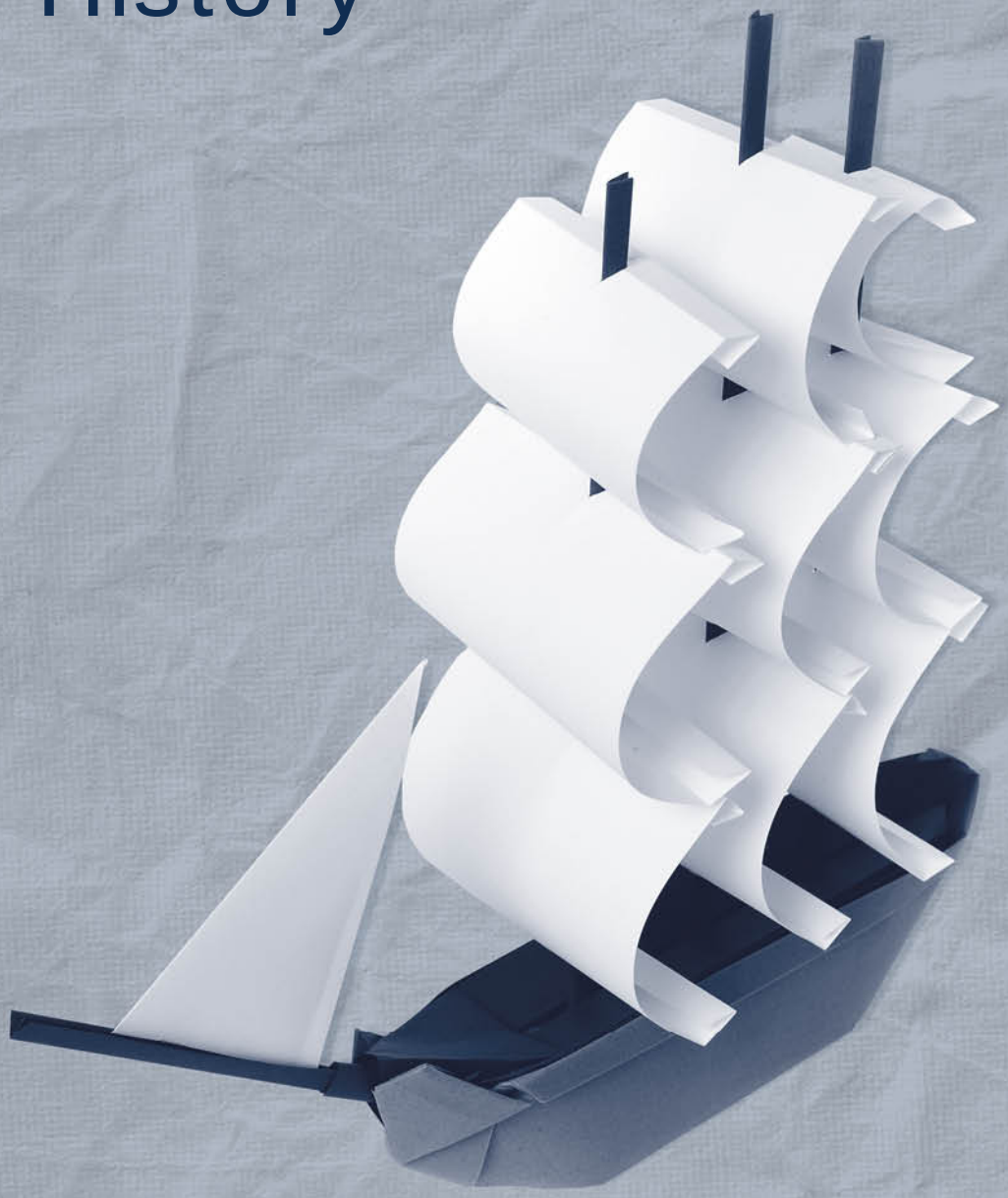
edexcel

Pearson Edexcel A Level in History



STUDENT ANSWERS EXEMPLARS PACK 2

Contents

About this exemplars pack **1**

Paper 1 Section A and B **2**

AO1 A Level mark scheme 2

Question 1 3

Exemplar Script A 3

Exemplar Script B 5

Exemplar Script C 7

Exemplar Script D 8

Exemplar Script E 10

Question 4 12

Exemplar Script A 12

Exemplar Script B 13

Exemplar Script C 15

Paper 2 Section A **17**

AO2 A Level mark scheme 17

Question 1 18

Exemplar script A 19

Exemplar script B 20

Exemplar script C 22

Exemplar script D 24

Exemplar script E 26

Paper 3 Section A **28**

AO2 A Level mark scheme 28

Question 2 29

Exemplar Script A 29

Exemplar Script B 32

About this exemplars pack

This pack has been produced to support History teachers delivering the new A Level History specification (first assessment summer 2017). Existing exemplar packs for both AS and A Level can be found on the Edexcel website and further packs will be published as centres progress through the course.

The pack contains exemplar student responses to A Level History:

- Paper 1 Sections A and B
- Paper 2 Section A
- Paper 3 Section A.

It shows real student responses to the questions taken from the sample assessment materials.

The questions covered in this pack address Assessment Objectives 1 and 2.

Students must:		% in GCE
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	**55**
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	**20**
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	**25**
Total		**100%**

Following each question, you will find the mark scheme for the band that the student has achieved, with accompanying examiner comments on how the levels have been awarded, and any ways in which the response might have been improved.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Paper 1 Section A and B

AO1 A Level mark scheme

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.

Level	Mark	Descriptor
	0	No rewardable material.
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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Question 1

To what extent does the emergence of an industrial middle class explain the increasing demand for parliamentary reform in the years 1785–1832?

Exemplar Script A

The emergence of an industrial middle class, can, to a large extent explain the increasing demand for parliamentary reform, however there were other factors such as a strong tradition of radicalism, coupled with the fear of revolution which heightened the overall demand. Evidently, the industrial middle class represented people who were enabling Britain to grow, increasing economic prosperity. As a social group they were well educated, unlike the majority of the working class and overall they posed a bigger threat to the government because they were harder to combat compared to mob pressure.

The industrial middle class can explain the increasing demand for parliamentary reform in the years 1785-1832 because they represented an influential group of people, discontented by the fact that their views weren't represented in Parliament. There was no correlation between their obvious economic power and influence but lack of political power. Many of these factory owners lived in industrial hubs such as Manchester and Leeds however these two towns, each with a population in excess of 100 000 did not return any MPs to Westminster. In other words, the majority of the industrial middle class found themselves voiceless when it came to the passing of laws. They were desperate for parliamentary reform because it would mean that their views would be taken into consideration.

Moreover, the industrial middle class heavily contributed to the growing demand for reform because they supported organisations such as Attwood's Birmingham Political Union. This organisation put pressure on the government for reform through methods such as rallies and petitions. It focused on peaceful methods of protest which meant that the group was more respected, in turn making politicians more likely to listen to their views. This group symbolised the start of a closer relationship between the working and middle class, subsequently making the demand for parliamentary reform stronger because it was backed by so many.

One could argue however that other factors played a substantial role in increasing demand for parliamentary reform. For instance, the strong belief that the fear of revolution led to more support from parliament because they believed that appeasing the people with limited reform was a necessary compromise in order to prevent the outbreak of a revolution. Events such as the Peterloo Massacre in 1819 only added to the fears of many, that if nothing was done, a revolution was likely. The situation in France with the French Revolution represented a situation which the government sought to prevent happening in Britain.

Another reason why the industrial middle class can explain the increasing demand for parliamentary reform is because they were able to win over the support of some Whigs. It is arguably that the main reason for Whig backing was because the industrial middle class represented a way of them gaining a lot of support. It was in the best interests of Whig politicians to support the industrial middle class because these were at the forefront of industrialisation which in turn led to a growing economy, meaning that in the long term, it would be ludicrous to alienate its members. The power of the industrial middle class was evident following the "Days of May" whereby, in response to the king asking Wellington to form a Tory government, industrialists withdrew approximately £1.8 million from British banks. The slogan was "to stop the Duke, go for gold" and a run on the banks ensued. The situation was dangerous since it threatened to cause bankruptcy which would likely cripple the economy. The influence of the industrial middle class was undeniable and shows why there was a growing demand for parliamentary reform.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Aside from this, in the 1785-1832 it is clear that there was an established tradition of radicalisation throughout Britain. Figures such as Henry "Orator" Hunt played a vital role in persuading many to support parliamentary reform. The Peterloo Massacre of 1819 was an event whereby 60000 working class people travelled from afar, just to hear Henry Hunt speak. This proves that he was a highly influential public figure whose views were supported by thousands. He demanded both political and economic change and even following his death in 1835, the radical tradition persisted with figures such as Feargus O'Connor. This implies that the increasing demand for parliamentary reform was not solely due to the emergence of an industrial middle class.

To conclude, it is evident that to a large extent, the emerging middle class can explain the increasing demand for parliamentary reform. This is largely due to the influence and power they possessed which was able to sway Whig politicians to support their demands. The government recognised this new social class as a genuine threat to their power and authority because of their thoughout, pragmatic approach to the issue of reform, which was entirely in contrast to the working class who tended to take a more direct and violent approach. On the other hand the industrial middle class were able to organise themselves, as was displayed with the "Days of May" which highlighted the huge threat that they posed. Clearly other factors such as fear of revolution strengthened the demand for pragmatic reform, although ultimately the industrial middle class had the most influence over the issue.

Marker's comment

This is a well-focused and well-argued response with good detail. The factors leading to parliamentary reform are linked and criteria for indicating their significance are established and applied. There is some argument and a good concluding passage. Had the criteria for the overall judgment been further developed, the response would have been more securely L5.

Low Level 5

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Exemplar Script B

In a number of ways, the increasing demand for reform in the latter part of the 18th century and early 19th century can be explained by the emergence of an industrial middle class. This is because they felt underrepresented by the current political system, and wanted more of a say in how the country was run. However, there were also other reasons for the increasing pressure for reform. These include the French revolution inspiring criticism of the British system, the high levels of unemployment after the Napoleonic wars, and the emerging UK radical tradition. Despite this, it is evident that the most important reason for increasing demand for reform is the emergence of the industrial middle class.

One reason why the emergence of a middle class led to increasing demand for parliamentary reform is because of the increasing economic power they were gaining. As agricultural trades were becoming less important in the UK compared to new industrial factories, so at the beginning of the 19th century, people increasingly started to move into cities. Some of these people were able to own and run factories – the emerging middle class – and employ workers, maximising their own profits. As these factories became more important to the British economy, it was soon evident that the emerging middle class were carrying a great proportion of the UK's economy, but had very little representation in parliament. As a result of this, there was increased pressure for parliamentary reform, which is why the emerging middle class were an integral part of these demands.

Another reason why the emerging middle class was because the new industries which they owned created huge industrial cities around them, which didn't fit into the predefined county-borough system. This led to cities such as Manchester and Liverpool being underrepresented, while Ghost towns such as Old Sarum still had parliamentary representation. Because the country's economy was being greatly supported by these industrial centres, it was clear that reform was necessary so that they were adequately represented in parliament, and the middle classes were central to helping achieve this and garnering support from politicians, mainly Whigs. Therefore, for the reason of the creation of industrial centres and demand for their representation in parliament, the middle classes were central to the increasing demand for reforms.

A third reason why the middle classes were important to the increasing demand for parliamentary reform is because of their setting up of political unions such as the Birmingham Political Union (BPU). Banker Thomas Attwood established the BPU in 1829, for greater representation of industrial centres, such as his in Birmingham. He and the union pressured the government for change through campaigns which united the middle and working classes. From the BPU, middle classes across the country were encouraged to set up political unions which united the two classes; the money which the middle classes possessed was integral to the success of the protests, as well as their non-violent attitudes. The unions began to get some results from parliament, so for beginning to set up these unions and carry out respectable campaigns with the help of the working class, the emergence of the middle class was important to the demand for reforms.

However, there were also other factors which contributed to the increasing demand for reform at this time, one of which is the French revolution of 1789. The French revolution saw the overthrowing of aristocratic rulers in an increasingly violent way. After this took place, criticisms of the British system began to emerge, because of the widespread corruption, lack of secret ballots (leading to pocket boroughs), and rule by the aristocracy. Having seen what changes could be made in France, this inspired the British people, leading to increased demand for reforms, despite the fact that the government were concerned not to have a revolution. Therefore, for this reason, the French revolution was important to the increasing demand for reforms from 1785-1832.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Another reason for the increased demand for reform (that was not linked to the emerging middle class) is the increasing radical tradition at this time. Speakers such as Henry "Orator" Hunt were powerful and charismatic, and able to bring across their radical views to large crowds, as Hunt did at St Peters Fields in 1819. 60,000 people gathered there to protest peacefully and hear Hunt speak on his views about parliamentary reforms. It is clear that the government saw these radicals as a threat, because the cavalry charged on this crowd, killing people and injuring hundreds. Therefore, it is clear that the radical tradition and use of sedition was integral to the increasing demand for reform, and this was clear to the government.

A third reason for the increased demand for reform is the high unemployment after the Napoleonic wars. When the wars ended in 1815, the soldiers returned to England and struggled to find work in the harsh economic conditions – war had been expensive. In addition to this, the harvests failed in 1816, leaving many people starving. This lack of work and nutrition led to increased demand for reform, as economic difficulty often does, because it highlighted the differences in the way that the rich aristocracy (some of whom were MPs) lived, and the way that the poor lived. This angered the poor so they wanted a more equal system, and therefore this is an important reason for the increased demand for parliamentary reform.

In conclusion, there are a number of reasons for the increased demand for reforms in parliament at this time, some of which were not related to middle classes. These include the radical tradition in the UK led by Orator Hunt, which got people inspired for reform, as well as the economic difficulties after Napoleonic wars highlighting the injustices of the current system for the poor, and the French revolution which showed the people of Britain what could be achieved when demand for reform was strong enough. However, the emerging middle classes brought about the most important reasons for the increasing demand for reform. These include the setting up of the Birmingham Political Union and others like it, to gain industrial cities representation in parliament, and their increasing economic power needing to be mirrored by increased parliamentary power. In addition, it includes the fact that industrial cities were not represented enough in parliament, so this led to increasing pressure to reform the system so that they were. Therefore, it is evident that the emergence of a new industrial middle class does, to the greatest extent, explain the demand for parliamentary reform from 1785-1832.

Marker's comment

A range of factors are offered and the candidate relates the significance of these to the demands for parliamentary reform. The response links the factors and compares them. A developed evaluation of relative significance of factors takes this response to the top of Level 4.

High Level 4

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Exemplar Script C

The industrial middle class that was emerging between 1785-1832 explains the increasing demand for parliamentary reform to a great extent, due to their significance to the British economy – as shown by the 'Days of May' in 1832. They were also significant due to the fact they were aware of abuses to the system at the time – with the Corn Laws having the most effect on them – and actively sought to counteract it. However, the middle class is limited in its significance due to the actions of the government towards reform – especially the actions of Earl Grey and the Whig Party – and events such as Peterloo, where the working class were shown to be significant to cause calls for reform.

The significance of the middle class is clearly shown through their economic influence on the country. Between 1821 and 1829, Britain's Gross National Product rose by 16.8%, and manufacturing grew by approximately 25%. This not only shows a rise in economic prosperity – particularly in manufacturing, an industry dominated by the middle class – but the middle class itself was rising in its prominence. This is quite clearly shown by events that occured in May 1832 – otherwise known as the 'Days of May'. As a reaction to the resignation of Earl Grey as Prime Minister, a large proportion of the middle class withdrew their savings and investments from banks in an attempt to destroy government finances – with over £1.8 million withdrawn in 10 days. It was the fact that this presented the possibility of a greater threat if ignored that the King promised Grey Whig peers if needed to pass the Great Reform Act – showing that the middle class was too influential to be ignored, thus leading to (albeit limited) parliamentary reform due to middle class demand, shown through their exertion of power.

Another way in which the middle class led to increasing demand to parliamentary reform was due to the fact they were aware of the abuses to the parliamentary system. The biggest source of contention was the Corn Laws, which kept the price on imported corn artificially high – to protect the landed gentry (who sat in Parliament) by securing their income. Unfortunately, it meant middle class factory owners were required to pay their workers more so that they could survive – meaning the owners lost profit. However, the way in which they protested – through the use of petitions and speeches – was much more difficult to combat as opposed to traditional mobs – meaning that the Anti-Corn Law League and other middle-class organisations calling for for reform could not be ignored nor quelled, leading to increasing demand for change as well as increased pressure on Parliament to make it.

However, the middle class were limited in their significance as the events of Peterloo show in August 1819. The massacre of working class families peacefully demonstrating was viewed as outrageous nationwide. Radicals attacked the government for the events that occured, labelling victims as martyrs and focusing on the fact many children were present – arguing they would not have been there if the intention was violence. The reaction of the working class to Peterloo of outrage and disgust shows its significance in demanding reform as an event, and with it largely being due to the working class, also shows their significance.

Furthermore, the middle class was limited in its significance as the government itself was responsible for demand for reform. With the resignation of Lord Liverpool in 1827, the Tory Party was divided by Wellington over the issue of Catholic Emancipation, into 'liberals' and 'ultras'. This indecisiveness allowed for the Whigs to enter government for the first time since 1807 in 1831. The subsequent efforts for reform made by Earl Grey increased his popularity, meaning his resignation was met with uproar from the public (with the Days of May). It is because of his attitude to reform and his desire to introduce it that Earl Grey increased demand for reform, which in turn would not have been possible to enforce if the Tory Party had not become divided, hence showing government significance in increasing demand for reform.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

In conclusion, despite the role of the working class at Peterloo and the government's actions increasing demand for reform, the middle class' role was significant to a much larger extent than these other factors, due to their economic significance and awareness of Parliamentary abuse – with their attitude towards combatting such abuses being difficult to ignore, leading to eventual reform, starting with the Great Reform Act, 1832.

Marker's comment

This is a well-argued response with analysis and the linking of factors to make an argument. The range is perhaps a bit limited with little on the years 1785-1817 and the last paragraph loses focus, but criteria for indicating the significance of the factors are established and applied sufficiently to merit Level 4.

Level 4

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.

Exemplar Script D

The emergence of an industrial middle class largely explains the increasing demand for parliamentary reform. The middle class held considerable wealth and demanded political power to mirror their wealth of economic power, many of the emerging middle class lived in under represented and highly populated northern towns, and the support base for the whigs who were supporting reform grew significantly. Although it can be argued that calls for the reduction of the power of the crown had existed since the 1780s with Burke, a tradition of radicalisation had been established in England with people such as Henry 'Orator' Hunt, and many working class people believed that reformed parliament would consider their economic and social problems and of course, there was the increasing fear in parliament of revoltion. All these factors influenced the demand for parliamentary reform as well as the emergence of the industrial middle class.

The emerging industrial middle class explains the increasing demand for parliamentary reform because the new wealthy middle class often demanded that their political power mirror their illustrious wealth. The emerging class was a collection of individuals who carried the potential for political change because they were educated and had thousands of workers relying on them. The middle class were aware of their huge economic stake in the country and of the power that it provided them with. Many middle class members felt that because of this large stake in the countries economic power they should be able to make political decisions. The turning point for many middle class industrialists was the introduction of the corn law. The corn law as intended to protect British farmers, it prohibited the import of foreign corn until British corn reached ten shillings a bushel. The corn law irritated the industrialists because it meant that they had to pay their workers more money to afford bread. Therefore, the law was seen as the government prioritising its own interests as land owners. It can therefore be argued that many industrialists wanted to gain political power because they felt they should be able to hold the government to account when they pass self benefitting

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

laws. Furthermore, the aristocrats were no longer superior in wealth to the middle class and the industrialists knew it. If they owned most of Britains wealth why couldn't they vote on who was controlling the country itself.

The emerging middle class explain the demand for industrialisation because they highlighted the horrendous under representation that existed at the time which failed to represent the huge migration of people from villages to towns and cities.

The whig party began to support reform and also gained the support of the emerging industrialist middle class. This support was demonstrated when Grey resigned because the king refused to grant 51 liberal peers to the house of lords. The middle class supporters removed all their money from the banks and in 10 days more than £1.8 million was removed. This was an attempt to cripple government finances. Wellington could not form the government he wanted too and so the king had to ask Grey to form a Whig government and with the 51 Liberal peers in necessary. The days of May clearly express middle class support for the whigs and it also expressed the significant power that the middle classes wealth enabled them to have over the government.

However, it can be argued that the demand for reform has always been present. Both with the views of Burke in the late 1790s and the introduction of reform groups such as the Birmingham political union. Burke had called for a reduction of the power of the crown in parliament and this later came about, minimally through the great reform act.

Furthermore, Britain had entered a period of radical tradition throughout the period of 1785-1832 and this encouraged parliamentary fear over revolution occuring. The tory and whig parties were so afraid of revolution that they desired to give a little to stop revolution

Marker's comment

The response explains the power of the rising middle class well, but the essay lacks balance. There is only a brief mention of other factors and the answer goes off focus into descriptive treatment of the Whig party position. The quality of the initial passages gets the response Level 3. It would move to Level four with more balance and application of criteria for an overall judgment.

Level 3

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Exemplar Script E

From 1785-1832 there was industrialisation across Britain, which meant economically the middle class now had a considerable 'stake the country'. This gives an explanation of why there was a demand for parliamentory reform but there is also other factors which played a large role in the demand for parliamentory reform, such as a rise in radicals or fear of a revolution, as the French revolution had taken place not to much away from this period

Traditionally in Britain there had only been the extremely poor working class who worked in the agricultural jobs, working for rich aristocrats. But starting in the 1700's the process of industrialisation developed, which meant people who owned these factories now were a major contributor to the economy. This group was the emerging middle class, who earned their money as a result of hard work. They were economically powerful but didn't have a say in how parliament was run. For the first time ever in Britain, there was a group who could rival, the landed gentry economically. The government was aware that if the middle class decided, to unite, then they could bring the country to ruin, e.g Days of May, where £1.8m was removed within 10 days. This shows that the middle class emergance, was a massive factor to change as they now had money and with that came power, as they could rival the upper class which told the government reform needs to happen

On the other hand there was also an increase in radical thinking, e.g. 100,000 people went to Peterloo in 1819 to see Orator Hunt. This shows that many people within the country wanted change and were willing to stand up for it, as a result of Peterloo the '6 act' was put in place. This shows how parliament was threatened by this new thinking. Furthermore in 1789, there was the French revolution, this could have threatened the government, as they fear it could spread to Britain. This may have been the starting place to parliamentory reform. So in hand with Peterloo, the government may have felt insecure about their position of power. So as a result of radical thinking across Britain, the idea of parliamentory was reinforced.

The middle class had alot of money and the working class had alot of people, so when the Birmigham political union was introduced this united people so people had the 'best of both worlds'. As a result of the middle class industrialists the group had a finacial backing. This shows how the emergance of the middle class increased demand for reform as the working and middle class could unite and then put pressure onto the government, to try and force reform within parliament, so this wouldn't be possible without the middle class money.

In 1785, William Pitt tried to introduce a parliamentory reform. This could have shown many people that the government were now in a position for reforms and all they needed was pressure put on the government which will create a divide and so will weaken their stranglehold on the political system. As a result of the government reaction in Peterloo this shown people that the government was threatened, as they saw a peaceful protest turn into a masscre, so the thought it was a legitimate threat.

From 1785-1832, there was lots of reason for reform and the emergance of the middle class was an extremely important factor, as they felt that the contributed enough to the country and they are very important. There were also other influences, such as the influence of radical ideas, by these didn't increase demand for reform, as these were more working class, but they new they new had finacial backing.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Marker's comment

The response shows some understanding of the issues. It has a deployed evidence more convincingly in the first part of the answer. Important points require further discussion however. There is some assertion and the criteria for judgment in the conclusion are offered with weak substantiation.

Level 3

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Question 4

How far do you agree that the work of individuals was more significant than mass movements in achieving improved working conditions in the years 1830–70?

Exemplar Script A

The work of individuals was more significant in achieving improved working conditions in the years 1830-70. However mass support was needed to consolidate reasons for reform whether they were humanitarian or economical. The more affluent in society eventually realised a poor standard of living was being promoted, leading to large scale disease breakouts such as the breakout of Typhus in 1848; and an ineffective labour force which could be damaging to industrialisation and the economy long term. Mass support was required for reform to occur, however if it had the more significant reason for improved conditions, reform would've happened a long time beforehand. Leading historians to believe that the work of individuals was a more prominent way of advocating reform.

The call for reform was relentless from the masses, many acts and reforms were turned down by parliament, as much of the middle class adopted a laissez-faire stance whilst dealing with the economy. Successful legislation required the work of individuals, (MPs and lords) such as John Fielden. Fielden had a massive influence on the 1847 factory act. This reform limited working hours to10 hours a day, a similar reform was passed in 1833, which the masses endeavoured to restrict their hours to 10 hours but it failed. Instead a heavily diluted act was passed, only diminishing the hours of child labour. Therefore, reducing the working day to 10 hours, directly correlates, with the work of Fielden not popular support. As popular support for the non-diluted act had been around for decades, yet it had taken an individual to actually pass the act.

Furthermore the methods used by mass movements lacked effectiveness, (petitions) or simply inspired fear. A second Chartist movement instigated a petition that was presented to parliament in May 1842, and had excess of 10,000 signatures. Parliament rejected it, showing that mass support doesn't necessarily lead to new legislation. Moreover the "plug riots" involved over 500,000 men, prompted by a decrease in wage. It was essentially a strike, it lasted months yet its end goal of a charter that included better pay and lower working hours was not achieved.

However, some would argue that individuals in parliament required sustained support of popular pressure groups. It could be argued that the 10 hour act is evidence of this. It took many years to persuade MPs of the need for new legislation as well as the relentless pressure from the masses. If the support for reform fluctuated massively due to the concept of "hunger politics", the act may not of had enough support to be passed. Mass support was needed as without it MPs would not of taken it seriously.

A fear of revolution may have influenced legislation, like the factory reforms in the 1830s and 1850s followed by popular unrest. The government may have been preventing a mass revolt, as seen at the beginning of the century, with the Luddites and Swing riots. This "fear" of mass revolt could only of been in direct response of the working class as individuals can't carry out mass revolution independently, or have as much influence over the economy and industrialisation.

The rapid industrialisation led to much of the working class getting stuck in a "poverty trap". As their labour force was being controlled by monopsory powers concerned with maximising the wealth of the profiteers in factories etc. Affluent and humanitarian individuals then realised the poor working and living standards of the working class, encouraged the spread of disease and made the country less economically productive. This is shown by the massive focus on healthcare by the government with legislation such as the public health act (1948) being passed.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Ultimately improved working conditions (calls for reform) were instigated by the masses, but needed the work of individuals to actually pass legislation. The individuals motives for reform may have been humanitarian or economically based.

Marker's comment

This is a good answer with a sustained exploration of the issues relevant to the question. The quality of discussion indicates work of Level 5 quality in analysis, but it is less convincing in the application of criteria for judgment of the relative significance of the factors explored. The final judgment is asserted.

High Level 4

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.

Exemplar Script B

Improvements in working conditions in 1830-70 were achieved due to the work of individuals such as Lord Shaftsbury, Richard Oastler, Michael Sadler and John Hobhouse. However mass movements also played a very significant part in the reform. The mass movements lead by notable individuals were the most successful because it was easier to consolidate the ideas and put forward their aims. Without these individuals the mass movements sent powerful messages but achieved little, for example the swing riots. On the other hand the significance of the individuals wouldve diminished had they not had the support of mass movements behind them.

Lord Shaftsbury was one of these significant individuals. He was one of the leaders of the factory and mining reforms and particularly in favour of improving condition for children. Shaftsbury aimed to remove children from the workplace and developed the ragged school union – a group of schools for poor children, designed to improve their education and future prospects. He had the support of the working class which aided his success. Being a tory MP gave him power in parliament allowing him to push the factory act through in 1833. Mass movements did not have this specific powers meaning they were unable to achieve much in parliament. This shows that this key individual was more significant than mass movements that were occuring at the same time due to his power in parliament.

Furthermore mass movements often failed due to the methods they used often being ineffective. Petitions and inspired fear didn't lead to success. The groups that wrote petitions had no impact on parliament because not only did they have no power with parliament they also formed no threat. There was no reason for parliament to listen to their petitions. Instead Parliament reacted when individuals took charge. For example when Tory Michael Sadler and Whig MP John Hobhouse became involved parliament took much more interest in the factory reform. When politicians became involved mass support followed. When politicians made points about morality and economic growth being inextricably linked people listened to them due to their power. But it wasn't only MPs who were listened to. Richard Oastler wrote a letter comparing slavery to the factory system & this individual's actions lead to mass support from all those opposing slavery. This mass movement

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

was very successful but without the act of one individual it would not have occured making the actions of individuals more significant than mass movements.

However certain mass movements such as the 10hr movement had a huge amount of significance. After the failures of the Luddites and the Swing riots the 10hr Movement was the first successful movement, started in 1830 and passed in 1847. The movement tackled issues such as long working days, children in the workplace and general working conditions. The mass support of moral views achieved a lot eventually. These mass movements also caused national awareness in newspapers and lead to many debates over the issues. Mass groups could achieve more recognition and support and more support meant more power both physically and persuasively. Mass movements achieved and their significance should not be overlooked.

Mass movements also gave support to the significant individuals. Although the movements relied on individuals to lead them and create identifiable aims, the individuals also needed constant support from mass groups to add pressure and threat to their campaigns on Parliament. Without support from the majority individuals wouldn't have been so successful. Take Richard Oastler, his comparison of factory life to slavery had a large impact but without the anti-slavery movement supporting him, he wouldve experienced much less success. The mass movements provide a wall of back up for the individuals who supplied the educated ideas and parliamentary power making them very significant in achieving improved working conditions.

Achieving improved working conditions in the years 1830-1870 would not have been possible without the combination of mass movement and specific individuals. Mass movements provide the support needed for individuals to push ideas forward yet these mass movements could not achieve results without an individual to lead them. There were also certain mass movements that failed. It was down to individuals that certain acts were passed or movements were inspired without them reform wouldn't have been possible, making individuals more significant than mass movements.

Marker's comment

There is a sustained comparison of individuals and mass movements. Supporting evidence lacks detail however, and makes the evaluation a little superficial although valid criteria are indicated. More developed analysis of impact is needed to establish the significance of individuals/movements. There is just sufficient analysis of the issues to merit a low Level 4 overall.

Low Level 4

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Exemplar Script C

I agree that the work of individuals was more significant than mass movements in that the roles of key individuals led to improving living conditions. For example, Lord Shaftesbury was a key figure in bringing about reform for factories. The work of key individuals was also very important in successful legislation. Legislation required key MPs and Lords, such as, John Fielden and Lord Shaftesbury. The actions of individuals also influenced many people and gained a lot of support. However, there are reasons that shows mass movements were more successful in achieving improved working conditions. For example, individuals needed support of mass movements in order to achieve successful legislation within parliament. Mass movements were more significant as changing roles could effect the work of individuals. Different MPs and figures for reform would have changing situations and therefore, be unreliable. Mass movements created a fear of wider revolution and so would lead to improved conditions and legislation being achieved. Overall, I think the work of mass movements was more significant as they were gaining support and influencing individuals throught out.

The role of key individuals was more significant as they not only were involved in parliament, but also became leading figures for reform and became nationally recognised. For example, Lord Shaftesbury was extremely important in reforming factories. He also had an interest and campaigned for improvements in lunatic asylums, therefore, this added to him gaining to support. He was also a figure in Parliament and so was able to push for reform within Parliament. Therefore, he is more significant than a mass movement as he was a driving force from within the government and would more likely be listened to. He was also respected and well educated, also making him more likely to be listened to.

Key individuals were also more significant as they were vital for successful legislation. The work of key individuals led to various acts being passed, showing how significant their work was. The work of John Fielden influenced and helped to pass the Factory Act of 1847. He was a Member of Parliament and worked to bring about reform. His work and beliefs not only influenced people and gained support, but also had an impression on the government. He especially focused on and emphasised how unsafe factories were for children in the jobs they were doing. This influenced Parliament and led to the Factory Act being passed. The work of Shaftesbury was vital in contributing to mining legislation as he focused on living and working conditions. He heavily influenced the government and was key in bringing about reforms.

The actions of key individuals also gained support and influenced popular opinion. Mass movements needed key individuals to lead them and for them to have a voice. The work of key individuals, even in parliament, also led to gaining popular support. For example, Oastler's letter about slavery led to the signing of petitions. Therefore, it gained support and allowed a voice to be heard. It also led to huge participation in marches and gained huge support. Therefore, methods such as letters and speeches influenced many people and gained support.

However, there are reasons showing that mass movements may have been more significant. Individuals could only be successful with the support of the public and mass movements. In order for individuals to be paid attention to and listened to they needed to show that they had popular support. Although, individuals acted as the voice for reform, it was the support of mass movements that pushed it through. For example, the ten hour movement involved key individuals but wouldn't be passed if it wasn't for the support of the public and mass movements. This shows that the work of mass movements was more important than the work of key individuals.

Mass movements were also more significant as changing circumstances could effect the work and support of key individuals. Different leaders and figures for reform would change attitudes and MPs would resign. Therefore, the work of key

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

individuals is not certain and is unreliable. This means that the work of mass movements was more significant as it has support of many and have the reliability of a lot of people. The methods of mass movements also worked better than the methods of key individuals. This is because they gained attention from the press, this is the case for various movements like the Luddites. For example, mass movements got attention in newspapers and magazines. Therefore, mass movements were more significant as they gained more attention and the voice of reform was heard.

Mass movements were more significant as they also created a fear of revolution. Therefore, this would trigger change as the government would feel threatened and not want to risk revolution and so give in to demands. Evidence of this is that various acts were passed and legislation influenced by periods of popular unrest or discontent. Therefore, mass movements were more significant.

Overall, mass movements were more successful than the work of key individuals in improving working conditions. This is due to support from these movements being vital for individuals to be heard. They are also more significant as it is likely for circumstances and roles of key individuals to change. Mass movements also push for reform as they create a fear of reform. Individuals, like Lord Shaftesbury, were nationally supported and recognized and key individuals were able to not only influence parliament, but gain support.

Marker's comment

This response offers some evidence on key individuals and accurately describes their role. There is less material on mass movements and it is therefore unbalanced. The significance of individuals tends to be asserted and lacks development. The criteria for indicating significance are stated but given only weak substantiation.

Level 3

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Paper 2 Section A

AO2 A Level mark scheme

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

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

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Question 1

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

How far could the historian make use of use Sources 1 and 2 together to investigate whether Napoleon III was an obstacle to Italian unification in the years 1849–59?

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

Source 1: From a letter written by Felice Orsini to Napoleon III, 11 February 1858. Orsini was in prison after his failed attempt to assassinate Napoleon III. Napoleon III arranged for the letter to be published.

> My confession in the trial which followed the assassination attempt of 14th January is sufficient to send me to the scaffold. I will submit without asking for a pardon because I will not humiliate myself before the man who has destroyed the hope of liberty in my unhappy country. Death for me will be a relief. I wish to make a last effort to help Italy. She is the constant object of all my affections.
>
> In order to maintain the balance of power in Europe, it is necessary either to make Italy independent or to tighten the chains by which Austria controls her. Shall I ask that for Italy's freedom, the blood of Frenchmen should be shed for Italians? No, I do not go as far as that. Italy asks that France shall not intervene against her, and that France shall not let Germany support Austria in the forthcoming struggle.
>
> I beseech your Majesty to restore to Italy the independence that she lost in 1849 through the very fault of the French. As long as Italy is not independent, the tranquillity of Europe and that of your Majesty will be a vain illusion.

Source 2: From the Franco-Piedmontese Treaty, January 1859. This was the outcome of the meeting between Napoleon III and Cavour at Plombieres in July 1858.

> **Article 1.** If aggression by Austria leads to war between the Piedmontese King and the Emperor of Austria, an alliance will come into force between the Emperor of the French and the King of Piedmont.
>
> **Article 2.** The aims of the alliance will be to liberate Italy from Austrian occupation, to satisfy the wishes of the people, and to end the complications which threaten war and keep Europe unsettled. The object would be, if the issue of war so permits, to create a Kingdom of Northern Italy with about eleven million inhabitants.
>
> **Article 3.** The Duchy of Savoy and the Province of Nice will, by the same principle, be reunited to France.
>
> **Article 4.** Whatever happens in the war, it is expressly agreed that the interests of the Catholic religion and the sovereignty of the Pope shall be maintained.
>
> **Article 5.** The cost of the war shall be borne by the Kingdom of Northern Italy.
>
> **Article 6.** The two parties will accept no overtures for peace without previous agreement.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Exemplar script A

It is reasonable to suggest that sources 1 & 2 could be used together to investigate whether Napoleon III was an obstacle to Italian unification in the given period, as they show the impacts of French intervention on the cause itself and demonstrate Napoleon's change in foreign policy after the Orsini affair. However, a historian could only make use of the sources together to a certain extent, as they contrast with each other in both reliability and implication. Overall, it could be argued that Source 1 would be less useful to a historian than Source 2, and therefore the extent to which they could be used together is limited.

One way in which a historian could use source 1 to investigate whether Napoleon III was an obstacle to Italian unification in the years 1848-1859 is through its demonstration of the impact of the French President's role in overthrowing Mazzini's Roman Republic in July 1849. This is referred to by Orsini in the source as a loss of 'independence . . . in 1849' as being 'through the very fault of the French', which shows how Orsini believed that Napoleon was the 'man who [had] destroyedthe hope of liberty in [his] unhappy country'. Using these quotes, a historian could argue in an investigation that Napoleon III was a large obstacle to the unification of Italy, because his sending of an army of 20,000 to fight Garibaldi's lesser troops in March 1849 over the former capital of the Roman empire was seen by Orsini and many other nationalists as a stab at the cause for unification. However, the extent to which this source could add weight to an argument is limited, because it is extremely opinion-based. In 1858, Orsini and three other Italian men made an attempt on Napoleon III's life, which resulted in the death of 8 people and the injury of 150 others, which is a definite sign of how biased against the French Emperor the writer was. Therefore, although Napoleon's invasion of the Roman Republic could be seen as a good example of him being a huge obstacle to unification, Source 1 is too limited in its reliability to add much weight to this argument.

On the other hand, a historian could use source 2 to a great extent to investigate whether Napoleon III was an obstacle to Italian unification, because it is an official treaty which shows the concerned French emperor agreeing to use military force to help in the creation of 'a Kingdom of Northern Italy'. This demonstrates Napoleon III's change in policy towards Italy after the Orsini affair, so could be used by a historian in correlation with Source 1 to argue that the meeting at Plombieres and resulting treaty was a direct consequence of the Orsini affair. However, there is much speculation over the reasons for Napoleon III's arrangement of the publication of source 1, and it could be said that after Piedmont's involvement with the Crimean War and 1856 Congress of Paris, the French emperor was only searching for an excuse to support Italy in 'liberat[ing] Italy from Austrian occupation'. For this reason, a historian could use Sources 1 and 2 together in order to draw the conclusion that Napoleon III used the Orsini affair in 1858 to change his policy towards Italy in order to no longer present himself as an obstacle to Italian unification. This is only limited in that a historian would need more sources aside from these two to add greater weight to the argument.

In conclusion, Sources 1 and 2 could be used by a historian together to investigate whether Napoleon was an obstacle to Italian unification in the given years to a certain extent, as they demonstrate how he was an obstacle at the beginning of the period, but that his change in policy helped to unify Italy in the second war of Italian independence, which began in 1859. Source 1 on its own could be used only to a small extent to convey the impacts on Italian unification of the Roman Republic, and that Napoleon III clearly was an obstacle at that point, but this is limited due to its lack of factual evidence. Source 2, however, could be used to a greater extent to suggest that Napoleon wasn't an obstacle because he agreed to support the creation of a Kingdom of Northern Italy. So, used alone, the sources

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

provide different conclusions, but used together, can make inferations about his motives. Therefore, he was an obstacle up to the point where he agreed to help Piedmont.

Marker's comment

There is direct focus on using the sources together as evidence from the introduction and in the conclusion considers weight in coming to a judgement. It analyses the sources with confidence and indicates a range of uses including information and opinion. It deploys knowledge of historical context succinctly to illuminate evidence and uses the context of the Orsini assassination to determine limitations. There are attempts to apply criteria for judgment referring to the nature and origin of the sources and if the substantiation of the evaluation was stronger, the answer would move into L5.

Level 4

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

Exemplar script B

Both sources 1 and 2 analyse and identify Napoleon III's involvement in the unification of Italy in the mid 19th century. Although both sources hint at Napoleon's involvement in Italian Affairs the sources make it clear that this involvement did not aid Italian unification due to his selfish and wavering contributions, ultimately serving as an obstacle to Italian unification.

A historian could make use of sources 1 & 2 to investigate how Napoleon III was not an obstacle by examining how the Plombieres meeting allowed Napoleon to make France an ally with Piedmont in a war against Austria; whom were the dominant foreign influence on the Italian Peninsula, preventing unification before 1871. Source 2 is a legal document between France and Piedmont agreeded after the Plombieres meeting in 1818. The document makes it clear to a historian that Napoleon III wished for France to help Italy defeat Austria 'If agression by Austria leads to war . . . an alliance will come into force between the Emperor of France and the king of Piedmont'. This is useful for a historian as the terms of the treaty were decided between Cavour and Napoleon himself, showing a historian the extent at which Napoleon was willing to help the Italians with the struggle for unification as he was trying to tackle the issue of foreign Austrian influence over Italy that previously was arguably the key reason unification had not yet been achieved. Source 1 also highlights the necessity for France to aid Italy with the struggle Against the Austrians 'Italy asks that France shall not let Germany support Austria in the forecoming struggle'. The fact that the author of Source 1 who had identified the importance of France's help, tried to assainate Napoleon due to his anger over his lack of action shows a historian just how important Napoleon's involvement in helping Italy with the war against Austria. Therefore Source 1 and 2 in combination could suggest that the assasination attempt in Source 1 was the key trigger for Napoleon's actions in Source 2 that clearly show Napoleon as a figure useful in

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Italian unification and not an obstacle. Napoleon may have used the attempt on his life as an excuse for intervening in Italy, something that he was going to do for selfish reasons anyway. Therefore the usefulness of Source 1 and 2 in combination for examining Napoleon III as not being an obstacle to Italian unification is limited because Source 1 doesn't explain Napoleon's motives for helping Italy therefore other factors must be taken into consideration before labelling Napoleon as not being an obstacle to Italian unification between 1849-59.

Napoleon's occupation of Rome in 1848 can be used as criteria to assess whether Napoleon III was an obstacle to Italian unification from 1849-59. Source 1 makes it clear that French occupation of Rome hindered progress of unification of Italy and this is achieved through the dismissive nature of the source 'the very fault of the French' making it clear that Italian people were unhappy with France championing a reactionary government by restoring temporal power. This idea of Napoleon as an obstacle to unification is reinforced in Source 1 by Orsini stating Napoleon III as 'destroying the hope of liberty' clearly stating Napoleon III as the key individual responsible for preventing unification of Italy. By sending a French army of 20,000 men to Italy in 1849 Napoleon's clear support for the Pope ended the Roman Republic ending all hope for unification. When cross-referenced with Source 2 it is clear to a historian that Napoleon was an obstacle to Italian unification due to his interest in the Papacy and religion, promoting a reactionary rule and not liberties that would have aided unification, 'It is expressly agreed that the interest of the Catholic religion and sovereignty of the Pope should be maintained'. Therefore in combination Sources 1 & 2 are useful to a historian as they both maintain the idea that Napoleon III's support of the church prevented Italian unification, consequently making him an obstacle.

Furthermore, the selfish nature of Napoleon's involvement can be used as criteria to asses how far Napoleon was an obstacle to Italian unification. Source 2 is the outcome of a meeting between Cavour and Napoleon in 1858 however the fact that the meeting was secret can be useful to a historian as it proves that Napoleon's true intentions for helping Italy were flawed, not genuine. Napoleon's Imperialist nature can be observed in Source 2 'The Duchy of Savoy and the Province of Nice, will by the same principle, be reunited to France'. The fact that Napoleon III was planning for France to benefit by helping Italy demonstrates to a historian that Napoleon was selfish and his intentions were not to unify Italy. This is supported in Source 2 by mentioning 'Northern Italy' only showing a historian Napoleon never thought of unifying Italy as a whole. This idea of selfishness is supported in Source 1as it shows how Napoleon's unwillingness to help Italy caused an attempt on his life. Therefore in combination, Sources 1 & 2 demonstrate that Napoleon only helped Italy with the war against Austria to gain power and territory for France, and not help Italy with the process of unification.

Overall it is clear that by analysing Sources 1 & 2 that Napoleon only intervened in the war against Austria to benefit himself and the position of France as a great power. Therefore Napoleon III was an obstacle to unification as both sources when cross-referenced demonstrate to a historian his selfish and supportive nature towards reactionary governments places him as an obstacle.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Marker's comment

The response analyses the source material, interrogating the evidence to make reasoned inferences, and uses a range of ways to explore the source material both independently and in combination. Knowledge of historical context is deployed to show values and concerns at the time. Evaluation of source material is related to specific enquiry and uses valid criteria with regard to some areas of nature, origin and purpose but application is not sustained and reliability is implied rather than addressed. The use of the sources together is clearly and appropriately indicated within the main body of the response. However, the judgement is focused on the answer to the enquiry (was Napoleon an obstacle) rather than on the evaluation of the sources; the use of the sources is asserted rather than weighed, making the response low in the level.

Low Level 4

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

Exemplar script C

Historians may use both sources to discern that Napoleon III was, overall, a boon to unifying the Italian peninsula, for the conclusions drawn from both indicate that the assistance he rendered was very useful, and necessary, to unify Italy.

On the one hand, we should examine how far Orsini's letter shows historians that Napoleon was a hinderance. It says that he "has destroyed the hope of liberty" in Italy in 1849, when a French army besieged and tore down the Roman Republic, which was run by Mazzini and was hoped to be a model for future unification. As Napoleon supported the pope, who was violently opposed to unification, shown by his 1848 Allocation forbidding Catholics from resisting Austria or supporting efforts of revolution, he acted to stamp out unification, so was a large obstacle. Further, the French garisson in Rome guranteed the Papal States, so preventing its inclusion into any putative union. This is supported by S5, which agrees that the Pope shall remain independent, which was not one of Cavour's wishes and so was due Napoleon's stipulation because he wanted the support of Catholics in France, who were powerful and would have sensed a betrayal if Napoleon allowed the Papal States to be swallowed in a war involving third parties. Thus, Napoleon's insistence on the Papal States existing prevented unification, both diplomatically and militarily, due to French Catholic interests.

In addition, one way to examine Napoleon's obstruction is to consider how much he acted in France's interests and his own, not those of Italy. Both sources indicate a benefit for France. The Plombières Agreement of S5 shows the ceding of Nice and Savoy, which Napoleon could use to bolster support in France because he appears a successful ruler, gaining territory to expand the Empire, as any good contemporary leader. From S4, we may infer that Napoleon wanted the wide, public dissemination because he had it published. Therefore, this supports S5 as it tells us that Napoleon was eager to involve himself in Italy, having been in contact with Cavour since the Paris peace Conference in 1856 after Piedmont's assistance in the Crimean War.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Ergo, it appears that Napoleon merely sought an excuse for the expansion of French dominion, especially because he negotiated Plombières at this time, so was hardly – unlike the source suggests – opposed to helping Italy if France benefitted.

Another way to explore Napoleon's role in helping to unify Italy is to evaluate how the Villafranca armistice ended and the outline for Italy at Plombières. S5 can only really hope to directly achieve a "Kingdom of Italy" in the north, for a war with Austria would not involve the other states in the peninsula. This shows a limited commitment to Italian unification, as it simply hopes that subsequent states will fall, rather than pledging to liberate them. Instead, we see that Italy is to remain fragmented, only held in loose confederation and still divided into the old states. Moreover, Napoleon wished to install his own cousins to the various thrones. This shows that he preferred the increase of French dominance, replacing Austria, but not forming a powerful, autonomous ruler because Napoleon wanted Italy to remain weak, with the 'Northern' kingdom beholden to France for its liberty. Cavour wrote in a letter that this kingdom would me dominated by Piedmont as Victor Emmanuel II would be King. Therefore, (the de facto) Piedmont would remain a French puppet. S4 agrees, a cross-reference of which shows subtly that Napoleon would gain "tranquillity" in Europe, meaning the stability aforementioned for France's gain. As such, Napoleon was unlikely to try to totally unify Italy. Rather, by placing Italy under French control, he could limit any development in unity which could make Italy more independent from France. Again, S4 agrees with this interpretation of S5 because it lists tighter "chains" upon Italy as one way to achieve stability, which was attempted at Villafranca: Cavour was trying to overstep the agreement by arranging plebiscites to annex Modena, Parma and Tuscany. In response to a more powerful Piedmont, Napoleon ended Villafranca in betraying Cavour, by taking fewer possessions from Austria, leaving Venetia to Franz Joseph's hands. If a strong, united peninsula was the goal, a more extensive peace would have been brokered.

On the other hand, Prussia and the German Confederation were bearing down on France, with many Austrian troops in the Quadrilateral, so maybe Napoleon was more worried about being attacked himself. Overall, though, it seems that Napoleon did not want unity, so negotiated for a les punitive peace.

The substantive point about helping unity is to examine how far historians may explore Napoleon's Plombières Agreement. The two sources show that he was interested in unifying Italy to some extent because he was willing to wage war on Austria. If future war is prepared for, with an agreement for peace and funding already decided. Therefore, it was not to simply support an ally in a defensive war against Austrian aggression, but to actively expand Piedmont (through the putative Kingdom of Northern Italy) and unify Italy under Pius IX. S4 shows that France was even more helpful than it desired, meaning that the above settlement was pursued with even application. Rather than simply "not intervene" with Italy, Napoleon's action indicates that he had a larger goal, acting to help.

Historians can also explore the vision for Italy's future state. The federal state under the pope was also a form of unification, as promoted by Gioberti. Thus, regardless of influence that France would have, a sort of unity would occur. This appears amenable for Orsini, who calls the Roman Republic independent, even though it was limited in scope. Therefore, it is clear that, for some Italians, this situation would satisfy: while some may see it as restricted, many Italians felt that Napoleon was supporting that interest at Plombières (when they discovered its existence).

In conclusion, the sources mention three areas of Napoleon's involvement, the Roman Republic, which resulted in France supporting the pope until 1870 and meant that unity was hindered. However, as seen, it merely ensured the existence of the pope, and Napoleon actively encouraged a union under the pope at Plombières. Therefore, this is no great concern and the sources are not reliably used without reference to context. Next, Napoleon is alleged to have helped mainly

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

himself, so did little. This is nearly true, however, the last point mitigates this somewhat because it shows that he did in fact act and create the greatest change witnessed by defeating Austria. Overall, we may thus say that Napoleon, in securing the only real change in the states since the end of his uncle's reign in 1815, was helpful greatly, and not very much of an obstacle if we consider the alternative of if he had left Italy helpless.

Marker's comment

The response shows an understanding of the source material and selects key points but not always directly since the answer focuses on the enquiry rather than utility of sources for the enquiry. Meaning is established through deployment of historical context to explain or support inference and to expand, confirm, challenge matters of detail. Evaluation of source material is clearly related to specific enquiry but utility and reliability explored almost wholly through context. The judgement is based on criteria with regard to the enquiry itself rather than an evaluation of the sources. The answer is weakened by insufficient interrogation of the source material itself.

Level 3

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.

Exemplar script D

Sources 1 and 2 could both be useful to a historian investigating whether Napoleon was an obstacle to Italian unification. They both provide relevant information in different aspects so it could be looked at from a different angles to investigate from.

Source 1 is a letter written by Duke Orsini whilst he was in prison after his failed attempt at assassinating Napoleon III. The source being written by Duke Orsini would obviously have an effect on the source as he tried to assainate Napoleon and him being in prison arguably means he has nothing to lose by writing this letter. Orsini writes that Napoleon has 'destroyed the hope of liberty' in Italy so it is clear that Napoleon is viewed as an obstacle of unification. A historian could use source 1 to investigate whether Napoleon was an obstacle by looking and evaluating the negativity of Orsini's letter. He clearly believes that if Italy cannot be completely independent then Austria should 'tighten the chains' it has on Italy. Orsini also points out that French involvement is not necessarily beneficial and is the reason Italy lost independence in 1849. The source is limited in usefulness because Orsini is quite one-sided, he led an assassination against Napoleon. Napoleon did help Italy by giving them the much needed external support to go against the Austrians which he agreed with Cavour at Plombieres. On the other hand it is well known that Napoleon was only adversely helpful to Italy as he only wanted unification for his own benefit, and he needed a reason to get involved in this cause, so the attempted assassination was a perfect opportunity. A historian could use this source as it provides an individual's perspective on Napoleon being a figure that would bring Italy together.

Source 2 is from the treaty between Cavour & Napoleon at the meeting at Plombieres. A historian could use Source 2 to investigate Napoleon being an

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

obstruction as it is a legal document directly between Cavour and Napoleon. By looking at the treaty it shows that both parties are expecting a war against Austria however in this source it shows Napoleon being helpful as it is well known that Italy needed external support to combat the power of Austria and the outcome of this war should result in a 'Kingdom of Northern Italy'. The agreement also entails that Italy gains land so it is not just beneficial to Napoleon. However this source is limited as it states that their should be creation of a 'Kingdom of Northern Italy' however Napoleon also claims to want a federation of Italian states under the leadership of the Pope, the two ideas conflict each other. Even though Napoleon is effectively helping France he in turn gains Nice & Savoy which is not helpful to Italy. Plombieres was a secret meeting between Cavour & Napoleon so other leaders in Italy may not have necessarily agreed to the terms and conditions of the treaty and even though the aim was to get rid of Austrian influence many critics say that Napoleon was not going to replace this with Italian independence but instead French control. Napoleon had helped Piedmont gain Lombardy in 1859 so this shows him being helpful towards Italy.

Looking at both sources 1 and 2 a historian could make use of them by comparing the differences. The language used in source 1 is much less informal as it is not a formal document like source 2 is. Many believe that Napoleon used the attempted assassination as a reason to get involved in the Italian cause. Source 1 refers to Napoleon being an obstacle to Italian freedom whereas source 2 is a clear example of being helpful. It is known that Napoleon used Plombieres to get his cousin married (another personal gain) but the interests of Cavour and Napoleon were quite similar in the sense that they both wanted Austrian influence removed which was a key reason as to why Italy have been unable to gain independence.

Using the sources and my knowledge it is clear that Napoleon was an obstacle to unification because his aims were unclear and he was using unification for his own personal gain, they are both useful as they provide different angles which are quite contrasting in the delivery and content and overall do highlight and show his selfish nature towards unification as he clearly wants to replace Austrian influence with his own.

Marker's comment

Demonstrates an understanding of the source material and shows some analysis and evaluation related to specific enquiry using some valid criteria. The organisation of the material means that the sources are investigated more effectively as independent pieces rather than in combination but there is an attempt to use them together. Evaluation of the sources is either implied or lacks expansion, but there is an attempt to reach a judgement based on the criteria of authorship and tone, although justifications are limited. The judgement in the conclusion with regard to weight is a general comment but there is some attempt to ascribe value.

Level 3

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Exemplar script E

Sources 1 and 2 show significant evidence that Napoleon III was an obstacle to Italian unification due to his selfishness. It is quite evident that Napoleon was an imperialist with his aims shown in source 2. Source 1 is a clear indication that some believed he was an obstacle yet shows no vital evidence to prove this

One way a historian can use sources 1 and 2 to investigate whether Napoleon was an obstacle is by taking into account what he wanted in exchange for helping Count Cavour. It is shown in source 2 that Napoleon seeked some benefit for France for fighting in a war against Austria. This would lead a historian to think that Napoleon didn't care much for the unification of Italy as long as France got something out of it. Source 2 states that 'The Duchy of Savoy and the Province of Nice, will, by the same principle, be reunited to France', this along with the fact all costs of the war will be borne by the Kingdom of Northern Italy shows that Napoleon was very keen to get the most out of the situation. There is some speculation that the reason for Napoleon going through with this agreement was the previous attempt to assassinate him. The man that carried out this act was the author of source 1. This could also be used to say that Napoleon only helped Piedmont to keep influence over them. Therefore, the fact that Napoleon used this to intervene could spark uneasy talk on his intentions, this along with his selfish negotiations in the Franco-Piedmontese Treaty are one way how a historian could use sources 1 and 2.

Another way in which a historian could use these two sources is by considering the nature of source 1. This is an extract from a letter written to Napoleon from the man who tried to kill him. Felice Orsini was clearly pleading with Napoleon to change his ways saying that how he is going at the moment he has 'destroyed the hope of liberty'. Orsini also blames the French for the failure of the 1848-49 revolutions implying that if they hadn't intervened or had a different mind set, unification of Italy would have come sooner. This clearly shows that Napoleon III was an obstacle to unification. In further thought, by the French intervening in 1848-49 and causing the revolutions to fail it would mean that Napoleon could take a step later on in getting something for France which they wouldn't have got in 1848-49. This step was the negotiations with Cavour. Using this evidence a historian could use source 1 and 2 to investigate whether Napoleon II was an obstacle to Italian unification.

A final way to investigate Napoleons actions in Italy's unification is by looking at the author of Source 1. Felice Orsini was the man who tried to kill Napoleon III. Although what he has written in this letter make sense to any reader, there is no evidence to prove what he was saying was true. Source 1 is merely just a matter of opinion. Article 1 of source 2 shows that Napoleon promised to help Piedmont in a war against Austria, which they did and helped them win this war. This act ultimately led to the unification of Italy. By considering these factors a historian could use sources 1 and 2 to investigate whether Napoleon III was an obstacle to Italian unification.

In conclusion Sources 1 and 2 show that Napoleon was an obstacle to Italian unification. These two sources can be largely used by a historian as they show that Napoleons intervention in Italy's unification was solely for his own gain. A historian can use these as proof that Napoleon was highly selfish and primarily thought of the French interest.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Marker's comment

Although the response does address the sources and attempts to discuss them together, contextual understanding is limited and some of the material is repetitive. The third paragraph tends towards some stereotypical statements but there is some justification and implied understanding of the source to reach the judgements made. The response shows some understanding and attempts analysis of both sources combined. Pertinent material is selected and summarised to make appropriate comments about the sources. There is some contextual knowledge but its use is implied rather than directly stated. There are some questionable assumptions about the Orsini letter. The evaluation of the evidence in the sources is related to the enquiry but the direct focus of the enquiry does drift at times. Concepts of reliability and utility are addressed with reference to provenance but judgements are more often asserted than explained. Attempts at source evaluation are weakened by the separated rather than applied treatment of criteria. More secure evaluation would have allowed this answer into Level 3.

High Level 2

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Paper 3 Section A

AO2 A Level mark scheme

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

Level	Mark	Descriptor
	0	No rewardable material.
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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Question 2

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

Assess the value of the source for revealing the problems in supplying the troops in the Crimea, and the attitudes of those in command and control.

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

Source 2: From a letter written by Captain W P Richards to his sister Caroline. It was written on 12 January 1855 from a camp outside Sebastopol. Captain Richards was an officer in the Royal Artillery and had been fighting in the Crimea since mid-1854.

I see in a leading article of *The Times* of the 23rd of last month that you at home are beginning to find out the true state of things here. It would make the people of England's blood boil, to see even one half of the miseries the Army are being made to suffer. Added to this is the horrible waste, mismanagement, and culpable neglect of the stores sent out for us so generously by the public. The soldiers are most thankful for them, that is for the intention, but as to the things themselves, they never get them. The stores are either left on board the transports to rot, or carried into some of the deserted houses at Balaklava, which have been converted into what they call stores. There they are piled in heaps, in an undesirable state of confusion. When anything is applied for, you find Mr. Commissary Jones, Smith or Robinson smoking a cigar (which most likely has been sent out for the soldiers), who tells you that really he is very sorry, he believes that the article is somewhere in one of the stores, but where he has not the slightest idea, and at present he has no time to look for it.

Consequently, the poor soldier is obliged to go to a shop and pay double for an article. If the affairs were carried on as they ought to be, these would have been received from the Government, or our Country, for nothing, or at the worst, what they cost in England. If the soldier does not do this, he must starve from hunger or cold, as the case may be. Now this is – on my honour – the true state of things.

Lord Raglan does not care the least about us. He has a good house, stabling for his horses, good coal fires, good grub, and his things washed and starched just as if he was in England. There he remains, scarcely ever seen except about once a week when he takes a ride through the Army, when it is a fine day. He does not see any of the miseries. He does not see the hundreds of sick in hospital with only one blanket to cover them. He does not see men carried out of the trenches these cold nights frozen to death.

Exemplar Script A

Source 2 is valuable to an extent for revealing the problems in supplying the troops in the Crimea but its value for revealing the attitudes of those in command and control at the higher levels of the campaign is limited by the provenance of the source.

There is a great deal of evidence in Source 2 which is valuable for revealing the problems in supplying the troops in the Crimea. By saying "they never get them" in reference to the stores sent out by the public, Richards is suggesting in Source 2 that there was a failure to unload and distribute supplies from the ships in Balaklava harbour. In addition, by saying "they are piled in heaps" suggests that there is a lack of co-ordination on the part of the commissariat responsible for the supply of stores to the troops in the Crimea. Indeed, the poor selection of Balaklava harbour by Lord Raglan as a suitable base from which to supply his troops laying siege to Sebastopol was a major contributing factor to the problems outlined in Source 2 for supplying the troops during the Crimean campaign. A fact supported by the knowledge that the French did not have problems to the same extent as the

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

British due to their selection of a more suitable harbour at Kamiesh. The mention by Richards of *The Times* article written by William Russell on the 23rd December adds credibility to the widely publicised nature of the problems of supply which by January 1855 had been brought to the attention of the public. The problem was deemed to be so acute that the 'Crimea Fund' established by *The Times* raised £7,000 by public subscription to help supply the troops.

The reliability of Source 2 as evidence for revealing the problems of supply is supported by the fact that Richards has been on campaign in the Crimea for over six months and will therefore be well informed about the plight of the troops and their supply situation. As a Captain, Richards would be concerned with the effectively supply of his battery in the siege lines over Sebastopol and consequently would have a direct insight into the problems associated with getting provisions up to the men. He makes reference to dealing with commissariat officers in Balaklava and this adds credibility to his evidence. However, his negative views of the attitude and inability of the commissariat is jaded by his resentment of the lack of shared hardship by the commissariat officers who he sees as profiting from the confusion by taking stores intended for the frontline troops. His account ignores the hardships imposed upon the supply chain by the lack of anticipation of a winter campaign at the War Office and the complete lack of manpower and resources available to store and distribute what supplies had survived the great storm of 14th November 1854. Therefore, Source 2 is valuable for revealing the problems of supplying the troops to a great extent, but it is limited in some respects due to the limited view of a Captain in the campaign.

There is also plenty of evidence in Source 2 revealing the attitudes of those in command and control in the Crimea. Firstly, by saying "the poor soldier" Richards suggests a degree of sympathy and understanding for the plight of the ordinary soldiers by some officers. This is supported by the fact that officers of the rank held by Richards would have had to endure and suffer the same hardships as their men, particularly those in the siege lines over Sebastopol where conditions were worst. However, by saying "Lord Raglan does not care the least about us" Richards clearly reveals the belief of officers of his position and rank that the attitude of the commander-in-chief was one of negligence or at best indifference towards the plight of the British Army in the Crimea. Richards goes on to add that Raglan is "scarcely ever seen" adding credibility to his words which are given the seal of truth by the words "this is - on my honour - the true state of things". This testimony is provided in the form of a letter to Richards's sister. With the purpose of this source to inform his sister about the "true state of things" Richards would appear to have honourable intent, adding credibility to the reliability of his evidence.

However, Richards's position in a camp outside Sebastopol and his assertion that Raglan was "scarcely ever seen" do not amount to a fair representation of the attitudes of those in command and control at the higher echelons of the army. Indeed, Raglan had been writing to the government throughout this period with frequent warnings about the conditions being faced by the soldiers during the terrible winter of 1854 to 1855. It was in part the fault of the muddled bureaucracy at the War Office in London that his repeated request for supplies and more troops to replace losses through cold and disease were ignored. Richards, writing in Source 2, would be unaware of these high level discussions and would be left with the belief that those in command did not care about the plight of those soldiers he served alongside in the siege lines. Therefore it can be seen that whilst Source 2 provides an interesting insight in to the perception of a Captain to the attitudes of those in command and control it has limited value for ascertaining much about Raglan's attitude other than the perception of his leadership by a junior officer.

In conclusion, Source 2 is valuable for revealing the perception by a junior officer to the problems of supply and the attitudes of those in command and control. The value of Source 2's evidence in regard to supply is greater due to the location of the writer. Richards is well informed about the plight of the ordinary soldiers and

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

can therefore write a valuable assessment of the problems in supplying them. Despite this, his testimony is limited somewhat by his narrow view of the campaign and his attitude towards those in a position to supply him who he sees as failing in that task. However, the value of Source 2 for revealing the attitudes of those in command and control in the higher echelons of command is severely limited by Richards's lack of a general perspective on the campaign or any real insight into the actions of Lord Raglan, the command-in-chief. Overall, Source 2 does therefore provide some valuable insight into answering the question, but this is limited to some extent due to the position and role of the writer.

Marker's comment

The response opens with a judgement on both issues, pointing out the limitations of the source. It engages effectively with the source content and deploys own knowledge effectively. The problem of supply is illustrated with specific references from the source and comments on the distribution failures. The answer deploys some effective own knowledge, notably the lack of suitability of Balaklava harbour, and goes on to make the point about the French choice of harbour. There is also good own knowledge employed regarding Russell and the establishment of the Crimea Fund. The evaluation of reliability is thorough and well balanced. The response highlights that Richard's role would have given him valid insights but also emphasises that as a captain he would not have a broader perspective and would not have been aware that Raglan had expressed his own frustrations. The response securely merits the award of Level 5. It interrogates the source with regard to both issues, makes reasoned inferences, and justifies and applies valid criteria for evaluation.

Level 5

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

Exemplar Script B

The source reveals the considerable problems being faced by the troops in the Crimea, in terms of being kept well supplied in the war. The source, equally, also highlights the attitudes of those in command and how their overall inefficiency added to the problems in supplying the troops.

It can be suggested that the true usefulness of this particular source is in highlighting the overall lack of supplies reaching the troops in the Crimea. It highlights that stores which are reaching the port of Balaklava are 'either left on board the transports to rot, or carried into some of the deserted houses'. Even at this point the stores are not properly managed leading to troops never receiving the supplies delivered. This is most likely due to the lack of pack animals to transport the supplies to the siege at Sevastopol. However this fact is not mentioned in the source- either the captain who wrote it was unaware or was more focused on showing his frustration at the command of the operation- the latter is more likely. It can be inferred from the source that a plentiful supply of resources was able to reach Balaklava, it was getting it ashore and to the troops which was the issue. This is very much true as seen in the cases of HMS Prince and Resolute- both of which sank outside Balaklava while waiting for entry to the very small port, resulting in a loss of over 40,000 fur coats. Further it suggests that troops are having to pay for their own food, at a much higher price than expected. As such the source is quite ably highlighting the lack of supplies reaching the troops in the Crimea- however it does lack more specific information as to how much of the supplies are actually being wasted.

A historian may question how reliable this source would portray the plight of the soldiers at the Crimea due to the nature of its author. The author, being of the officer class, is most likely doing better off than many of the troops under his command. Furthermore it was common at this time for officer to be from the higher classes within society. However it is notable that the author is critical of other officers, especially 'Commissary Jones, Smith [and]… Robinson', as well as Lord Raglan himself. This would suggest that he is perhaps more open to highlighting the supply problems being faced by the soldiers due to the lack of effective command. Furthermore as this source is a letter to a family member, it will most likely give the true opinions of the writer- who was unlikely to have his letters read by a superior due to his own rank in the army. It should be mentioned that the source is written on the 12th January 1855. In this same month a railway was constructed to help alleviate the supply issue in the Crimea, and after which conditions did improve to a degree for the troops. As such this source is perhaps more reflective of the period before the completion of the railway in 1855- several months after the start of the Siege of Sevastopol.

As with highlighting the problems facing the troops in terms of supply, it also is very valuable in highlighting the negative opinions of some towards the commanders of the operation during the Crimean War- especially during the Siege of Sevastopol. The officer who writes highlights the general incompetence, or indeed ignorance of the general officer class at the Crimea with particular blame falling on the aged Lord Raglan. 'Lord Raglan, does not care the least about us', is the first mention we hear of the commander of the campaign. This is clearly an opinion, as it is unlikely that Raglan did not care at all about the troops under his command- some of the failures of the campaign can be put down to the bad/conflicting advice given to him by other commanders during the campaign. For example had the army attacked Sevastopol directly after the Battle of Alma, many historians believe it to have fallen quickly. However this suggest an overall incompetency of the commanders at the Crimea. The letter is also heavily critical of the lower officer classes who, he believes, are using the soldiers own stores for their own gain- particularly cigars.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.

This source is however, written by an officer, a more illuminating view of the commanders at the Crimea would come from a common soldier- more particularly a soldier on the front lines, as opposed to in the artillery line. The officer makes no mention of Cardigan on his yacht drinking champagne, or comments on the food being eaten by the troops by comparison to the officers. However the officer does infer that perhaps Raglan was somewhat unaware of the extent of the problems facing the troops- as he only leaves his house on 'a fine day… [so] he does not see any of the miseries'. However this is only supposition from the way the letter has been written.

In conclusion this source provides valuable information about both the issue of supply in the Crimea and the attitudes of commanders in control. However it can be suggested that it is slightly more useful in highlighting the issues of supply over the attitudes of the commanders. This is because it fails to actually discuss the views and opinions of the commanders- except for the author's opinion. It does however highlight the huge problems of supply facing the army at Crimea- largely due to a lack of storage facilities as well as clear management of them. But it also highlights that those supplies are not leaving the port of Balaklava and so food was a high value commodity- which soldiers which, surprisingly, now had to pay for.

Marker's comment

The response addresses both issues with some specific references from the source but this could be further developed especially in relation to the 'attitudes of those in command'. There is some effective deployment of own knowledge, notably the lack of pack animals, and the answer deals effectively with the fundamental problem of getting the supplies ashore. The response is stronger in analysing source content and making inferences than exploring the implications of provenance. Regarding the issue of provenance, the answer puts the criticisms of Richards into the context of wider feelings about the officer class but the answer begins to drift into anecdote when referring to Cardigan's champagne drinking. The comments on common soldiers are assertion and are not developed or linked to the overall argument. Some evaluation is weakly substantiated and the treatment of the two enquiries is uneven. There are some aspects of Level 4 but insufficiently displayed to merit high in the level.

Low Level 4

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.

© Pearson Education Ltd 2016. Copying permitted for purchasing institution only. This material is not copyright free.