments care more for property than for human life  
     - It provides evidence of the belief that each suffragette must contribute to militancy in whatever way she finds most comfortable in expressing.  
3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing attitudes of politicians to the suffragettes and the principles underlying militancy. Relevant points may include:  
   - The failure of the Women’s Suffrage Bill 1909  
   - Impact of 1909 budget  
   - Controversy over Parliament Act 1911  
   - The work of the Conciliation Committee  
   - The role of Emily Davison  
   - The failure of the government Franchise Bill of 1913. |
Option 36.2: Ireland and the Union c1774-1923

<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 source to consider its value in revealing problems faced by the Irish during the Irish Famine of 1845-50, and the effectiveness of the government response to the Famine. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
   - The *Cork Reporter* was relating events in one area of Ireland, so its typicality could be questioned  
   - The evidence was collected first hand  
   - The article aimed to persuade and shame, making a case through argument as well as evidence  
   - The enquiry was limited to one month in 1846 so its typicality could be questioned.  
  2. The following inferences and significant points of information could be drawn and supported from the source:  
   **Problems faced by the Irish:**  
   - It claims that the poor suffer most from the Famine  
   - It claims that no one knows how, or where, to apply for government-provided corn  
   - It suggests that a cholera epidemic is imminent  
   - It claims that many will die before food is distributed.  
   **The government response to the famine:**  
   - It provides evidence that the government has agreed to provide corn to feed the starving Irish  
   - It provides evidence that the government has put effective plans in place, but suggests no one is carrying them out  
   - It suggests that there were problems within government over the provision of corn for the Irish  
   - It provides evidence of poor communication between the government agencies and the Irish authorities re the distribution of government provided corn.  
  3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the problems faced by the Irish during the Famine and the effectiveness of the government response. Relevant points may include:  
   - The importance of the Repeal of the Corn Laws in 1846  
   - The differences in the approach to the Famine of Peel and Russell  
   - The attitudes and actions of Irish landlords to their starving tenants  
   - The problem of the export of food from Ireland. |
Section B: indicative content

Option 36.1: Protest, agitation and parliamentary reform c1780-1928

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
</table>
| 3        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement about how accurate it was to say that radical reformers failed in the years 1790-1819. Arguments and evidence that radical reformers failed should be analysed and evaluated. Relevant points may include:  
- The arrest and trial of the leaders of the London Corresponding Society thus ensuring contact with French revolutionaries was lost and the radical cause could not be effectively promulgated in England  
- Reaction of the government to fear of pressure for radical reform: the suspension of Habeas Corpus 1794, the Treason Act and Seditious Meetings Act 1795, the Gagging Acts 1817 and the Six Acts 1819, leading to the failure of radical reformers to rally support for reform  
- The failure of the Spa Fields meeting (1816) sufficiently to inspire supporters so that they achieved its aims of parliamentary reform, the nationalisation of land and the abolition of all taxes except income tax  
- The failure of the organisers of the meeting on St Peter’s Fields (1819) to achieve their aims of parliamentary reform  
- The failure of the Pentridge Rising (1817) to incite a mass revolt of unemployed textile workers demanding reform. Arguments and evidence that radical reformers did not fail in the years 1790-1819 should be analysed and evaluated. Relevant points may include:  
- The success of John Cartwright in establishing a network of Hampden Clubs throughout the country, to press for parliamentary reform  
- The popularity of Henry Hunt and his effectiveness in addressing protest meetings  
- The impact of the Peterloo massacre on public opinion regarding the legality of protest and the need for parliamentary reform  
- The influence of Tom Paine and the *Rights of Man*  
- The importance of William Cobbett and the *Political Register*. Other relevant material must be credited. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</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>
</tr>
<tr>
<td></td>
<td>Candidates are expected to reach a judgement on how far the power of the state explained the decline of Chartism by 1850.</td>
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<tr>
<td></td>
<td>Arguments and evidence that the power of the state explains the decline of Chartism by 1850 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The rejection by parliament of all three Petitions</td>
</tr>
<tr>
<td></td>
<td>• The policy of arresting leading Chartists and imprisoning them for a year or two, as happened in 1839-40 and 1842-43, defused the situation and avoided creating martyrs</td>
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<tr>
<td></td>
<td>• The work of Napier and his troops, under orders from the government, in subduing Chartism in the North</td>
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<td></td>
<td>• Government legislation in the 1840s was designed to improve working conditions, giving less cause to Chartists to protest</td>
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<td></td>
<td>• Government legislation enabling the creation of a new, professional police force in London (1829) and the counties from 1839.</td>
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<td></td>
<td>Arguments and evidence that the power of the state did not bring about the decline of Chartism should be analysed and evaluated. Relevant points may include:</td>
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<td></td>
<td>• The split leadership, with different aims and methods, fragmented the movement</td>
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<td></td>
<td>• The development of the railway network enabled troops to move quickly to Chartist trouble spots</td>
</tr>
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<td></td>
<td>• The climb-down of O’Connor during the 1848 rally</td>
</tr>
<tr>
<td></td>
<td>• The improvement in the economic situation gave would-be Chartists less cause to protest</td>
</tr>
<tr>
<td></td>
<td>• Economically depressed skilled workers, especially handloom weavers, had always been at the centre of Chartist agitation, and their numbers were in decline.</td>
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<td></td>
<td>Other relevant material must be credited.</td>
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</table>
### Option 36.2: Ireland and the Union c1774-1923

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<tr>
<th>Question</th>
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<tr>
<td>5</td>
<td>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the County Clare election of 1828 was the key factor in bringing about Catholic emancipation in 1829. Arguments and evidence about the extent to which the County Clare election of 1828 was the key factor should be analysed and evaluated. Relevant points may include:</td>
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<td></td>
<td>• The significance of O’Connell’s decision to exploit a loop-hole in the Act of Union</td>
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<tr>
<td></td>
<td>• The significance of the role of the Catholic Association</td>
</tr>
<tr>
<td></td>
<td>• The first time an openly Roman Catholic candidate was elected to the Commons, but the problems involved with the Act of Supremacy</td>
</tr>
<tr>
<td></td>
<td>• The fear of Wellington and Peel that to deny O’Connell his seat could lead to rebellion in Ireland</td>
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<td></td>
<td>Arguments and evidence about factors alternative to the County Clare election of 1828 in bringing about Catholic emancipation should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The importance of the Catholic Relief Acts 1774-93</td>
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<td></td>
<td>• The significance of the Act of Union 1800</td>
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<tr>
<td></td>
<td>• The increasing strength of public opinion in favour of Catholic emancipation, evidenced by every MP (with one exception) elected after 1807, supporting emancipation</td>
</tr>
<tr>
<td></td>
<td>• The balance in the House of Lords, traditional opponents of emancipation, shifted 1828-29 in favour of emancipation partly in response to public opinion but also because of fear of religious civil war in Ireland.</td>
</tr>
<tr>
<td></td>
<td>Other relevant material must be credited.</td>
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</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 about the suggestion that improvements in the position of tenant farmers in Ireland 1870-82 were due entirely to the activities of the Irish Land League.

Arguments and evidence that the Irish Land League was responsible for improvements in the rural economy should be analysed and evaluated. Relevant points may include:

- The aims of the Land League were spread through mass meetings, gaining wide support from poor tenant farmers
- The Land Wars and their positive outcomes for the rural economy of Ireland
- The role of Charles Steward Parnell in the Land League and Land Wars
- The significance of the Kilmainham Treaty 1882 which led to the Arrears Act, allowing abatement of tenant rent-arrears incurred at the height of the Land Wars.

Arguments and evidence that improvements in the Irish rural economy were not the result of the work of the Irish Land League should be analysed and evaluated. Relevant points may include:

- The significance of the Dublin Land Conference (1870) and the 3 Fs
- The impact of the Land Act of 1870
- The significance of the Land Act of 1881
- The role of Gladstone.

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

**Option 36.1: Protest, agitation and parliamentary reform c1780-1928**

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>7</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 how far the abolition of the property qualification for MPs in 1858 was the key turning point in changing the social composition of the House of Commons in the years 1780-1928.

Arguments and evidence that the abolition of the property qualification for MPs in 1858 was the key turning point in changing the social composition of the House of Commons should be analysed and evaluated. Relevant points may include:

- The significance of the case of Edward Glover MP (1857-58)
- The importance of the abolition of the property qualification as a stage in the growth of the concept that the ownership of property was not an important criterion in an increasingly democratic society
- Linkage with tenure of property being the main criterion for determining the franchise
- The terms enabled men of any social class to stand for election to the Commons
- Impact on social composition of the Commons after general elections of 1859 and 1865.

Arguments and evidence that the abolition of the property qualification for MPs in 1858 was not the key turning point in changing the social composition of the House of Commons should be analysed and evaluated. Relevant points may include:

- Re-distribution of seats as a result of the 1832 reform Act enabled representation of, for example, the manufacturing class in the Commons and so changed its social composition. This could be seen as a key turning point in changing the composition of the Commons from what it was in 1780 to how it was in the 1860s
- The ownership of property of a specific value as a qualification to stand as an MP was largely ignored pre-1858
- The removal of the property qualification was virtually meaningless because MPs needed income from outside parliament to enable them to stand as MPs
- The payment of £400 to MPs in 1911 impacted on the social composition of the Commons as potential MPs did not need to have the assurance of outside funding
- The growth of the Labour party and union sponsorship of Labour MPs was significant in changing social composition of the Commons.

Other relevant material must be credited.
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</thead>
</table>
| 8        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement about the extent to which the power of the aristocracy in parliament changed during the years 1780-1928. Arguments and evidence that the power of the aristocracy in parliament changed during the years 1780-1928 should be analysed and evaluated. Relevant points may include:  
- The ‘economical reform’ of the 1780s reduced the ability of the aristocracy to control parliament through government office.  
- The 1832 Reform Act marked a major defeat for the House of Lords and weakened their control of the House of Commons through the abolition of some pocket boroughs  
- The 1867 Reform Act led to growth of mass political parties and diminished the power of aristocratic patronage in elections  
- The 1911 Parliament Act limited the power of the Lords to frustrate the will of the Commons.  
Arguments and evidence that the power of the aristocracy in parliament did not change during the years 1780-1928 should be analysed and evaluated. Relevant points may include:  
- No 19th century statute sought to reduce the power of the Lords  
- Throughout most of the period, the majority of Prime Ministers continued to come from the House of Lords including Lord Salisbury (1895-1902)  
- The Lords defeated the 1909 budget and frustrated many Liberal government initiatives, doing the Conservative leader’s bidding as they had done throughout the 19th century, earning the epithet ‘Mr Balfour’s poodle’  
- The influence of the aristocracy over elections, particularly in the counties, continued throughout most of the 19th century.  
Other relevant material must be credited. |
Option 36.2: Ireland and the Union c1774-1923

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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</table>
| 9        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree with the statement ‘In the years 1774-1923, Irish nationalism changed most rapidly in the years after 1885’

Arguments and evidence for the pace of Irish nationalism being most rapid in the years after 1885 should be analysed and evaluated. Relevant points may include:

- The significance of 1885: Gladstone’s conversion to Home Rule put Ireland firmly on the British parliamentary agenda
- There was a huge increase in cultural nationalism in the 1890s
- The Easter Rising (1916) stood as an iconic trigger to rebellion
- Edward Carson and the UVF, the Ulster Covenant and the Curragh incident combined to drive Ireland towards civil war
- The War of Independence and Partition were together the culmination of the pace of Irish nationalism after 1885.

Arguments and evidence for the pace of nationalism not being most rapid in the years after 1885 should be analysed and evaluated against other factors. Relevant points may include:

- The significance of 1885 has been over emphasised: Gladstone’s conversion to Home Rule created tensions in parliament and in Ireland and could be seen to slow the pace of nationalism
- The Constitution of 1782 and rebellion of 1798 set the pace of nationalism and the English government’s reaction set the pattern and the pace from the government’s viewpoint
- The militancy of the Fenians in the 1850s and 60s mobilised a great deal of support and funding from the USA for Irish nationalism
- The role of Parnell and the Irish National Party boosted nationalism in the decade before 1885
- The land question and the Irish Land League boosted Irish nationalism in the years before 1885.

Other relevant material must be credited.
Candidates are expected to reach a judgement on the suggestion that it was fear of rebellion that drove government policies towards Ireland in the years 1801-1923.

Arguments and evidence relating to the suggestion that it was fear of rebellion that drove government policies towards Ireland in the years 1801-1923 should be analysed and evaluated. Relevant points may include:

- The role of fear of civil strife in Ireland that had been building up since 1801 under Daniel O'Connell, as a factor in the passing of the Catholic Relief Act of 1829
- The 1881 Irish Coercion Act was brought in to suppress increasing discontent in Ireland with rule from Westminster
- The 1914 Home Rule bill was passed against the background of violence and potential violence in Ireland: role of Irish Volunteers, Edward Carson and the Ulster Volunteers and the Curragh Incident
- The 1916 Easter Rising led Lloyd George to search for a compromise
- The 1922 Irish Free State Constitution Act was passed in an attempt to prevent continuation of armed conflict between Irish nationalists and British troops.

Arguments and evidence relating to the suggestion that it was not fear of rebellion that drove government policies towards Ireland in the years 1801-1923 should be analysed and evaluated. Relevant points may include:

- The implementation of the Act of Union in 1801 could be seen as being driven by fear that Ireland would become independent and a base for England’s enemies
- The 1829 Roman Catholic Relief Act was the result of long series of minor relief acts and culmination of work of Pitt and Peel
- The 1845 Maynooth grant was driven by Peel’s determination to improve the relationship between Catholic Ireland and Protestant England
- The significance of Gladstone’s beliefs and role in influencing policies towards Ireland.

Other relevant material must be credited.
History
Advanced
Paper 3: Themes in breadth with aspects in depth
Option 37.1: The changing nature of warfare, 1859–1991: perception and reality
Option 37.2: Germany 1871–1990: united, divided and reunited

Specimen materials for first teaching
September 2015
Time: 2 hour 15 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 three questions on the option for which you have been prepared.
• There are three sections in this question paper. Answer one question in Section A, one question from Section B and one question from Section C.
• Answer the questions in the spaces provided – there may be more space than you need.

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

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

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

You must start your answer on page 3.

**Option 37.1: The changing nature of warfare, 1859–1991: perception and reality**

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

1. Assess the value of the source for revealing the effectiveness of air power in the First Gulf War and the problems associated with its use.

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

   *(Total for Question 1 = 20 marks)*

**Option 37.2: Germany 1871–1990: united, divided and reunited**

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

2. Assess the value of the source for revealing the beliefs of the Spartacists and the reasons for the Spartacist Rising of January 1919.

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

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

Chosen question number:  Question 1 ✗  Question 2 ✗

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

EITHER

3  ‘Problems with transport and logistics explain the failure of the Schlieffen Plan in 1914’.

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

4  How far do you agree that the Germans took more account of new technologies in their military preparations in the 1930s than did the French?

(Total for Question 4 = 20 marks)

Option 37.2: Germany 1871–1990: united, divided and reunited

EITHER

5  ‘The consequence of Hitler’s leadership style was that he was a dictator who did not dictate’.

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

6  How far does Adenauer deserve to be regarded as the ‘Father’ of the Federal Republic?

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

Chosen question number:  

- Question 3 ☐  
- Question 4 ☐  
- Question 5 ☐  
- Question 6 ☐

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

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

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

EITHER

7 How far was the impact of the film, ‘All quiet on the Western Front’ (1930), a key turning point in the portrayal of war in the years 1859–1991?

(Total for Question 7 = 20 marks)

OR

8 How far do you agree that the impact of new technologies in the reporting of war dramatically altered the public response to war in the USA in the years 1859–1991?

(Total for Question 8 = 20 marks)

Option 37.2: Germany 1871–1990: united, divided and reunited

EITHER

9 To what extent did the landowning elite enjoy social dominance and economic power in Germany in the years 1871–1990?

(Total for Question 9 = 20 marks)

OR

10 To what extent was the First World War a turning point in the changing role of women in Germany in the years 1871–1990?

(Total for Question 10 = 20 marks)
Indicate which question you are answering by marking a cross in the box ☑. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☑.

Chosen question number:  

Question 7 ☐  Question 8 ☐
Question 9 ☐  Question 10 ☐

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

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS
History
Advanced
Paper 3: Themes in breadth with aspects in depth
Option 37.1: The changing nature of warfare, 1859–1991: perception and reality
Option 37.2: Germany 1871–1990: united, divided and reunited
Specimen materials for first teaching
September 2015
Sources Booklet

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

Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

Source for use with Question 1.

Source 1: From General Sir Peter De La Billiere, Looking For Trouble, published 1994. This is the autobiography of De La Billiere who was commander of British forces in the Middle East during the Gulf War of 1990–91.

The air-attack on Iraq was by far the most intense in the history of warfare—an operation of incredible complexity in which Allied aircraft flew over 3000 sorties during each twenty-four hour period. British Tornado fighter-bomber crews were called upon to deliver their special weapon, the JP233 bomb designed to put airfields out of action. The JP233 had to be delivered from a precise altitude—which meant that our pilots were called upon to attack at night, at ultra low level in the face of intensive anti-aircraft fire. The Tornado crews exhibited the highest courage and tenacity but so hazardous were their sorties that, within a week, we had lost five aircraft, a very high number in relation to our strength. We decided to call off low level attacks for the time being. By then in any case, we had achieved air supremacy, for under the Allied assault, the Iraqi air force had ceased to fly.

For all the precision of guided bombs and missiles, some inevitably went astray, and as the air war ground on through February, we had to steel ourselves against a rising tide of criticism, especially from America, that we were killing civilians needlessly. Saddam Hussein himself with characteristic brutality, began to try to engineer the deaths of his own people by siting headquarters in schools, placing guns in the grounds of hospitals and parking aircraft next to mosques, in the hope that the Allies would bomb them and alienate international opinion. In fact we took great pains to spare such targets, which were strictly off-limits to our pilots—and in no previous operation had so much care been devoted to avoiding civilian casualties.

Right to the launch of the ground war there was disagreement among the allies over the extent to which we had degraded the Iraqis’ ability and will to fight. Battle damage assessment, or BDA, is notoriously difficult. Evidence trickling out suggested that most Iraqi soldiers had been severely demoralised by weeks of bombardment. The increasing desperation of their commanders became apparent on 16 February, when we heard of new measures for the treatment of deserters from the Iraqi III Corps: one man from each battalion was to be hanged, and his body left hanging for five hours in front of his former comrades, and the rest of those who had tried to run away were to be shot.
The revolution has made its entry into Germany. The masses of the soldiers, who for four years were driven to the slaughterhouse for the sake of capitalistic profits, and the masses of workers, who for four years were exploited, crushed and starved, have revolted. That fearful tool of oppression—Prussian militarism, that scourge of humanity—lies broken on the ground. Its most noticeable representatives, and therewith those most guilty of this war, the Kaiser and the Crown Prince, have fled the country. Workers’ and soldiers’ councils have been formed everywhere.

Proletarians of all countries, we do not say that in Germany all power has really been lodged in the hands of the working people, that the complete triumph of the proletarian revolution has already been attained. There still sit in the government all those socialists who abandoned our most precious possession, the Second International Workingmen’s Association, and who for four years betrayed the German working class by supporting the war.

Now at this moment we are justified before history and before the German proletariat. The masses agree with us enthusiastically; constantly widening circles of the proletariat share the knowledge that the hour has struck for a reckoning with capitalist class rule. But this great task cannot be accomplished by the German proletariat alone: it can fight and triumph only by appealing to the solidarity of the proletarians of the whole world.

Comrades of the belligerent countries, we are aware of your situation. We know very well that your governments, since they have won the victory, are dazzling the eyes of the people with the surface brilliance of this triumph. We know that they thus succeed through their success in war in making its causes and aims forgotten. Proletarians of all nations, when we now summon you to a common struggle, it is not done for the sake of the German capitalists who, under the label of the ‘German nation’ are trying to escape the consequences of their own crimes; it is being done for our sake as well as yours. Remember that your victorious capitalists stand ready to suppress in blood our revolution, which they fear. You have not become any freer through the ‘victory’—you have become still more enslaved. If your ruling classes succeed in throttling the proletarian revolution in Germany, as well as in Russia, then they will turn against you with re-doubled violence.
Acknowledgements
Source 1 is from General Sir Peter De La Billiere, *Looking for Trouble*, Harper Collins 1995;
Source 2 is from Anton Kaes, Martin Jay Edward Dimenberg (editors), *The Weimar Republic Sourcebook*,

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/37) Advanced

Paper 3: Themes in breadth with aspects in depth

Option 37.1: The changing nature of warfare, 1859-1991: perception and reality

Option 37.2: Germany 1871-1990: united, divided and reunited
## Generic Level Descriptors: Section A

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

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<td>0</td>
<td></td>
<td>No rewarwardable 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 enquiries may be uneven.  
• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5     | 17–20| • Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,  
• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |
### Sections B and C

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

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| 1     | 1–3  | • Simple or generalised statements are made about the topic.  
      |       | • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.  
      |       | • The overall judgement is missing or asserted.  
      |       | • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2     | 4–7  | • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.  
      |       | • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.  
      |       | • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.  
      |       | • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3     | 8–12 | • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.  
      |       | • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.  
      |       | • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.  
      |       | • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4     | 13–16| • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.  
      |       | • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.  
      |       | • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.  
      |       | • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |
| 5     | 17–20| • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.  
      |       | • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.  
      |       | • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.  
      |       | • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |
Section A: indicative content
Option 37.1: The changing nature of warfare, 1859-1991: perception and reality

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<tr>
<th>Question</th>
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| 1        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value for revealing the effectiveness of air power in the First Gulf War and the problems associated with its use. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
   - It was written three years after the Gulf War, a comparatively short time but the time gap between the events and publication should add to the value enabling some of the inevitable ‘fog of war’ to be lifted  
   - The author was a senior figure in the overall command structure as the head of the British Forces, which were second only to the Americans in size and importance. He was privy to most classified military data  
   - Although in overall command of British forces he was an army officer not an air-force officer  
   - The role of the American forces on land and in the air was far greater than Britain’s. 2. The following inferences and significant points of information could be drawn and supported from the source:  
   **The effectiveness of air power in the First Gulf War:**  
   - It claims that air supremacy was gained quickly  
   - It claims that allied air warfare was on an unprecedented scale with 3000 sorties per day  
   - It claims that modern technology enabled much greater precision in bombing  
   - It suggests that Iraqi ground forces appear to have been thoroughly demoralised by weeks of bombing  
   - It claims that desertion from the Iraqi army appears to have been a major problem as a result of air warfare although the author only mentions one Iraqi corps in evidence.  
   **The problems associated with its use of air power:**  
   - It claims that Iraqi ground defences took a heavy toll of low flying Tornados of the RAF  
   - It claims that there was a real problem in assessing the effectiveness of tactical strikes on troops  
   - It provides evidence that inevitably, despite the advance of guidance techniques, some bombs went astray  
   - It suggests that modern reporting techniques and widespread and almost instant coverage enabled the Iraqi regime to use ‘collateral damage’ for propaganda purposes  
   - It claims that the Iraqi regime ruthlessly tried to increase ‘collateral damage’. 3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source for assessing the effectiveness of air power in the First Gulf War and the problems associated with its use. Relevant points may include:  
   - The brutality of the Iraqi regime was such that it was likely to have behaved as the author suggests  
   - The judgement on the effectiveness of air power could be moderated by reference to US mistaken attacks on British units  
   - The impact of air power that emerged after the war largely confirmed the author’s judgements about its effectiveness.  

The propaganda war on the home fronts in Britain and the USA was vitally important in maintaining public support for the war. Western public opinion was particularly sensitive to civilian casualties compared to previous wars.
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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 source to consider its value in revealing the beliefs of the Spartacists and the reasons for the Spartacist Rising of January 1919. The individual referred to in the extract is named in the specification and candidates can therefore be expected to know about her and be aware of the context.</td>
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| 1.        | The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
- It is dated late November 1918 following the overthrow of the Monarchy but six weeks before the Spartacist rising  
- It is clearly drawn up by those committed to Marxist theory and who sympathise with the idea of revolution  
- The tone is one of excitement and possibility tinged with caution  
- There is no hint of regret at Germany’s defeat but a celebratory tone. |
| 2.        | The following inferences and significant points of information could be drawn and supported from the source:  
**The Beliefs of the Spartacists:**  
- It claims that the international dimension of politics is all-important and class conflict should replace conflict between nations  
- It suggests that they have always opposed the war and those German Socialists who supported it  
- It suggests that the war is a capitalist war brought about by the capitalist desire for profit  
- It suggests that capitalists will 'enslave' the working class given the chance and will use nationalist fervour to accomplish this end.  
**Reasons for the Spartacist Rising:**  
- It claims that there is an excited atmosphere of change and the possibility of further change  
- It implies that the barriers to real change and revolution have been removed, namely the power of the Prussian Army  
- It claims that there is a rapidly growing support for the Spartacist position, which it is implied has been a minority one up until now  
- It suggests that there are still class traitors in power who must be removed  
- It claims that the masses have been oppressed for too long and their suffering has made them ripe for revolution. |
| 3.        | Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in revealing the beliefs of the Spartacists and the reasons for the Spartacist Rising of January 1919. Relevant points may include:  
- The character, background and beliefs of Rosa Luxembourg were clearly of importance  
- The war had produced a bitter split in the Socialist movement  
- Recent events in Germany had led to the emergence of workers and soldiers councils  
- The revolutionary situation in Russia was clearly of importance as was the potential for revolution elsewhere  
- The new SPD government cooperated with the army high command. |
Section B: indicative content
Option 37.1: The changing nature of warfare, 1859-1991: perception and reality

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<td>The most westerly large First Army had to march 500km in a month after leaving the railhead. Its 84,000 horses needed 2 million lbs of fodder daily. Large numbers of horses died and heavy guns could not keep up with the infantry.</td>
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<td>All seven German armies had only 4,000 lorries between them.</td>
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<td>The Belgians sabotaged their rail network, denying it to the Germans.</td>
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<td>The crucial First and Second armies were 80 and 100 miles respectively from the nearest operating rail supply point by early September.</td>
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<td>Whilst the Germans walked, the French used their lateral railways to re-force their western armies so that by September they outnumbered the Germans’ hammer-head of the First and Second Armies.</td>
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<td>Arguments and evidence that problems with transport and logistics do not explain the failure of the Schlieffen Plan in 1914. Relevant points may include:</td>
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<td>Moltke was increasingly depressed and nervous whereas Joffre remained calm and confident.</td>
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<td>Moltke reinforced his armies facing Russia in view of their faster-than-expected invasion of East Prussia.</td>
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<td>Belgian resistance was greater than expected.</td>
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<td>The British Expeditionary Force had been largely discounted in German planning.</td>
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<td>Communication problems in the German Command system led to the decision to withdraw from the Marne to the Aisne.</td>
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**Question** | **Indicative content**
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4 | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the suggestion that the Germans took more account of new technologies in their military preparations in the 1930s than the French did.

Arguments and evidence that the Germans took more account of new technologies in their military preparations in the 1930s than the French did, should be analysed and evaluated. Relevant points may include:

- The Germans made more use of radio communication in tanks
- Guderian in Germany developed a much more comprehensive theory of tank warfare in the 1930s which became known as Blitzkrieg
- The Germans came to appreciate faster than the French the importance of support and repair units in armoured formations
- The German air force was equipped with more advanced planes than the French air force who started re-equipping later
- The Germans integrated air and land power more effectively.

Arguments and evidence that the Germans did not take more account of new technologies in their military preparations in the 1930s than the French did, should be analysed and evaluated. Relevant points may include:

- The French had more and better tanks than the Germans
- Guderian’s ideas on tank warfare had not been embraced by most of the German Army High Command by 1940
- The French had seven motorised infantry divisions to six German
- Most of the German army relied on horses for supply with each division having 5,375 horses
- The French were more wary of radio communication not because of being backward in the technology but because they were expert in interception and decrypting military radio communications.

Other relevant material must be credited.
**Option 37.2: Germany 1871-1990: united, divided and reunited**

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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 judgment on the suggestion that Hitler was a dictator who did not dictate.  
Arguments and evidence that the consequence of Hitler’s leadership style was that he was a dictator who did not dictate should be analysed and evaluated. Relevant points may include:  
- He delegated large number of policies and detailed decisions e.g. to Schacht on the economy to 1937  
- He often appeared lazy with a chaotic lifestyle atypical of a national leader  
- He frequently failed to read briefing notes and papers  
- He took no interest in certain key areas e.g. agriculture - refusing to see his minister, Darré, for many years  
- He handed over many important ceremonial and diplomatic duties to Goering.  
Arguments and evidence that counter the proposition that the consequence of Hitler’s leadership style was that he was a dictator who did not dictate Hitler should be analysed and evaluated. Relevant points may include:  
- He set the wider agenda - ‘working towards the Fuhrer’  
- He showed great mastery of detail in areas of interest to him - weapons and art  
- He was effective in getting his way where it mattered to him e.g. with Schacht over rearmament  
- He elicited great loyalty from subordinates whom he trusted and over whom he did not need to exercise detailed control.  
Other relevant material must be credited. |
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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 judgment on how far Adenauer was the 'Father’ of the Federal Republic. Arguments and evidence that Adenauer was the creator should be analysed and evaluated. Relevant points may include:  
- He was the first Chancellor for the crucial first fourteen years 1949-63  
- As a very senior figure in the old Catholic Centre Party he played a crucial role in broadening its appeal into a moderate Christian conservative party  
- He provided an image of reassuring stability and security, conservative yet not associated with the Nazis by whom he had been twice arrested  
- He was trusted by the Americans as a fierce anti-Communist and non-Nazi  
- He worked well with the French particularly Schumann and later De Gaulle creating first the Iron and Steel Community and then the European Economic Community (EEC).  
Arguments and evidence that Adenauer was not the 'Father’ of the Federal Republic should be analysed and evaluated. Relevant points may include:  
- The 'economic miracle' underpinned the Federal Republic and this was largely supervised by Ludwig Erhard under Adenauer  
- The Cold War encouraged crucial American support for the creation and success of the federal republic  
- The existence of a hard-line communist regime in East Germany under Ulbricht contributed to support for the setting up and success of the federal republic  
- Adenauer's chief political rivals, the SDP were weakened by divisions for much of the period, giving Adenauer the chance to create and run the federal republic  
- Cheap oil and the post war boom assisted the economic miracle which underpinned the survival of the federal republic.  
Other relevant material must be credited. |
Section C: indicative content
Option 37.1: The changing nature of warfare, 1859-1991: perception and reality

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Candidates are expected to reach a judgement on the impact of the film, 'All quiet on the Western Front' (1930), as a key turning point in the portrayal of war in the years 1891-1991.

Arguments and evidence that the impact of the film, 'All quiet on the Western Front' (1930), was a key turning point in the portrayal of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:

- The film had an enormous anti-war impact. It is unremittingly anti-war in its message
- The film was the first to win two Academy awards for 'outstanding production' and best director indicating its quality and impact
- In 1990 it was selected to be preserved in the US Library of Congress National Film Registry as 'culturally, historically or aesthetically significant'
- Most films or novels previously, even when portraying tragic suffering in war, retained an element of glory and redemption e.g. 'The Red Badge of Courage' (1894) and 'Birth of a Nation' (1915)
- It had considerable influence on later anti-war films particularly during the post Vietnam War era.

Arguments and evidence that the impact of the film, 'All quiet on the Western Front' (1930), was not a key turning point in the portrayal of war in the years 1861-1991 should be analysed and evaluated. Relevant points may include:

- Mathew Brady's photographs of the American Civil War, particularly his shots of the dead after the Battle of Antietam brought home the horrors of the conflict and tempered war fever
- There were some anti-war films earlier in the 1920s e.g. 'The Big Parade' (1925)
- The Second World War produced an explosion of films made during or after-608 in total. Many of these celebrated heroism or glory
- It cannot be argued that pacifism has dominated either books or films since 1930 - there has been a range of responses
- Epics on the scale of 'Birth of a Nation' have remained popular
- The technology of film-making and what is possible to portray has been increasingly influential e.g. in the many films on the Vietnam conflict in the 1980s.

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

Candidates are expected to reach a judgement on how far the impact of new technologies in the reporting of war dramatically altered the public response to war in the USA in the years 1859-1991.

Arguments and evidence that the impact of new technologies in the reporting of war dramatically altered the public response to war in the USA in the years 1859-1991 should be analysed and evaluated. Relevant points may include:

- Mathew Brady’s photographs of the American Civil War, particularly his shots of the dead after the Battle of Antietam brought home the horrors of the conflict and tempered war fever
- The new technologies which made possible the ‘Yellow press’ in the late nineteenth century (cheap and populist) under such owners as Hearst had considerable influence particularly in the declaration of war on Spain in 1898
- The filming of war and its leaders in World War II produced managed images from such actor generals as Patton, Clark and Macarthur
- The role of radio reporters who could really use the new medium such as Ed Murrow had considerable impact in influencing US opinion e.g. in their attitude to Britain in 1940
- Television reports producing instant images and analysis such that in 1968 by Walter Cronkite on the Tet Offensive could produce a massive impact.

Arguments and evidence that the impact of new technologies in the reporting of war had not dramatically altered the public response to war in the USA in the years 1859-1991 should be analysed and evaluated. Relevant points may include:

- The range of public responses has remained mixed
- The changing and mixed response to the Spanish American War of 1898 was replicated in the changing and mixed responses to the Vietnam war of 1965-73
- The degree of initial commitment and the degree of US interests involved seems to have been more important than the technologies of reporting e.g. the public support for the Second World War remained solid
- The numbers of casualties and degree of success appears to have been more decisive in terms of public response than the techniques and technologies of reporting e.g. the comparison in response to the stalemate of the Korean war and the dramatic victory in the First Gulf War.

Other relevant material must be credited.
### Option 37.2: Germany 1871-1990: united, divided and reunited

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| 9        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far the landowning elite enjoyed social and political dominance and economic power in Germany in the years 1871-1990. Arguments and evidence that the land owning elite did enjoy social dominance and economic power should be analysed and evaluated. Relevant points may include:  
- Pre-1918 the three class system of suffrage in Prussia enabled the landowners to dominate the Prussian Landtag and positions of prestige  
- They held a preponderant position in the Army pre-1913, which slowly declined but was still highly influential down to 1945  
- They had a highly influential position at Court under the monarchy to 1918 and held many positions in Government and the Civil service. This declined after 1918 but remained highly disproportionate to 1933 and even afterwards  
- The system of protective tariffs in place until 1945 and the Reich Food Estate (1933-45) promoted their economic interests  
- They enjoyed dominant social status until 1918 and considerable social influence till 1945.  
Arguments and evidence that the land owning elite did not enjoy social dominance and economic power should be analysed and evaluated. Relevant points may include:  
- In 1945 the great estates of East Germany were confiscated and agriculture collectivised  
- Their hold on senior, high-profile social positions was much weakened with the fall of the monarchy and the arrival of real parliamentary democracy in 1919  
- Between 1933-45, the Nazis cultivated the image of a classless racial community and many *gauleiters* and Nazi officials were from very humble origins  
- The Federal Republic was separated from the East where most of the great landholders had their roots. The new army, when it was reconstituted as the *Bundeswehr*, was far less dominated by traditional army families than its predecessors.  
Other relevant material must be credited. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</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 judgment on how far the First World War was a turning point in the changing role of women in Germany in the years 1871-1990. Arguments and evidence that the impact of the First World War was a key development in the changing role of women in Germany 1871-1990 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>- There was a massive increase in women in paid work - Bosch in Stuttgart increased its female labour force during the war from 580 to 5,245</td>
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<tr>
<td></td>
<td>- Between 1907 and 1925, the female labour force increased by a third</td>
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<tr>
<td></td>
<td>- Women received the vote in 1919</td>
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<tr>
<td></td>
<td>- Women entered national and local politics just after the war in significant numbers - a tenth of local elected bodies were female in the late 1920s</td>
</tr>
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<td></td>
<td>- There were big improvements in educational opportunities, which were very limited pre 1914</td>
</tr>
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<td></td>
<td>- Women played a significantly greater role in cultural life</td>
</tr>
<tr>
<td></td>
<td>- The best-selling novel of 1929 Stud.chem. Helene Willfuer by Vicki Baum embodied the new woman. Arguments and evidence that the impact of the First World War was not a key development in the increasing role of women in Germany 1871-1990 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>- Many female jobs created during the war were lost e.g. 3,500 at Bosch</td>
</tr>
<tr>
<td></td>
<td>- Women’s pay remained substantially less than men’s throughout most of the twentieth century</td>
</tr>
<tr>
<td></td>
<td>- There was a major reaction during the Third Reich, for example women civil servants were dismissed</td>
</tr>
<tr>
<td></td>
<td>- There had been a growth in white collar jobs for women pre-1914 e.g. teachers</td>
</tr>
<tr>
<td></td>
<td>- There was a steady increase in educational opportunities for women post-1945 and a slow but growing participation in politics. Other relevant material must be credited.</td>
</tr>
</tbody>
</table>
History

Advanced
Paper 3: Themes in breadth with aspects in depth
Option 38.1: The making of modern Russia, 1855–1991
Option 38.2: The making of modern China, 1860–1997

Specimen materials for first teaching
September 2015
Time: 2 hour 15 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 three questions on the option for which you have been prepared.
• There are three sections in this question paper. Answer one question in Section A, one question from Section B and one question from Section C.
• Answer the questions in the spaces provided – there may be more space than you need.

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

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

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

You must start your answer on page 3.

Option 38.1: The making of modern Russia, 1855–1991

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

1 Assess the value of the source for revealing the reasons for the issuing of the October Manifesto and the extent of the concessions made.

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

(Total for Question 1 = 20 marks)

Option 38.2: The making of modern China, 1860–1997

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

2 Assess the value of the source for revealing the reasons for the worsening of Sino-Soviet relations in 1958 and the nature of Mao’s personality.

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

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

Chosen question number:  Question 1 ☐  Question 2 ☐

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

TOTAL FOR SECTION A = 20 MARKS
SECTION B

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

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

Option 38.1: The making of modern Russia, 1855-1991

EITHER

3 How significant for the nature of government in Russia in 1917–18 was the Revolution in 1917?

(Total for Question 3 = 20 marks)

OR

4 ‘It was the rise of nationalism within the Soviet Union in the period 1985–91 that led to the downfall of Communist Party rule.’

How far do you agree with this statement?

(Total for Question 4 = 20 marks)

Option 38.2: The making of modern China, 1860–1997

EITHER

5 To what extent was Imperial China opened up to foreign influences in the years 1860–70?

(Total for Question 5 = 20 marks)

OR

6 How significant for China was defeat by Japan in 1894–95?

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

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

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

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

Option 38.1: The making of modern Russia, 1855–1991

EITHER

7 How far was the Bolshevik Land Decree of 1917, a key turning point in the status and condition of the peasantry in Russia in the years 1855–1991?

(Total for Question 7 = 20 marks)

OR

8 How far do you agree that agriculture in Russia had been largely successful in feeding the whole population in the years 1861–1991?

(Total for Question 8 = 20 marks)

Option 38.2: The making of modern China, 1860–1997

EITHER

9 How far was the first Five-Year Plan (1953–57) a key turning point in the industrialisation of China in the years 1860–1997?

(Total for Question 9 = 20 marks)

OR

10 How far did the embrace of capitalism in the 1980s and 90s mark a decisive break in the approach of Chinese governments to economic development in the years 1860–1997?

(Total for Question 10 = 20 marks)
Indicate which question you are answering by marking a cross in the box ✘. If you change your mind, put a line through the box ✗ and then indicate your new question with a cross ✘.

Chosen question number:  Question 7  ❌  Question 8  ❌  Question 9  ❌  Question 10  ❌

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

TOTAL FOR SECTION C = 20 MARKS  
TOTAL FOR PAPER = 60 MARKS
The rioting and agitation in the capitals of Our Empire fills Our heart with great and deep grief. The welfare of the Russian Emperor is bound up with the welfare of the people, and its sorrows are His sorrows. The turbulence which has broken out may confound the people and threaten the integrity and unity of Our Empire.

The great vow of service by the Tsar obligates Us to endeavour, with all Our strength, wisdom and power, to put an end as quickly as possible to the disturbance so dangerous to the Empire. In commanding the responsible authorities to take measures to stop disorders, lawlessness, and violence, and to protect peaceful citizens in the quiet performance of their duties, We have found it necessary to unite the activities of the Supreme Government, in order to ensure the successful carrying out of the general measures laid down by Us for the peaceful life of the state.

We lay upon the Government the execution of Our unchangeable will:

1. To grant to the population the inviolable right of free citizenship, based on the principles of freedom of person, conscience, speech, assembly, and union.

2. Without postponing the intended elections for the State Duma, and in so far as possible, in view of the short time that remains before the assembling of that body, to include in the participation of the work of the Duma those classes of the population that have been until now entirely deprived of the right to vote, and to extend in the future, by the newly created legislative process, the principles of the general right of election.

3. To establish as an unbreakable rule that no law shall go into force without its confirmation by the State Duma and that the persons elected by the people shall have the opportunity for actual participation in supervising the legality of the acts appointed by Us.
Khrushchev arrived for a secret visit to Beijing on July 31, 1958. Mao returned the magnificent hospitality given him in the Soviet Union with a slap in Khrushchev’s face. He received the Soviet leader by the side of his swimming pool, clad only in his swimming trunks. When Mao suggested that Khrushchev join him and don swimming trunks himself, the Soviet leader surprised us all by accepting the offer, changing into one of the bathing suits that were kept in ample supply in the dressing rooms alongside the pool, and plunging into the water with Mao. Khrushchev did not know how to swim and wore a life preserver in the water, surrounded by me and a couple of bodyguards, with the interpreters trying to manage their work from the side.

Superficially the two men were cordial, and Khrushchev did not acknowledge the insult, but the talks between the two men did not go well. Khrushchev’s memoirs record the disdain he felt for Mao’s unorthodox ways. He originally planned to stay a week but he left after three days. The Chairman was deliberately playing the role of emperor, treating Khrushchev like the barbarian come to pay tribute. It was a way, Mao told me later, of ‘sticking a needle up his behind.’

Mao’s catalogue of complaints against the Soviets had grown, but could be reduced to a single overriding concern. ‘Their real purpose,’ Mao said, ‘is to control us. They’re trying to tie our hands and feet, but they’re full of wishful thinking, like idiots talking about their dreams.’ The Soviets he said had proposed the creation of a joint fleet and wanted to build a long-range radio station in China.

Mao accused Khrushchev of trying to use China as a pawn in the Soviet effort to improve relations with the United States. Khrushchev, he said, wanted a promise from China not to attack Taiwan. He was also criticising China for beginning a programme to amalgamate the agricultural collectives into huge people’s communes. Mao told him that whether or not we attack Taiwan is our own domestic affair. He shouldn’t try to interfere. As for the people’s communes, what is wrong about trying them out?

Hidden from the world, unbeknown to the West, the Sino-Soviet dispute had begun.
Acknowledgements

Source 2 is from Zhisui Li, *The Private Life of Chairman Mao*, Arrow Books 1996

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/38)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 38.1: The making of modern Russia, 1855-1991

Option 38.2: The making of modern China, 1860-1997
## Generic Level Descriptors: Section A

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

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

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

<table>
<thead>
<tr>
<th>Level</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 38.1: The making of modern Russia, 1855-1991**

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</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 source to consider its value revealing the reasons for the issuing of the October Manifesto and the extent of the concessions made. The individual referred to in the extract is named in the specification and candidates can therefore be expected to know about him and be aware of the context.  
1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:  
   - It is a royal edict with ‘Us’ prominent throughout  
   - It is clearly a concession in the face of pressure  
   - It comes after nine months of escalating violence  
   - The Tsar did not necessarily approve of the Document but is forced into it by the advice of his new chief minister.  
2. The following inferences and significant points of information could be drawn and supported from the source:  
   **Reasons for the issuing of the October Manifesto:**  
   - It claims that there was clearly geographically widespread discontent i.e. ‘in many capitals’  
   - It indicates that the Tsar feared the dissolution of the Empire  
   - It suggests that there is widespread lawlessness, to the terror of many law-abiding citizens particularly those with property to whom the Tsar is appealing  
   - It suggests that repression had clearly failed  
   - It suggests that new legislative process made hitherto had not worked or appeased the discontents of protestors and those demanding change.  
   **The extent of the concessions made:**  
   - It suggests a major extension of human rights to all Russians. The word ‘citizenship’ is used, not ‘rights to subjects’  
   - It claims there is a major extension of voting rights for the Duma promised in August  
   - It suggests that there appears to be a promise of ‘a new legislative way’ i.e. not just the issuing of royal edicts  
   - It suggests that the Duma’s powers appear to be being extended beyond mere consultation promised in August to the right to approve or reject legislation  
   - It suggests the continuing centrality of the Tsar’s powers i.e. ‘Acts appointed by Us’.  
3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in revealing the reasons for the issuing of the October Manifesto and the extent of the concessions made. Relevant points may include:  
   - Comments on the impact of the Russo-Japanese War in weakening the prestige of the monarchy and reducing its capacity for repression  
   - Knowledge of the revolutionary events preceding the issue of the manifesto  
   - Knowledge of the role of Witte  
   - Knowledge of the existing Tsarist autocratic system  
   - The importance of the demands made by political opponents of the Tsarist regime. |

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

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

Candidates must analyse and evaluate the source to consider its value in revealing the reasons for the worsening of Sino-Soviet relations in 1958 and the nature of Mao's personality. The individual referred to in the extract is named in the specification and candidates can therefore be expected to know about him and be aware of the context.

1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:
   - The author was closely associated with Mao over a number of years and observed at first hand important meetings
   - The book was written thirty years after these events of 1958 and from notes that had been made nearly twenty years after the events described. It is possible that the recollections in consequence could be partially unreliable
   - There clearly was a commercial motive in writing the book so there could be a tendency to sensationalise
   - The book was written and published in the United States not in China.

2. The following inferences and significant points of information could be drawn and supported from the source:

   **Reasons for the worsening of Sino-Soviet relations in 1958:**
   - It provides evidence that there was clearly a personality clash between Mao and Khrushchev
   - It claims that Mao clearly felt that Russia was bidding to dominate China with the setting up of a Soviet radio station and a joint fleet
   - It claims that Mao feared China was being used in a diplomatic game between the USSR and the USA
   - It provides evidence that Khrushchev was a critic of internal Chinese policies on agriculture which Mao felt were none of his business.

   **The nature of Mao's personality:**
   - It suggests that Mao was inclined to behave as an 'Emperor'
   - It claims that Mao resented any attempt to control him
   - It claims that Mao was no respecter of diplomatic protocol or persons
   - It suggests that Mao had an earthy informality which grew out of enormous self-confidence
   - It suggests that Mao had a sense of humour.

3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in revealing the reasons for the worsening of Sino-Soviet relations in 1958 and the nature of Mao's personality. Relevant points may include:
   - Comments on the relationship hitherto with Russia
   - Knowledge of Mao's new agricultural policies and why the Soviets might disapprove
   - Knowledge of Mao's disapproval of the recent attacks in the USSR on Stalin by Khrushchev and his growing contempt for the new Soviet leader whom he perceived as inferior in character and ability both to Stalin and himself
   - Knowledge of the international context of the Cold War
   - The importance of Taiwan as an issue.

Other relevant material must be credited.
**Section B: indicative content**  
**Option 38.1: The making of modern Russia, 1855-1991**

<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 as to how significant for the nature of government in Russia was the Revolution in February 1917. 
Arguments and evidence that the Revolution in February was significant for the nature of government in Russia should be analysed and evaluated. Relevant points may include:  
- It ended the Romanov dynasty which had ruled Russia for three hundred years  
- It was a demonstration of the power of popular protest  
- It seemed to have ushered in a parliamentary and republican government on the model of France, Russia’s ally  
- It produced a massive increase in political freedom enabling freedom of association, less censorship  
- There was increasing disorder in both the cities and the countryside  
- The discipline in the Army began to unravel and Russia ceased, by the autumn, to be an effective ally against Germany. |  |  |  |
|  | Arguments and evidence that the Revolution in February 1917 in Russia was not significant should be analysed and evaluated. Relevant points may include:  
- Twelve months later Russia was once again a form of dictatorship if anything more repressive and brutal than the one removed in February  
- Censorship and arbitrary arrest were readopted by the new Bolshevik government  
- The democratically elected Constituent Assembly was dissolved by force  
- The Army was reconstituted, as was the secret police. |  |  |  |
<p>|  | Other relevant material must be credited. |  |  |</p>
<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. Candidates are expected to reach a judgement as to whether it was the rise of nationalism within the Soviet Union in the period 1985-91 that led to the downfall of Communist Party rule. Arguments and evidence that it was the rise of nationalism within the Soviet Union in the period 1985-91 that led to the downfall of Communist Party rule should be analysed and evaluated. Relevant points may include:</td>
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<td>- Vicious nationalist/ethnic tensions erupted in 1988 initially in the Caucasus. These were released by perestroika and the weakening of controls and decentralisation</td>
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<td>- The three Baltic States of Estonia, Latvia and Lithuania developed a militant hostility to Moscow</td>
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<td>- The growing nationalism inter-acted with the economic problems to intensify the economic crisis - goods or necessary parts made in one area were withheld from another</td>
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<td></td>
<td>- Troops were sent into Baku to stop the massacre of Armenians and to overthrow a popular front government</td>
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<td>- In March 1990 Lithuania declared its independence and Moscow responded with an economic embargo. Arguments and evidence that it was not the rise of nationalism within the Soviet Union in the period 1985-91 that led to the downfall of Communist Party rule should be analysed and evaluated. Relevant points may include:</td>
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<td></td>
<td>- Nationalist tensions were secondary and did not really emerge till 1988-89</td>
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<td></td>
<td>- The nationalist agitators were small e.g. Baltic States only 2% of population of USSR</td>
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<td></td>
<td>- There were deep-rooted economic problems</td>
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<td></td>
<td>- There were bitter divisions within the Communist Party between reformers and conservatives and eventually Gorbachev alienated many from both groups</td>
</tr>
<tr>
<td></td>
<td>- There were examples of sheer bad luck e.g. Chernobyl 1986, the fall in oil prices and the Armenian earthquake of 1988. Other relevant material must be credited.</td>
</tr>
<tr>
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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 on the extent to which Imperial China was opened up to foreign influences in the years 1860-70. Arguments and evidence that Imperial China was opened up to foreign influences in the years 1860-70 should be analysed and evaluated. Relevant points may include:  
- Nine additional ports were opened up to foreign trade  
- The principle of extra-territoriality was extended removing foreigners from the jurisdiction of Chinese courts  
- China had to agree to foreign access to all inland waterways  
- Anyone with a passport was allowed to travel anywhere within the Empire  
- There was a large increase in missionary activity  
- A Foreign Office was established to deal with foreign diplomats who arrived in Beijing  
- The first foreign language schools were established in China.  
Arguments and evidence that Imperial China was not opened up to foreign influences in the years 1860-70 should be analysed and evaluated. Relevant points may include:  
- Large areas of China remained without contact with foreigners  
- There remained considerable resistance amongst the elite to western influence and even contact with foreigners  
- Missionaries elicited much popular hostility and their influence was very limited by the cultural chauvinism of the Chinese  
- There was considerable resistance amongst the elite to serving as ambassadors abroad and the first native appointment was not until after 1870.  
Other relevant material must be credited. |
**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 the significance for China of the defeat by Japan in 1894-95.

Arguments and evidence that defeat by Japan in 1894-95 was significant for China should be analysed and evaluated. Relevant points may include:

- It was more humiliating than the previous defeats by Britain and France as this highlighted China’s decline and technological backwardness compared to another Asiatic power
- It led to the loss of the traditionally tributary state of Korea and of Taiwan and seemed to be about to mark the partition of China
- It led to the additional humiliation of the three power intervention and losses to Russia, Germany and France
- It gave a great boost to the self-strengthening movement and those favouring fundamental reform. If Japan could change so could China
- It produced the first signs of incipient nationalism with demonstrations against the Treaty of Shimonoseki by those in Beijing for the jinshi degree examination.

Arguments and evidence that defeat by Japan in 1894-95 was not significant for China should be analysed and evaluated. Relevant points may include:

- The partition of China did not take place and the most powerful of the western powers, Britain, was opposed to this
- The dowager Empress frustrated the reform projects of the reform-minded young Guangxu emperor depriving him of power in a palace coup in 1898
- Leading reformers fled abroad
- The losses of Taiwan and Korea were not of material significance
- The Japanese moderated their more extreme demands following the assassination of the Chinese negotiator by a Japanese fanatic.

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

**Option 38.1: The making of modern Russia, 1855-1991**

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
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</table>
| 7        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.  
Candidates are expected to reach a judgement on how far the Bolshevik Land Decree of 1917 was a key turning point in the status and condition of the peasantry in Russia in the years 1855-1991.  
Arguments and evidence that the Bolshevik Land Decree of 1917 was a key turning point in the status and condition of the peasantry in Russia in the years 1855-1991 should be analysed and evaluated. Relevant points may include:  
- The Land Decree of October 25th gave the peasants what had been desired for years - occupation of the lands of the land-owners, the state and the church  
- It was more generous than the emancipation edict of 1861, which allowed much of the best land to remain in the hands of the gentry and nobility  
- It enabled the village communes in many areas to undo the reforms of Stolypin and force 'kulaks' back into the village communes  
- It ushered in a period of rural prosperity in the 1920s where the produce was consumed by the producers.  
Arguments and evidence that the Bolshevik Land Decree of 1917 was not a key turning point in the status and condition of the peasantry in Russia in the years 1855-1991 should be analysed and evaluated. Relevant points may include:  
- The decree merely accepted the situation on the ground created by the peasant seizures of land and was against the basic beliefs of the Bolsheviks  
- Large numbers of Bolsheviks never accepted the principles behind the Decree and worked to undo it. The adoption of War Communism and grain seizures by the new government undermined the Land Decree  
- From 1928-29 the settlement established by the Land Decree was destroyed by forcible collectivisation. As a result of government policies in the 1930s the condition and living standards of the peasantry deteriorated sharply  
- Khrushchev's increasing food prices in the late 1950s marked an improvement in the status and condition of the peasantry  
- The introduction of a more market-oriented economy in agriculture in the late 1980s marked an even bigger change in the status and condition of the peasantry  
- It could be argued that the emancipation edict of 1861 was a greater legal turning point for the status of the peasantry. |

Other relevant material must be credited.
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
</table>
| 8        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far agriculture in Russia was successful in feeding the whole population in the years 1861-1991. Arguments and evidence that agriculture in Russia had been largely successful in feeding the whole population in the years 1861-1991 should be analysed and evaluated. Relevant points may include:  
- Most villages were self-sufficient entities in the years 1861-1914 before the First World War  
- Pre-1914 there was a surplus of grain produced largely on state and gentry estates which fed the cities or went for export  
- The period from 1918-29 produced ample food in the countryside but the failure of the market mechanism led to some shortages in the towns  
- From 1932 to the 1960s grain production fed both towns and countryside and even at times made food available for export  
- In the 1980s there was a revival of Russian agriculture as a result of allowing prices to rise to the benefit of producers but at the expense of consumers. Arguments and evidence that agriculture in Russia had not been largely successful in feeding the whole population in the years 1861-1991 should be analysed and evaluated. Relevant points may include:  
- There were occasional famines particularly in the 1890s and more frequent periods of chronic undernourishment in many villages pre 1914  
- Food shortages occurred during the First World War  
- There were severe food shortages brought about by forcible collectivisation in the early 1930s and mass mortality in the Ukraine and Kazakhstan  
- Serious grain shortages developed in the 1970s that had to be met by large imports from the West. Other relevant material must be credited. |
### Question 9

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

Candidates are expected to reach a judgement on how far the first Five-Year Plan was a key turning point in the industrialisation of China in the years 1860-1997.

Arguments and evidence that the first Five-Year Plan of 1953-57 was a key turning point in the industrialisation of China in the years 1860-1997 should be analysed and evaluated. Relevant points may include:

- There was a considerable increase in the production of coal, which doubled, and steel, which quadrupled
- Electric power nearly tripled, which had great implications for modernisation
- Transport was much improved with increased production of ships and railway engines and track. There was a staggering increase in the manufacture of bicycles
- The bureaucracy supervising the industrialisation increased with five new ministries in 1955 and nine in 1956
- There was a notable lack of corruption compared with previous periods of government, which inspired economic growth in the 1860s and 70s and the 1930s.

Arguments and evidence that the first Five-Year Plan of 1953-57 was not a key turning point in the industrialisation of China in the years 1860-1997 should be analysed and evaluated. Relevant points may include:

- There had already been spurts of industrialisation pre-1914 associated with railway construction and ship-building in particular
- There had been a notable growth in light industry in the coastal cities in the 1920s
- Japan had encouraged industrial growth particularly of the extractive industries in Manchuria in the 1930s
- Mao was disappointed with the level of industrialisation in 1957 hence the 'Great Leap Forward' which was largely a disaster
- The massive industrialisation under Deng Xiaoping in the 1980s and 90s dwarfs that of the 1950s.

Other relevant material must be credited.
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
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<tbody>
<tr>
<td>10</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>
<tr>
<td></td>
<td>Candidates are expected to reach a judgment on how far the embrace of capitalism in the 1980s and 90s marked a decisive break in the approach of Chinese governments to economic development in the years 1860-1997.</td>
</tr>
<tr>
<td></td>
<td>Arguments and evidence that the embrace of capitalism in the 1980s and 90s marked a decisive break in the approach of Chinese governments to economic development in the years 1860-1997 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• It seemed a complete contrast to the approach adopted under Mao from 1949-76 which relied on state direction, exhortation, and terror to achieve economic growth</td>
</tr>
<tr>
<td></td>
<td>• There was a real trust in incentives to boost production</td>
</tr>
<tr>
<td></td>
<td>• Wealth and success were held up as positive goods -‘to get rich is glorious’. Even before Mao there had been a distrust of the mercantile community and a belief in state regulation and control, rooted in Confucian thought</td>
</tr>
<tr>
<td></td>
<td>• Many intellectuals criticised the scramble for wealth and what was perceived as the growing corruption</td>
</tr>
<tr>
<td></td>
<td>• There was a massive increase in a wealthy middle class, allowed extensive freedom as long as the party was not challenged. This was a very singular development in Chinese history.</td>
</tr>
<tr>
<td></td>
<td>Arguments and evidence that the embrace of capitalism in the 1980s and 90s did not mark a decisive break in the approach of Chinese governments to economic development in the years 1860-1997 should be analysed and evaluated. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>• The commercial initiatives of the self-strengthening period in the 1860s and 1870s had enabled some to acquire great wealth under the formula 'official-supervised, merchant-managed'</td>
</tr>
<tr>
<td></td>
<td>• As above, the China Development Finance Corporation blended state power with the opportunities for private enrichment in the 1930s</td>
</tr>
<tr>
<td></td>
<td>• Decentralisation rather than full-blooded laissez-faire were the hallmark of the new policies but with power exercised at regional or city level</td>
</tr>
<tr>
<td></td>
<td>• State regulation and control remained strong over finance and the government was superior before the courts in any conflict with business interests.</td>
</tr>
<tr>
<td></td>
<td>Other relevant material must be credited.</td>
</tr>
</tbody>
</table>
Instructions

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

Information

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

Advice

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

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

You must start your answer on page 3.

Option 39.1: Civil rights and race relations in the USA, 1850–2009

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

1 Assess the value of the source for revealing the reasons for Barack Obama's political success in 2004 and for analysing the nature of political campaigning in the USA in the early twenty-first century.

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

(Total for Question 1 = 20 marks)

Option 39.2: Mass media and social change in Britain, 1882-2004

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

2 Assess the value of the source for revealing the techniques used by Mary Whitehouse when complaining about broadcasting, and the problems faced by television companies in broadcasting in the 'Swinging Sixties'.

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

(Total for Question 2 = 20 marks)
SECTION B

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

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

Option 39.1: Civil rights and race relations in the USA, 1850–2009

EITHER

3 Did the abolition of slavery in the United States produce a real improvement in the lives of black Americans in the years 1865–77?
   Explain your answer.
   (Total for Question 3 = 20 marks)

OR

4 How far does Martin Luther King deserve the credit for the enactment of the civil rights legislation of 1964 and 1968?
   Explain your answer.
   (Total for Question 4 = 20 marks)

Option 39.2: Mass media and social change in Britain 1882-2004

EITHER

5 ‘During the Second World War, the BBC was mainly a propaganda arm of the government’.
   How far do you agree with this statement?
   (Total for Question 5 = 20 marks)

OR

6 ‘The Thatcher government controlled the media in the years 1979–90’.
   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 \( \square \). If you change your mind, put a line through the box \( \xmark \) and then indicate your new question with a cross \( \square \).

Chosen question number:  

- Question 3  \( \square \)  
- Question 4  \( \square \)  
- Question 5  \( \square \)  
- Question 6  \( \square \)

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

TOTAL FOR SECTION B = 20 MARKS
SECTION C

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

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

Option 39.1: Civil rights and race relations in the USA 1850–2009

EITHER

7 How far was the publication of ‘Uncle Tom’s Cabin’ in 1852, a key turning point in the shaping of race-relations in the United States in the years 1850–2009?

(Total for Question 7 = 20 marks)

OR

8 How far do you agree that the problems of inter-racial tension were largely concentrated in the old south in the years 1865–2009?

(Total for Question 8 = 20 marks)

Option 39.2: Mass media and social change in Britain 1882–2004

EITHER

9 How far can the women’s strike at the Dagenham car factory in 1968 be regarded as the key turning point in bringing change to women’s working lives during the years 1882–2004?

(Total for Question 9 = 20 marks)

OR

10 To what extent were changes in the means of transport responsible for changing leisure opportunities in the years 1882–2004?

(Total for Question 10 = 20 marks)
Indicate which question you are answering by marking a cross in the box ☑. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☑.

Chosen question number:  
Question 7 ☐  Question 8 ☐  
Question 9 ☐  Question 10 ☐

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

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

History
Advanced
Paper 3: Themes in breadth with aspects in depth
Option 39.1: Civil rights and race relations in the USA, 1850–2009
Option 39.2: Mass media and social change in Britain, 1882–2004

Specimen materials for first teaching
September 2015
Sources Booklet

Paper Reference
9HI0/39

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 39.1: Civil rights and race relations in the USA, 1850–2009

Source for use with Question 1.


My campaign had gone so well that it looked like a fluke. Political observers would note that in a field of seven Democratic primary candidates, not one of us ran a negative TV ad. The wealthiest candidate of all – a former trader worth at least $300 million – spent $28 million, mostly on a barrage of positive ads, only to flame out in the final weeks due to an unflattering divorce file that the press got unsealed. My initial republican opponent, a handsome and wealthy former banker turned inner city teacher, started attacking my record almost from the start, but before his campaign could get off the ground, he was felled by a divorce scandal of his own. For the better part of a month, I travelled Illinois without drawing fire, before being selected to deliver the keynote address at the Democratic Convention – seventeen minutes of unfiltered, uninterrupted airtime on national television. And finally the Illinois Republican Party inexplicably chose as my opponent, former presidential candidate Alan Keyes, a man who had never lived in Illinois and who proved so extreme that even conservative Republicans were scared of him.

Later some reporters would declare me the luckiest politician in the entire fifty states. Privately, some of my staff bristled at this assessment, feeling that it discounted our hard work and the appeal of our message. Still there was no point in denying my almost spooky good fortune.

My new Democratic colleagues could not have been more welcoming towards me; one of the few bright spots, they would call my victory. In the corridors, though, they’d pull me aside and remind me of what typical Senate campaigns have come to look like.

They told me about their fallen leader, Tom Daschle of South Dakota, who had seen millions of dollars worth of negative ads rain down on his head. There were full page newspaper ads and television spots informing his neighbours day after day that he supported baby killing and men in wedding gowns, a few even suggesting that he’d treated his first wife badly, despite the fact that she had travelled to South Dakota to help him get re-elected. My senatorial colleagues also recalled Max Cleland, the former Georgia incumbent, a triple-amputee war veteran who had lost his seat in the previous cycle, after being accused of insufficient patriotism, of aiding and abetting Osama bin Laden.
Option 39.2: Mass media and social change in Britain, 1882–2004

Source for use with Question 2.

Source 2: Excerpts from some of the letters written by Mary Whitehouse on the subject of television broadcasting. These letters were written to Kenneth Robinson, who was Minister of Health 1964–68, Sir Hugh Greene, the Director-General of the BBC 1960-69, and Lord Ayleston, who was Chairman of the Independent Television Authority 1967-75.

2.11.1965
Dear Mr Robinson
Last night's programme on contraceptive clinics was strongly biased towards pre-marital experience, and exercised censorship against the doctor taking part in the programme, and so against the great majority of young people who wish to live clean and straight, and know how to do so. The social and political consequences of promiscuity on the health of the nation could be so grave, that we are of the opinion that the time for drastic action has come. We believe that the urgency of the situation is such that responsibility for the policies of the Director General of the BBC can no longer be sidestepped by Ministers of the Crown.

5.11.68
Dear Sir Hugh Greene
You are perhaps aware from press reports that we are taking legal advice to discover whether Broadcasting is covered by the Obscene Publications bill following the screening of 'All our loving'. The behaviour of Jimmy Hendrix in this programme was the most obscene thing I, at any rate, have ever seen on television.
We were concerned, too, at the use of psychedelic and hypnotic techniques which build up frenzy and eroticism. We would be grateful if you would clarify the policy of the BBC in the matter of the use of techniques of this kind, and also if you would tell us whether expert psychological advice was ever taken before this film was shown?

13.12.1968
Dear Lord Aylestone
A number of people have spoken to me about the behaviour of Mick Jagger on the television last week. They were affronted, not only by the obscenity of his actions but also by the references to Jesus Christ in a song in such a setting.
If my information is correct, may I put it to you that this programme must have offended against the statutory obligations under which ITV works, namely that programmes should not offend against good taste and decency? Since the – perhaps too simple – explanation for Mick Jagger's behaviour is that he is an exhibitionist, could not the matter best be settled by him not being invited to appear again? Since it is becoming increasingly clear that there are some people in show business who will set no limits whatever on their own behaviour, the onus is surely upon the Broadcasting Authorities to act on behalf of the public.
Acknowledgements

Source 1 is from Barack Obama, *The Audacity of Hope*, Canongate 2007;
Source 2 is from Ben Thompson, *Ban this Filth: Letters from the Mary Whitehouse Archive*, Faber and Faber 2012.

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Mark scheme

Specimen materials for first teaching September 2015

GCE History (9HI0/39)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 39.1: Civil rights and race relations in the USA, 1850-2009

Option 39.2: Mass media and social change in Britain 1882-2004
**Generic Level Descriptors: Section A**

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

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
<td></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 enquiries may be uneven.  
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
- Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
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<th>Level</th>
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<th>Descriptor</th>
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| 5     | 17–20| - Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,  
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.  
- Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |

**Sections B and C**

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

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<th>Level</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–3  | - Simple or generalised statements are made about the topic.  
- Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.  
- The overall judgement is missing or asserted.  
- There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2     | 4–7  | - There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.  
- Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.  
- An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.  
- The answer shows some attempts at organisation, but most of the answer shows little 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
<table>
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<td></td>
<td></td>
<td>evaluations may be only partly substantiated, the overall judgement is supported.</td>
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<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>17–20</td>
<td>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</td>
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<tr>
<td></td>
<td></td>
<td>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</td>
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<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</td>
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</table>
### Section A: indicative content

**Option 39.1: Civil rights and race relations in the USA 1850-2009**

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</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 source to consider its value in revealing the reasons for Barack Obama’s political success in 2004 and for analysing the nature of political campaigning in the USA in the early twenty-first century. The individual referred to in the extract is named in the specification and candidates can therefore be expected to know about him and be aware of the context.  
1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences.  
   - It was clearly written shortly after his senate victory with events fresh in the author's mind  
   - It is valuable as reflecting the impressions of a new-comer to the senate, the most prestigious political body in the USA  
   - Like most aspiring politicians and particularly those with presidential ambitions, it is customary to write an autobiography or populist political tract to sell oneself.  
   - It appears to have been written by Obama with style and not ghost-written as is often the case with aspiring politicians.  
2. The following inferences and significant points of information could be drawn and supported from the source  
   **Reasons for Barack Obama’s political success in 2004:**  
   - It claims that he was incredibly lucky in the misfortune afflicting his Democratic rivals for the nomination  
   - It claims that it was a massive break to be asked to speak at the Convention giving him huge air coverage  
   - It suggests that the invitation to speak is an indication of Obama’s exceptional oratorical power  
   - It provides evidence that he was lucky with his Republican opponents as the first was felled by scandal and the final Republican opponent drafted at the last minute did not live in Illinois and was extreme in his views  
   - It claims that the organisation he assembled was formidable and filled with enthusiastic volunteers.  
   **The nature of political campaigning in the USA in the early twenty-first century:**  
   - It provides evidence that there is a tendency to rely on negative campaigning which can be very effective  
   - It provides evidence that a large war chest is vital for buying advertising in the press and television  
   - It claims that politics have become much more embittered and divisive with abortion and gay marriage particularly inviting extreme responses  
   - It suggests that the personal life of candidates is important being used both negatively and positively. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in assessing the reasons for Barack Obama’s political success in 2004 and for analysing the nature of political campaigning in the USA. Relevant points may include:</td>
<td></td>
</tr>
<tr>
<td>- Comments on the growing influence of the far-right on the Republican Party</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of the deeply divisive issues of gay marriage and abortion</td>
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<td>- Knowledge of the electoral process in the USA, in particular the role of primaries</td>
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<td>- Knowledge of the role and prestige of senators</td>
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<tr>
<td>- The significance of race as a contemporary issue.</td>
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</table>
### Option 39.2: Mass media and social change in Britain 1882-2004

<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 source to consider its value for revealing the techniques used by Mary Whitehouse when complaining about broadcasting, and the problems faced by television companies when broadcasting in the ‘Swinging Sixties’.</td>
</tr>
<tr>
<td></td>
<td>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</td>
</tr>
<tr>
<td></td>
<td>- The author’s links with the National Viewers’ and Listeners’ Association</td>
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<tr>
<td></td>
<td>- The aims and objectives of the National Viewers’ and Listeners’ Association</td>
</tr>
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<td></td>
<td>- The function of the letters to persuade, making a case through argument and assertion</td>
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<tr>
<td></td>
<td>- The underlying prejudice of the author as revealed by the topics selected for complaint.</td>
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<td></td>
<td>2. The following inferences and significant points of information could be drawn and supported from the source:</td>
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<tr>
<td></td>
<td><strong>The techniques used by Mary Whitehouse:</strong></td>
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<td></td>
<td>- Evidence is provided of contacting the person at the top of the organisation without criticising them directly, maintaining that they would wish to know</td>
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<td></td>
<td>- Evidence is provided of the use of the threat of legal action</td>
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<td></td>
<td>- Evidence is provided of the use of unsubstantiated assertion</td>
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<td></td>
<td>- The letters suggest that there is a vast hinterland of support for the accusations being made.</td>
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<td></td>
<td><strong>The problems faced by television companies when broadcasting in the ‘Swinging Sixties’:</strong></td>
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<tr>
<td></td>
<td>- It suggests that television companies are having problems in reconciling the needs of its conservative listeners and viewers with those of the younger generation</td>
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<td></td>
<td>- It suggests that television companies have to be certain they are not in breach of the law by broadcasting matter that could be regarded as obscene</td>
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<td></td>
<td>- It suggests that television companies need to be aware constantly of their responsibilities to the general public</td>
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<tr>
<td></td>
<td>- It suggests that the television companies need to be aware of the level of support the general public gives to complaints emanating from individuals like Mary Whitehouse, claiming to speak for many.</td>
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<tr>
<td></td>
<td>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the techniques used by Mary Whitehouse and the problems faced by the television companies in broadcasting in the ‘Swinging Sixties’. Relevant points may include:</td>
</tr>
<tr>
<td></td>
<td>- The role of, and level of support for, the National Viewers’ and Listeners’ Association</td>
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<tr>
<td></td>
<td>- The nature of the relationship between the television companies and the music industry</td>
</tr>
<tr>
<td></td>
<td>- The liberal attitudes of the ‘Swinging Sixties’</td>
</tr>
<tr>
<td></td>
<td>- The role of the BBC as a public service broadcaster.</td>
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</table>
## Section B: indicative content
### Option 39.1: Civil rights and race relations in the USA, 1850-2009

<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 abolition of slavery in the United States produce a real improvement in the lives of black Americans in the years 1865-77. Arguments and evidence that the abolition of slavery in the United States did produce a real improvement in the lives of black Americans in the years 1865-77 should be analysed and evaluated. Relevant points may include:  
- Ex-slaves were free to move  
- Ex-slaves could choose to marry without any other person’s consent and many did so  
- Ex-slaves could choose to work unsupervised and not in gangs under an overseer  
- There was a big improvement in black education and literacy  
- During these years several black Americans entered political life - 2 senators and 15 congressmen. They took control of South Carolina’s state assembly  
- There was a slow but increasing living standard and the amount of land they farmed.  
Arguments and evidence that the abolition of slavery in the United States did not produce a real improvement in the lives of black Americans in the years 1865-77 should be analysed and evaluated. Relevant points may include:  
- The vast majority did not receive the 40 acres and a mule that many expected  
- Most became sharecroppers and were dependant on white owners  
- The political gains were short lived and disappeared after 1877  
- The rise of the Ku Klux Klan and growing intimidation re-introduced the threat of violence.  
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 how far does Martin Luther King deserve the credit for the enactment of the Civil Rights legislation of 1964 and 1968? Arguments and evidence that Martin Luther King does deserve the credit for the enactment of the Civil Rights legislation of 1964 and 1968 should be analysed and evaluated. Relevant points may include:  
- He was important in promoting non-violence as a tactic and probably the only one that could work  
- He provided vital organising leadership in the Montgomery bus boycott of 1955  
- He displayed considerable political skill in juggling different pressure groups within the civil rights movement and cultivating the powerful in Washington  
- His flair for publicity and oratorical skills gave the movement an enormous impetus particularly the 1963 Washington March  
- He achieved international stardom with the Nobel Peace Prize  
- The celebrations held in parts of some southern states, such as South Carolina in 1968 to mark his death, signal how important his opponents felt him to be.  
Arguments and evidence that Martin Luther King does not deserve the credit for the enactment of the Civil Rights legislation of 1964 and 1968 should be analysed and evaluated. Relevant points may include:  
- The Supreme Court judgement of 1954 launched the civil rights agitation  
- It was often others who began a key phase in the civil rights agitation eg the Greensboro sit-in in North Carolina  
- It required the political skills of President Johnson to pilot the Bills through Congress  
- His leadership was increasingly rejected by more militant activists.  
Other relevant material must be credited. |
**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 about the extent to which, during the Second World War, the BBC was mainly a propaganda arm of the government.

Arguments and evidence about the extent to which the BBC was mainly a propaganda arm of the government should be analysed and evaluated. Relevant points may include:

- The right to censor the BBC given to the Ministry of Information (MOI) and the frequent use of D notices ensured only the government’s view of the war was broadcast.
- The government closed down BBC TV and allowed only the Home Service to broadcast: propaganda easier without visual images.
- Churchill’s morale boosting speeches, usually recorded by an actor, were broadcast frequently.
- The BBC broadcast programmes immediately after the news (e.g., JB Priestley’s *Postscripts*) designed to put a positive spin on potentially bad news, aiming to turn disasters, such as Dunkirk, into victories in the public’s mind.

Arguments and evidence about the extent to which the BBC was *not* a propaganda arm of the government should be analysed and evaluated. Relevant points may include:

- Light entertainment programmes (e.g., ITMA) were made and broadcast regularly, including the intellectual discussion programme ‘The Brains Trust’.
- Nazi propaganda broadcasts by ‘Lord Haw Haw’ (William Joyce) were relayed by the BBC.
- The creation of a new broadcasting channel ‘Forces Service’ against advice from the Air Ministry, dedicated to broadcasting to Allied troops abroad and that became popular at Home.
- Advice and Information were broadcast on a daily basis, giving, for example, medical advice and recipes.

Other relevant material must be credited.
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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 Thatcher government controlled the media in the years 1979-90.  
Arguments and evidence that the Thatcher government did control the media in the years 1979-90 should be analysed and evaluated. Relevant points may include:  
- Relationship with Rupert Murdoch and the Murdoch press in agreeing to promulgate the same ‘message’  
- Role of Bernard Ingham in controlling press access to Thatcher and her responses  
- Control of the media in reporting potentially sensitive military/intelligence information during the Falklands Conflict (April – June 1982)  
- Control of the media during the miners’ strike (1984-5).  
Arguments and evidence that the Thatcher government did not effectively control the press should be analysed and evaluated. Relevant points may include:  
- The launch of Channel 4 in 1982, increasing competition between broadcasters and thus taking them away from Thatcher’s control  
- The liberalisation of laws on cable broadcasting in 1984, which Thatcher could not control  
- The deregulation of television and the expansion of satellite television in 1990 beyond the control of Thatcher  
- The 1990 Broadcasting Act enabling the setting up of local and regional commercial stations all of which could not possibly be controlled by the Thatcher regime  
- There was a section of the press that displayed hostility to Thatcher consistently.  
Other relevant material must be credited. |
### Question 7

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

Candidates are expected to reach a judgement on how far the publication of 'Uncle Tom's Cabin' was a key turning point in the shaping of race-relations in the United States in the years 1850-2009.

Arguments and evidence that the publication of 'Uncle Tom's Cabin' was a key turning point in the shaping of race-relations in the United States in the years 1850-2009 should be analysed and evaluated. Relevant points may include:

- It was a massive phenomenon in the 1850s selling 300,000 copies in the USA in 1852 and 200,000 in the UK. It was reprinted in 1862. It was the second most popular book in the nineteenth century after the bible
- There was a series of theatrical versions produced in the 1850s and these and the book gave a enormous impetus to the abolitionist cause in the 1850s
- The popular but unproven story that Lincoln credited Stowe as 'the little lady who started this big war'
- The book created stereotypes and phrases and which have influenced race relations long after publication e.g. 'uncle Tom'
- The Book was detested in the Southern States

Arguments and evidence that the publication of 'Uncle Tom's Cabin' was not a key turning point in the shaping of race-relations in the United States in the years 1850-2009 should be analysed and evaluated. Relevant points may include:

- A majority of the sales were after the reprint of 1862 indicating that its influence on abolition and the Civil War has been exaggerated
- The book has attracted much criticism in some literary circles for its sentimentality
- It is very much a product of its time and would probably have little appeal to the late twentieth century
- Militant black radicals of the 1960s disliked it
- Possibly the publication of 'Beloved' in 1987 and by a black American writer was a more significant turning point.

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 how far the problems of inter-racial tension were largely concentrated in the old south in the years 1850-2009.

Arguments and evidence that the problems of inter-racial tension were largely concentrated in the old south in the years 1850-2009 should be analysed and evaluated. Relevant points may include:

- Until the twentieth century, the overwhelming majority of black Americans lived in the old south and tensions produced by slavery and the later resentments against freed blacks were in the south
- The so-called Jim Crow laws operating from c1890-1960s were phenomena of the old south
- The appalling record of lynching blacks from the 1870s to the mid twentieth century was largely a phenomenon of the deep south
- In the late twentieth century and twenty-first century there has been a drift back to the southern states which still contain the majority of black Americans and although less pronounced than before, racial division and tension still exists there.

Arguments and evidence that the problems of inter-racial tension were not largely concentrated in the old south in the years 1850-2009 should be analysed and evaluated. Relevant points may include:

- The fugitive slave laws in the 1850s caused real problems in the Northern states particularly Ohio
- The massive migration Northwards from the early twentieth century and particularly during the Second World War produced tensions in the North. There was a series of race riots in Northern cities - in 20 cities in 1919
- There were strikes in northern cities by white workers unwilling to work with black Americans during the Second World War
- There was a wave of riots in Northern cities in the 1960s
- There was segregation in housing in the North post 1945
- Considerable tension still exists between black Americans and the police in many areas outside the South in the twenty-first century.

Other relevant material must be credited.
Option 39.2: Mass media and social change in Britain, 1882-2004

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<thead>
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| 9        | Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far the women’s strike at the Dagenham car factory in 1968 be regarded as the key turning point in bringing change to women’s working lives during the years 1882–2004. Arguments and evidence for the women’s strike at the Dagenham car factory in 1968 being regarded as the key turning point in bringing change to women’s working lives during the years 1882–1982 should be analysed and evaluated. Relevant points may include:  
- The creation of the all-women National Joint Action Campaign Committee for Women’s Equal Rights founded by women trade unionists, focusing on women for the first time in the TU movement  
- The Equal Pay Act of 1970 as a direct consequence of the Dagenham strike  
- The significance of Barbara Castle’s involvement in the strike and the general empowerment of women as a result of her involvement  
- The impact on the TU movement regarding the role of women at work as a direct result of the strike. Arguments and evidence that modify or counter the proposition that the women’s strike at the Dagenham car factory in 1968 was a key turning point in bringing change to women’s working lives should be analysed and evaluated. Relevant points may include:  
- The Match Girls’ strike of 1888 resulting in the acceptance by Bryant and May of the match girls’ demands  
- The National Service Act of 1941, calling up women to work in occupations traditionally regarded as the preserve of men, giving the women a wide range of work experience  
- The contraceptive pill from 1967, giving women control over their own fertility and ability to determine when they would return to the workplace after childbearing  
- The first ‘take your daughters to work’ day in 1994  
- The massive expansion in women’s participation in the professions of, for example, medicine and law only really manifested itself at the end of the twentieth century. Other relevant material must be credited. |
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<tr>
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<tr>
<td>10</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 extent to which changes in the means of transport were responsible for changing leisure opportunities in the years 1882-2004. Arguments and evidence that changes in the means of transport were responsible for changing leisure opportunities in the years 1882-2004 should be analysed and evaluated. Relevant points may include:</td>
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<td>- The development of the safety bicycle in the years from the late 1880s enabling the growth of cycling clubs, leisure opportunities in themselves, and the accessibility of a range of local leisure activities before the First World War</td>
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<td>- The production of small, affordable, family cars enabling day trips and holidays away from home from the 1930s</td>
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<tr>
<td></td>
<td>- The development of coaches and charabancs and the growth of coach companies offering day trips to local attractions and seaside holidays for those not able to afford a family car in the 1950s</td>
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<td></td>
<td>- The development of cheaper-to-run planes enabling package holidays abroad from the 1960s. Arguments and evidence that changes in the means of transport were not responsible for changing leisure opportunities in the years 1882-2004 should be analysed and evaluated. Relevant points may include:</td>
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<td>- Legislation regarding shorter working hours across the period, enabling more time to be available for leisure opportunities</td>
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<td></td>
<td>- The increasing knowledge about, and availability of, contraception resulting in smaller family sizes freeing time and money for leisure</td>
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<td>- The Holiday Pay Act of 1938, giving workers one weeks’ holiday with pay opened up a range of leisure opportunities</td>
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<td></td>
<td>- Increasing affluence in some sections of society resulting in greater disposable income to be spent on leisure opportunities</td>
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<td></td>
<td>- Use of the Internet for social networking and games towards the end of the period. Other relevant material must be credited.</td>
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