

[CO44/SQP175]

Advanced Higher
History
Specimen Question Paper

Time: 3 hours

NATIONAL
QUALIFICATIONS

Candidates should answer **two** questions from **Part 1** of their chosen field of study, and **all** the questions in **Part 2**.

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Preface to the specimen papers

The accompanying set of specimen papers has been produced after consultation with the Principal Assessor and the setting teams, to assist in the preparation of teachers and pupils for the external examination in Advanced Higher History in and after 2001.

Specimen papers have not been provided for the full range of 13 fields of study. The selected fields include the most popular (in terms of numbers of candidates presented in the equivalent CSYS fields), and cover a range of early, modern and one new fields of study. It is intended that these will give a fair representation of the style and form of the essay questions, sources and source questions which make up the new single paper in Advanced Higher History.

With respect to the accompanying marks schemes; the C and A descriptors on Page 12 of the Arrangements remain the bench mark for candidate performance. However, the setters of the specimen papers were asked to expand the detail of expected responses at three levels, where they would exemplify what typically might be covered under a range of possible content, issues and historiographical awareness. This range is **not** prescriptive; candidates will be given credit for any relevant content and analysis that they offer. Marking is naturally within the professional judgement of the examiner.

It is hoped that the marks schemes will be of assistance to all involved; they offer an insight into the approach that setters take towards examining each field and will let candidates organise their own approach to the issues involved in their chosen field of study, with a better understanding of what the markers may be looking for.

The marks schemes vary in length and depth since setters were free to add in as much additional detail as they saw fit for their field of study, once they had offered a minimum coverage of content, issues and historiography. We would welcome the views of the profession on the value of the different marks schemes.

(1) Northern Britain from the Romans to AD 1000

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. Why did the Romans fail to conquer Scotland?
2. “The Romans made a long lasting impact on the peoples of North Britain.” To what extent do you agree?
3. Who were the Picts?
4. Compare the contributions made by St Ninian and St Columba to the religious history of Scotland.
5. Assess the impact of the Viking invasions on the Northern and Western Isles.
6. “The Scottish kingdom was unified by military means.” Do you agree, with reference to the period up to AD 1000?

Part 2

Study the sources below and answer the three questions which follow.

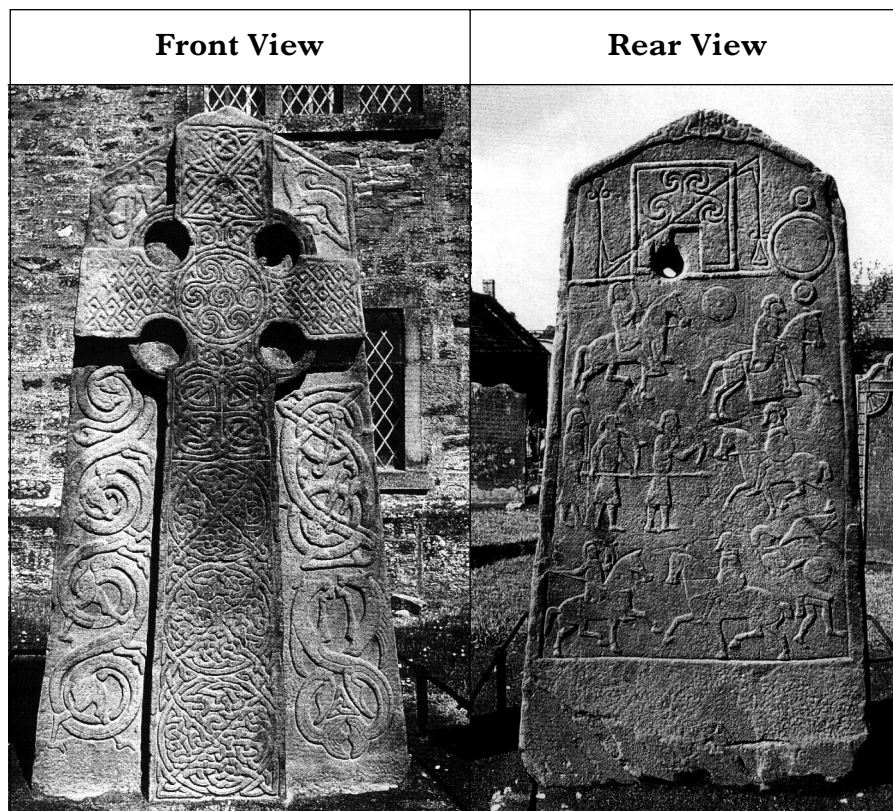
SOURCE A Tacitus, *Agricola*; chapter 23

The fourth summer was spent in securing the districts already overrun; and if the valour of our army and the glory of Rome had permitted such a thing, a good place for halting the advance was found in Britain itself. The Clyde and the Forth, carried inland to a great depth on the tides of opposite seas, are separated only by a narrow neck of land. This isthmus was now firmly held by garrisons, and the whole expanse of country to the south was safely in our hands. The enemy had been pushed into what was virtually another island.

SOURCE B From David J. Breeze, *The Northern Frontiers of Roman Britain*

Little is known, ironically, of the only first century frontier to be specifically attested in the literary sources, that established in 81 AD by Julius Agricola across the Forth-Clyde isthmus. Only one structure, a small fort of about 0.4 hectares can be considered as a possible element in this frontier. The next frontier appears to be that built through Strathallan and Strathearn, probably in the late 80s, the “Gask frontier”.

SOURCE C Photograph of the Aberlemno Stone, near Forfar (Angus)



SOURCE D From *Historia Norvegiae*

In the days of Harold Fairhair, King of Norway, certain pirates, of the family of the most vigorous prince Ronald, set out with a great fleet, and crossed the Solundic Sea (North Sea), and stripped the races of their ancient settlements, destroyed them wholly, and subdued the islands to themselves. And being there provided with safe winter seats, they went in summer-time working tyranny upon the English and the Scots, sometimes also upon the Irish, so that they took under their rule, from England, Northumbria; from Scotland, Caithness; from Ireland, Dublin and the other seaside towns.

Marks

- | | |
|---|------|
| 1. In the light of Sources A and B, how well do we now understand the situation in North Britain during Agricola's campaign of 81 AD? | 12 |
| 2. How useful is Source C for studying the Picts? | 12 |
| 3. How adequately does Source D explain the Viking occupation of the Northern Isles of Scotland? | 12 |
| | (36) |

(2) Scottish Independence (1286–1329)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How effectively did Alexander III establish royal authority in Scotland?
2. Explain the underlying issues of the Great Cause.
3. Assess the importance of William Wallace within the context of the Wars of Independence.
4. Bruce said, “I will fight a secret war”. How well does that describe Bruce’s tactics in regaining Scotland?
5. Why did Scotland and England sign the Treaty of Northampton/Edinburgh of 1328?
6. To what extent would you accept the assessment of Robert the Bruce as “a patriot by achievement if not by conviction”?

Part 2

Study the sources below and answer the three questions which follow.

SOURCE A Letter from Andrew Moray and William Wallace to the merchants of Lubeck, October 1297

Andrew of Moray and William Wallace, leaders of the army of the kingdom of Scotland, and of the community of the realm, to their wise and discreet beloved friends the mayors and common people of Lubeck and of Hamburg, greeting and increasing sincere affection. We have been told by trustworthy merchants of the kingdom of Scotland that you . . . are considerate, helpful and well disposed in all cases and matters affecting us and our merchants and we are therefore more obliged to give you our thanks and a worthy repayment: to this end we willingly enter into an undertaking with you, asking you to have it announced to your merchants that they can have safe access to all ports of the Scottish kingdom with their merchandise, because the Kingdom of Scotland, thanks be to God, has been recovered by war from the power of the English.

Fare well. Given at Haddington in Scotland, 11 October 1297

SOURCE B Edward I, Ordinance of Scotland 1305

An ordinance made by the king for the good order of Scotland.

Note that our lord and king . . . made it known to the good people of Scotland that they should cause the community of the land to assemble and that acting together they should elect a certain number of persons to come, on behalf of the community, to the parliament at Westminster.

The king's lieutenant, and the chancellor, and the chamberlain may at their discretion move justiciars and sheriffs and replace them with others, whether English or Scots by birth, who in their view are satisfactory . . . As for the laws and customs to be used in the government of the land of Scotland, it is ordained that the custom of the Scots be henceforth forbidden, so that it is never used and the king's lieutenant, in concert with the council . . . composed of English and Scots shall reform and amend the laws and customs.

SOURCE C From G.W.S. Barrow, *Robert the Bruce and the Community of The Realm of Scotland*, 1988

The political wisdom of King Edward is shown by his resolve to consult Scottish leaders on the new constitution to be devised for the country and to give them some measure of responsibility for making it work. It has been objected that this was neither statesmanship nor generosity but merely "policy". Whatever label we choose to give the decision, its author deserves credit if it was clearly designed to lessen friction, resolve tensions and frustrations and reconcile the community of Scotland as quickly and peacefully as possible to an indefinite period of English rule.

SOURCE D Deprivation of Robert I's enemies (Statute of Cambuskenneth)

In the year of grace 1314 on November 6, when the most excellent prince lord Robert by the grace of God illustrious king of Scots was holding his parliament in the monastery of Cambuskenneth, it was agreed, finally adjudged and decided, by the advice and assent of the bishops . . . earls, barons . . . and also of the whole community of the realm, that all who died in war or otherwise, against the faith and peace of the lord king, or who on that day had not come into his peace and faith, although they had been often summoned and lawfully expected, should be disinherited for ever of their lands and tenements and of all their other estates within the kingdom of Scotland. And henceforth they shall be held to be enemies of the king and kingdom, deprived of all claim by heritable right or by any other right for themselves and their heirs forever.

- | | <i>Marks</i> |
|---|--------------|
| 1. Comment on the significance of Source A in the light of events at the time. | 12 |
| 2. How far do you agree with Source C's assessment of Edward I's Ordinance of Scotland (Source B)? | 12 |
| 3. How well does Source D demonstrate the assertion of royal authority by Robert Bruce in the aftermath of Bannockburn? | 12 |
| | (36) |

(7) “The House Divided”: USA (1850–1865)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. Why was compromise possible between North and South in 1850, but not possible in 1860–1861?
2. Upon what grounds did the South justify its “peculiar institution”?
3. How far can the founding of the Republican Party be viewed as a turning point in US political history?
4. Account for the relative lack of success of the abolitionists in the period up to 1860.
5. To what extent did the war prove to be a liberating experience for America’s black population?
6. Does Robert E. Lee deserve the accolade of the war’s “greatest general”?

Part 2

Study the sources below and answer the three questions which follow.

SOURCE A From the Supreme Court decision in the Dred Scott case, March 6 1857

The question before us is, whether the class of persons described in the plea in abatement compose a portion of this people, and are constituent members of this sovereignty. We think that they are not, and that they are not included, and were not intended to be included, under the word “citizens” in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. No word can be found in the Constitution which gives Congress a greater power over slave property . . . than property of any other description . . . It is the opinion of the court that the act of Congress (the Missouri Compromise Act of 1820) which prohibited a citizen from holding and owning property of this kind in the Territory of the United States north of the line therein mentioned, is not warranted by the Constitution and is therefore void.

SOURCE B From a letter of Charles C. Jones, mayor of Savannah, Georgia, to his parents, April 17 1861

Can you imagine a more suicidal, and exasperating, policy than that inaugurated by the fanatical administration at Washington? The Black Republicans may rave among the cold hills of their native states, and grow mad with entertainment of infidelity, heresies and the false conceptions of a “higher law”; but Heaven forbid that they ever attempt to set foot upon the land of sunshine, of high-souled honor, and of liberty . . . I much mistake the policy of this Confederacy and the purpose of our worthy President (at once a soldier and statesman) if in the event of our pure rivers and harbors being blockaded by Northern fleets, a great Southern army is not put in motion, attracting to itself the good and true men of every section, whose object it shall be to redeem the tomb of Washington from the dominion of this fanatical rule, and to plant the standard of this Confederacy even upon the dome of the Capitol at Washington.

SOURCE C Ex-President Buchanan in a private letter, 5 December 1863

The main object of them all (the Republicans) is to abolish every vestige of slavery, and they differ only as to the best means of accomplishing it . . .

Whilst the Sumnerites would convert the States in rebellion into Territories, to be governed as such under the laws of Congress, the Blairites, preserving the name of States, would place them under the military government of the President. In either case, they can only be restored to the Union provided slavery is abolished. The more extreme party will probably prevail, because such is the nature and history of revolutions.

SOURCE D Senator Charles Sumner of Massachusetts to W.E. Gladstone, British Chancellor of the Exchequer, 1 January 1864

The Rebellion is simply Slavery in Arms, making pretensions utterly without precedent in history, revolting, indecent, impious. If the Rebellion could in any way be distinguished from this crime, then it might have a chance of success. But I do not believe—I cannot believe that in this nineteenth century—a just Providence will allow such a crime to flourish, or will continue to it the favor of Foreign Powers. No reverse of arms, no failure or national misfortune can shake this firm conviction.

Meanwhile our own efforts have relieved England from any such final responsibility. But my heart yearns to see the country that I love, pronounce the word which will hasten the end of our domestic war and make any foreign war impossible—all of which is in her power.

- | | <i>Marks</i> |
|--|--------------|
| 1. Comment on the significance of Source A in the light of events at the time. | 12 |
| 2. How valid are the comments in Source C about Republican policy over slavery? | 12 |
| 3. How much do Sources B and D reveal about differing explanations of the outbreak of the war? | 12 |
| | (36) |

(9) Germany: Versailles to the Outbreak of World War Two

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. “The conditions within which Weimar democracy was born were certainly not such as to help it flourish.” Discuss.
2. Assess the impact of the Treaty of Versailles on political life in Germany.
3. “The apparent stability of the so-called ‘Golden Years’ hid acute tensions.” Discuss this view of Germany in the period 1924–1929.
4. Why did it prove so difficult to arrive at a solution to the crisis of 1929–1932?
5. How successful was Hitler in giving Germany a sense of community and of revived prosperity in the period 1933–1939?
6. Account for the development of Nazi policy towards the Jews in the 1930s.

Part 2

Study the sources below and answer the three questions which follow.

SOURCE A From General Groener's letter to his wife, 17 November 1918

The Field Marshall and I intend to support Ebert, whom I estimate as a straightforward, honest and decent character, as long as possible, so that the cart does not slide further to the left. But where is the courage of the middle class? That a tiny minority could simply overthrow the whole German Empire, together with its member states, is one of the saddest events in the whole history of the German nation. During four years the German people stood unbroken against a world of enemies—now it permits a handful of sailors to knock it down as if it were a dummy . . .

SOURCE B From Gustav Stresemann's letter to the ex-Crown Prince, 7 September 1925

In my opinion there are three great tasks that confront German foreign policy in the immediate future.

In the first place, the solution of the Reparations question in a sense tolerable for Germany, and the assurance of peace, which is an essential premise for the recovery of our strength. Secondly, the protection of Germans living abroad, those 10 to 12 millions of our kindred who now live under a foreign yoke in foreign lands.

The third great task is the readjustment of our eastern frontiers; the recovery of Danzig, the Polish Corridor, and a correction of the frontier in Upper Silesia.

SOURCE C From Albert Speer's reflections on National Socialism in 1931, taken from his book *Inside the Third Reich*, published in 1971

Here it seemed to me was hope. Here were new ideals, a new understanding, new tasks . . . The perils of Communism, which seemed inexorably on the way, could be checked, Hitler persuaded us, and instead of hopeless unemployment, Germany could move towards economic recovery. It must have been during those months that my mother saw an S.A. parade in the streets of Heidelberg. The sight of discipline in a time of chaos, the impression of energy in an atmosphere of universal hopelessness, seems to have won her over also.

SOURCE D From T. Childers, *The Nazi Voter: the Social foundations of Fascism in Germany, 1919–1933*, published in 1985

The nucleus of the NSDAP's following was formed by the small farmers, shopkeepers and independent artisans of the old middle class. It was among these groups that the fear of social and economic displacement associated with the emergence of modern industrial society was most pronounced.

By 1932 the party had won considerable support among the upper-middle class student bodies of the universities, among civil servants, even in the middle and upper grades and the affluent electoral districts of Berlin, Hamburg and other cities. Motivation was myriad; frustrated career ambitions and the resentment of the erosion of social prestige and security . . . they cannot be described as uneducated, economically devastated or socially marginal. They belonged, in fact, to the established elites in Germany.

Marks

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| 1. To what extent does Source A provide a full and accurate picture of political developments in Germany in late 1918? | 12 |
| 2. How well does Source B explain the conduct of German foreign policy under Stresemann? | 12 |
| 3. Explain the different views expressed in Sources C and D about the appeal to Germans of Hitler and the Nazi Party. | 12 |
| | (36) |

(11) Soviet Russia (1917–1953)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent could the Russian Empire before 1917 be described as a “backward autocracy”?
2. To what extent did the October Revolution represent a genuine social movement?
3. Was widespread popular support the main reason for Red victory in the Civil War?
4. Why was Stalin successful in the struggle for leadership in the 1920s?
5. Did Stalin achieve what he intended by the policy of collectivisation?
6. Evaluate Stalin’s contribution to the ultimate victory of the Soviet Union over Germany in the Second World War.

Part 2

Study the sources below and answer the three questions which follow.

SOURCE A From V.I. Lenin, *April Theses*, 4 April 1917 (old style)

[2] The specific feature of the present situation in Russia is that the country is *passing* from the first stage of the revolution—which, owing to the insufficient class consciousness of and organisation of the proletariat, placed power in the hands of the bourgeoisie—to its second stage, which must place power in the hands of the proletariat and the poorest sections of the peasants.

[3] No support for the provisional government, the utter falsity of all its promises should be made clear, particularly of those relating to the renunciation of annexations.

[4] . . . the masses must be made to see that the Soviets of Workers' Deputies are the only possible form of revolutionary government . . .

[5] Not a parliamentary republic—to return to a parliamentary republic from the Soviets of Workers' Deputies would be a retrograde step.

SOURCE B From V.I. Lenin, *The Tax In Kind*, 21 April 1921

The civil war of 1918–1920 greatly increased the devastation of the country, retarded the restoration of its productive forces, and bled the proletariat more than any other class. To this was added the failure of the harvest of 1920, the fodder shortage, the dying off of cattle, which still further retarded the restoration of transport and industry, because, among other things, it interfered with the employment of peasant's horses for carting wood, our main fuel . . .

We were forced to resort to “War Communism” by war and ruin . . . it was a temporary measure.

SOURCE C From *Molotov Remembers: inside Kremlin politics*, a collection of conversations recorded in 1982

The fact of the matter is this: I consider we had to go through a period of terror in the late 1930s, because we had already been waging a [*leadership*] struggle for more than ten years. It cost us dearly but things could have been worse without it. Many people suffered who should not have been touched. But I believe that Beria on his own could not have done it. He carried out orders, Stalin's very harsh orders.

Of course there would have been fewer victims had things been done more cautiously, but Stalin insisted on being doubly sure: spare no-one, but guarantee a reliable situation during the war and after the war, for a long period. Stalin, in my opinion, followed a very correct line.

SOURCE D From Roberta Manning, *The Soviet Economic crisis of 1936–1940 and the Great Purges*, published in 1989

The Soviet economy experienced considerable difficulties after 1936. Key areas [*of agriculture, industry and output of vital fuels*] were encountering major problems or stagnating growth rates in the first half of 1936. This was before the June 1936 arrests of Kamenev and Zinoviev heralded the onset of a new upsurge of political terror that resulted in the arrest of former Party Oppositionists throughout the nation in July and August. These economic difficulties contributed substantially to the expansion of political terror. In the summer of 1936, mass arrests appear to have been politically motivated, but by September 1936, Stalin ordered Nikolai Ezhov to take over leadership of the NKVD. The forces of terror now expanded to include growing numbers of managers, administrators and engineers. The main accusation levelled against purge victims changed from “conspiracy to assassinate Soviet leaders” to “economic sabotage” or “wrecking”. Evidence for this could be found in abundance in real-life problems of the Soviet economy, which could now be attributed to malevolent human design rather than economic forces beyond anyone’s control.

Marks

1. How accurately does Source A describe the attitudes and policies of the Bolsheviks in March and April 1917? **12**
 2. Comment on Lenin’s views in Source B in the light of events at the time. **12**
 3. Why do Sources C and D differ so significantly in their explanations of Stalin’s purges? **12**
- (36)**

(12) The Spanish Civil War (1931–1939)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent was the Republic undermined between 1931 and 1936 by the actions of the anarchists of the CNT/FAI?
2. “After the revolution of 1934 and the manner in which it had been quelled, it would have required a super-human effort to avoid the disaster of civil war.” (Hugh Thomas)
Do you agree with Thomas’ assessment of the situation in Spain before 1936?
3. Why did the military coup of July 1936 fail to seize control of Spain at once?
4. “Each power in 1936 responded to Non-Intervention in the way that best agreed with the policy it already followed—the Fascist powers with aggression, the democracies with caution.” (Paul Preston)
Is Preston’s view an adequate analysis of the behaviour and attitudes of those taking part in Non-Intervention after 1936?
5. How important an influence on the Nationalist side was the Falange between 1936 and 1939?
6. “The simple truth was that Franco won because the Nationalists were more united than the Republicans.”
Is this a reasonable explanation for the defeat of the Republic in the Spanish Civil War (1936–1939)?

Part 2

Study the sources below and answer the three questions which follow.

SOURCE A From an interview with Juan Ajuriaguerra (executive member of PNV), July 1937

“We had fought the recent elections alone, joining neither right nor left-wing blocks. The Right had been attacking us violently, the Left was dragging its feet over getting our autonomy statute through parliament: we were quite alone . . . As the night wore on, one thing did become clear; the military rising was the work of the Right-wing oligarchy whose slogan was “unity”—an aggressive Spanish unity which was aimed at us. The legal government had promised us autonomy. At 6 am, after a sleepless night we reached a unanimous decision . . . we declared our support of the Republican government.

SOURCE B From Raymond Carr, *Spain 1808–1975*, published in 1982

To the Communists the most revolutionary action was to win the war. For this reason they supported the government, were hostile to committees and improvised police, they criticised militias, and they campaigned for a unified command and a popular army. These policies may have been significant in helping them win the war, but there were other reasons for following them. The domestic necessities of Republican Spain happened to correspond with the foreign policy necessities of the USSR. Russia’s interest in a western alliance meant disowning any revolutionary tendencies in Europe, and supporting Popular Fronts against Fascism. This makes it unnecessary to speak of a Communist plot; since any success the Communists gained was not just through a more ruthless police terror or superior conspiratorial techniques, but through promoting realistic policies, which were supported by non-Communists in the interest of an effective war effort.

SOURCE C From a report sent from Barcelona by an anarchist sympathiser in May 1937

The Capitalist press has reported the events in Barcelona of May 3 1937 under the fake captions “Anarchist uprising”, “Anarchist seizure of telephone building”, etc. Some papers blamed the POUM.

There have been deliberate shootings at the CNT on the part of the Civil Guard but it is safe to realise that the Communist Party is a menace to the workers in their struggle. It is a party upholding reaction and desiring power and place.

I do not think that there is any solution except the elimination of the Communist Party and the petty bourgeoisie. The petty bourgeoisie will be finished if their power is taken away from them but the Communist Party must be cleared out of everything, especially from the UGT and the Generalitat. The CNT did not start this trouble but if the Anarchists and the Syndicalists do not take control now, the workers of Spain will have gained nothing from the fighting and the loss of life.

SOURCE D from the memoirs of Garry McCartney, Glasgow Communist and volunteer in the International Brigades, published in the 1980s

Now I think I would be summing up the feelings of most of the Brigaders when I say that we came back from Spain still very devout anti-Fascists. And I think that the years since that war have reinforced tenfold our beliefs, our dedication and the things for which we felt we were fighting. We didn't go to Spain to usher in socialism or communism or anything like that. We went to Spain to continue the fight for the freedom of a people to put a cross on a ballot paper and elect its own kind of government. We were already in the main, devout anti-Fascists and the comrades who were repatriated, along with the main body of Brigaders who were withdrawn from Spain in the fall of 1937, gave a pledge to the Spanish people that only the fronts would change, that when they got back home they would continue that fight. And on behalf of the memory of all the comrades who died in Spain I would think that we who are fortunate enough to be still alive and to continue that struggle, have vindicated ourselves by the very fact the Communist parties, Socialist parties and trade unions are now legal in Spain once more. The Spanish people have just elected a socialist form of government. It is a great step forward and we think we made just a little contribution towards that.

Marks

- | | |
|--|-------------|
| 1. How useful is Source A in explaining why the Basques decided to join the Republic in 1936? | 12 |
| 2. Why do Sources B and C differ so significantly in their attitude towards the actions of the Communist Party in Spain? | 12 |
| 3. How adequate is Source D as an explanation of the motives of those who volunteered for the International Brigades? | 12 |
| | (36) |

(13) Britain at War and Peace (1939 to 1951)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. Why was Britain able to avoid defeat by Germany in 1940?
2. Examine critically the verdict that “The British navy made a vital and decisive contribution to the defeat of Germany in the Second World War”.
3. How successful were wartime governments in maximising their manpower resources for total war?
4. How important was the Beveridge Report to the establishment of the Welfare State by the post-war Labour government?
5. How effective were the responses of the Labour Government to the major economic and financial crises which afflicted Britain between 1945 and 1951?
6. How far was the Conservative Party’s success in the 1950 and 1951 General Elections due to “the revolution which had taken place within the party since 1945” (LCB Seaman)?

Part 2

Study the sources below and answer the three questions which follow.

SOURCE A From Ben Wicks' introduction to *No Time to Wave Goodbye*, published in 1988. He was 12 years old in 1939.

For me, evacuation from the squalor of soot-covered slums provided a view of the outside world. I saw greener pastures and was never again happy with my city environment.

And what of Britain? The country owes a debt of gratitude that can never be repaid. The face of Britain was changed for ever. The eyes of many working class children were opened to the advantages of the few. City and country children found themselves sharing beds. The rules of the class system began to bend, heralding the introduction of changes desperately needed in post-war Britain.

An army of children, clutching tiny bags, came out of the dark and pricked a nation's conscience. The children would never be the same again. Neither would Britain.

SOURCE B From Air Chief Marshal Sir Charles Portal, Chief of Air Staff, to Air Chief Marshal Arthur Harris, Commander-in-Chief of Bomber Command, 30 December 1943

You are laying waste, city by city, the industrial and economic power on which German armed resistance depends and in so doing you are steadily undermining the will of the German people to carry on this war and perhaps altering for good their whole attitude towards aggression in the future. How much you have already crippled Germany only the Germans themselves know, but it is widely recognised that a large share of the successes of Allied arms on all fronts this year is due to the destruction wrought in the heart of Germany by Bomber Command and that upon your efforts in the future will depend in no small degree the resistance which the Germans will still be able to offer before they are finally defeated.

SOURCE C From Martin Kitchen, *A World in Flames*, published in 1990

"Bomber" Harris was still convinced he could win the war before the invasion, confidently predicting that the large-scale bomber offensive would "cost Germany the war". The "Battle for Berlin", which raged from November 1943 to March 1944, was a series of raids, half of which were aimed against the capital of the Reich. Far from leading to the defeat of Germany, it very nearly caused the destruction of Bomber Command. In the course of the battle Bomber Command lost 1047 aircraft, and a further 1682 were badly damaged. The RAF could not sustain these losses and the offensive had to be halted. Terrible damage was done to Germany and thousands were killed, but war industrial production continued to increase and morale did not crack. Harris' strategy proved to be an appalling and costly mistake.

SOURCE D From a comment by George Orwell on the 1945 General Election, 15 August 1945

It was a genuine enough fight, and it turned on issues that were serious so far as they went. Everyone who took an interest saw that the only chance of getting the Tories out was to vote Labour, and the minor parties were ignored . . . Tory efforts to turn the whole thing into a sort of plebiscite only excited disgust, and though the big masses appeared uninterested, they did go into the polling booths and vote at the last minute—against Churchill, as it turned out. But one cannot take this slide to the left as meaning that Britain is on the verge of revolution. In spite of the discontent smouldering in the armed forces, the mood of the country seems to me less revolutionary, less Utopian, even less hopeful, than it was in 1940 or 1942.

Marks

- | | |
|--|-------------|
| 1. How justified is the author of Source A in his assessment of the impact of evacuation on British society? | 12 |
| 2. What do Sources B and C reveal about the different views on the effectiveness of British bombing campaigns against Germany? | 12 |
| 3. How adequately does Orwell (Source D) explain the result of the 1945 General Election? | 12 |
| | (36) |

[END OF QUESTION PAPER]

[CO44/SQP175]

Advanced Higher
History
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

Part 1—General Instructions to Markers

Each answer is marked out of 25. Markers should use the full range of marks available as indicated on the scale.

In Part 1 candidates should be rewarded according to the quality of thought revealed in their answers. They should not be rewarded solely, or even mainly, according to the quantity of knowledge conveyed. In progression from Higher a more advanced grasp of the skills of analysis, synthesis and interpretation is required. Credit will be awarded according to the degree of success with which the candidate:

- gives an answer which is relevant to the question and is explicitly related to the terms of the question
- is able to make the various distinctions required by the question
- responds to all the elements in the question in a coherent manner
- explains, analyses, discusses and assesses rather than simply describes or narrates
- develops a sustained argument
- shows an ability to set events and personalities in a wider historical context
- reveals an understanding of concepts and contexts
- shows awareness of different historical views
- is able to make reference to the views of relevant secondary authorities.

In relation to the above, the following descriptions provide guidance on the features of essays categorised as meriting the ranking of C, B and A respectively. Many essays will exhibit some, but not all, of the features listed in any one category; others will be stronger in one area than another. These characteristics do, however, provide a general indication of aspects to be expected in an essay meriting an award within a particular ranking.

C ranking: 13–14 marks

- a reasonable quantity of evidence relevant to the issue
- some attempt at analysis of the issue even if the approach is largely narrative or descriptive
- some elements in the question dealt with in a limited, coherent manner
- limited understanding of concepts and contexts
- restricted awareness of different historical views
- a conclusion that is not particularly well structured

B ranking: 15–17 marks

- a more substantial body of relevant evidence
- a more advanced analysis of the issue
- many elements in the question dealt with in a more coherent manner
- greater understanding of concepts and contexts
- greater awareness of different historical views
- a conclusion that is well structured and supported by some reference to evidence

A ranking: 18–25 marks

- a considerable body of evidence, selected appropriately and used to illustrate and develop the line of argument
- a well-developed analysis, clear and coherent throughout the essay
- all the elements in the question dealt with in a consistently coherent manner
- a firm understanding of concepts and contexts
- a consistent, thorough awareness of different historical views
- a fluent presentation of the conclusion, arising in a logical manner from the argument

In marking essays the full range of marks is available to be awarded. It is important to bear in mind that most candidates will be seventeen or eighteen years old. Marking reflects what it is reasonable to expect from a candidate of that age, and quality is rewarded accordingly. Answers worthy of an A ranking are not, therefore, automatically awarded 18 or 19 marks, but as high a mark as is merited; full marks are not reserved for the “perfect” answer. In History no such thing exists in any case.

Part 2—General Instructions to Markers

- 1 Each question is marked out of 12 marks. Markers should use the full range of marks available. In awarding marks, account should be taken of the objectives set out on page 12 of the National Course Specification as follows.

Knowledge and Understanding

Candidates will be expected to demonstrate relevant and accurate knowledge and understanding of the field of study.

Evaluating

Candidates will be expected to demonstrate that they have extended the skills developed at Higher Grade in their ability to comprehend, interpret and evaluate sources, place them in their historical context and analyse aspects of historical enquiry relevant to the field of study.

- 2 The Detailed Marking Instructions which follow indicate:

the points expected to be developed from the source(s) concerned in answer to each question

the most likely points to be expected from recalled knowledge in answer to each question

statements about the levels of response appropriate to particular ranges of marks for each question

It should be noted that these Instructions are subject to revision after the examination in the light of candidates' actual answers. Even following such revision, the Marking Instructions are still intended only as guides and may be inapplicable to answers based on an alternative, though acceptable, approach to questions. **In addition it should be noted that although a suggested content outline has been provided, it is not necessarily the case that this would have to be included in its entirety for the candidate to be awarded full marks.** Conversely, an answer which does include the complete content outline would not necessarily merit full marks for that reason alone. Markers are encouraged to use their professional discretion and judgement in assessing success in striking a balance between arguments rehearsed and the evidence upon which these are based, as in all aspects of the assessment of candidates' responses.

(1) Northern Britain from the Romans to AD 1000

Part 1

1. Why did the Romans fail to conquer Scotland?

This question requires candidates to show knowledge of the attempts by the Romans to “conquer” Scotland and explore the factors for failure, coming to some sort of conclusion about the most likely reasons given the evidence, or lack of it.

There is a presumption here that the Romans wanted to conquer Scotland. This would certainly have made sense because the Romans knew Britain was an island and the completion of conquest would have allowed better control and a reduction in the number of troops needed to control the province.

We can identify three major attempts.

- The campaigns of Agricola culminating in the defeat of a larger Caledonian force at the battle of Mons Graupius in AD 83. The army then withdrew.
- The limited campaign ordered by Emperor Antoninus Pius in the AD 140s.
- The imperial expedition of Septimus Severus and his sons, AD 208–11.

Other efforts could be mentioned like that of Constantius Chlorus in 305/6 but these are really punitive expeditions rather than attempts at conquest.

Candidates are expected to express reasons why these attempts failed. A reference to some of the following arguments may be expected.

- The Highlanders were too warlike to be conquered. This view may have some credence with the more wishful thinkers and nationalistic of the candidates. All the evidence is of the Roman army defeating the Caledonians when called to battle, ie Mons Graupius. Roman writers like Tacitus, Dio and Herodian liked to inflate the valour of Rome’s enemies so the victory looked more impressive.
- The Highlands of Scotland were too difficult for the Romans to conquer. Not really a convincing argument given the abilities of the Romans in difficult terrain, like in Wales, etc. They could have conquered Scotland had they so wished.
- Not economically worthwhile for Rome to bring Scotland into her Empire. Debatable point given Roman actions across Empire, when expanding, though some writing on the subject exists—Strabo/Appian view.
- North Britain was too sparsely inhabited to make long term occupation possible.
- Political reasons to do with the Roman Empire and geographical isolation of Britain combined with events elsewhere made conquest of the island impossible.
 - Agricola’s campaigns not followed up, as troops were needed on the Danube.
 - Antoninus Pius needed a triumph to consolidate his position of Emperor.
 - Severan campaign ended due to the death of Severus and the need for Caracalla, his son and successor, to return to Rome to consolidate his position.

A PASS answer (13–14 marks) can be expected to describe the main invasions and give basic reasons for the failure of each to conquer Scotland. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) can be expected to take a more analytical approach to the answer. A clear attempt to come to a solid conclusion based on discussion of factors like those mentioned above, with a judgement made and backed up with evidence. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) is expected to take an analytic approach and use evidence to back up argument. It should also show good awareness of the limited nature of the evidence/bias of the sources available to us. A wide range of the issues and content referred to above will be brought into the answer. There will be clear evidence of understanding of the views of different historians.

2. **“The Romans made a long lasting impact on the peoples of North Britain.”
To what extent do you agree?**

This question is about the impact of Rome on the north of Britain. A judgement on the impact of Rome is needed plus a discussion on whether the impact was long term or short term. The candidate should make their view as to the extent of agreement clear if good credit is to be given.

The following areas of argument and evidence may be considered.

Geographical question of where impact was. Southern Scotland affected and impact seen with particular tribes, like the Votadini, who may have been given client status by the Romans. Impact on northern tribes like the Caledonian confederacy not so obvious, but maybe of longer significance.

Immediate impact

- Physical with buildings like the walls
- Roman peace
- Evidence of dismantling of forts in Roman occupied areas

Longer term impact

- Peace allowed creation of improved trade conditions—eight loca identified—places for trade under the pax Romana
- Economic production increased to feed troops—Souterrains increased in number
- Evidence of literacy—Roman numerals in Traprain Law, use of coins
- On metalwork and production—ironwork/tools

BUT on the retreat of the Romans, tribal culture reasserted itself and the settlements and obvious “cultural” impact of the Romans ended. Traditional aristocracy had survived, as seen by the house of Gododdin.

- The longer term impact may be seen in the long term political bonding of the northern tribes in the face of the Romans.
- Introduction of Christianity
- Use of stone for building

Possible historical interpretation which may be offered could be:

- Breeze’s view of bonding in face of enemy
- Lloyd Laing’s view of a “Roman Interlude”
- Duncan’s view of long lasting impact in terms of advances in techniques of cultivation

A PASS answer (13–14 marks) will show knowledge of the evidence showing the impact of the Romans on native life. There may be limited analysis, what there is being implicit and limited to the conclusion. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will show good knowledge and greater awareness of short term and long term effects. Probably focused on the view that the Romans had a limited impact, except for Christianity. Good evidence will be offered on the issues involved. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will show excellent knowledge—give specific examples—show awareness of short term impact but also take broader view of political impact of Romans, as well as implications of evidence on agricultural production and Christianity. There will be clear evidence of understanding of the views of different historians.

3. Who were the Picts?

A broad question that will probably have a number of interpretations from the chronological and basic answer to the more analytic which has an awareness of the controversies surrounding these enigmatic people. Answers should also consider the evidence that exists. A number of approaches should be expected and markers should be flexible as a result.

Evidence/argument to be considered could include:

- Rise of the Picts from the 4th century AD. The name is widely considered to mean the northern barbarians beyond the Roman sphere of influence. Signs of political amalgamation in the face of southern enemies (Rome). Mentioned through Roman writers—end of 3rd century Eumenius refers to “Caledones and other Picts”. 360 AD Ammianus Marcellus informs us that the Picts were divided into two groups; Dicalydones and Venturiones, in whom we may recognise southern and northern groups. Named in the Great Barbarian conspiracy of 367 AD.
- Remarkably resilient post-roman kingdom repelled the Angles at battle of Nechtansmere in 685, captured the Scots stronghold of Dunadd in 736 AD. Resistant to Viking raids but eventually assimilated by the Scots under the leadership of Kenneth mac Alpin in 843 even though native Picts continued to resist until 848.

So they were one of the four nations occupying the north of Britain between the 4th and 9th centuries. Territories lay to the north of the Forth-Clyde line. Candidates have to deal with myths and deduce what they can from the evidence.

Better candidates are expected to consider these issues:

- Pictii—painted ones
- Roman depiction of uncouth barbarians
- 19th century distortions—ie Walter Scott inferred that the Picts were small people due to the fact that the galleries in the walls of brochs were low and narrow.
- Language: what did they speak?
- Documentary evidence sparse: from biased Romans, Ireland.
- Only Pictish documents are king lists, written in Latin—consider matrilinear line of succession here if a better candidate.
- Place name evidence, Pit/pett, aber, carden, pert, etc, especially in north east of Scotland
- Archaeology and Art history of significance: Symbol Stones, unique and distributed from Shetland to Forth-Clyde line, with a few south of it, and in Dalriada which may indicate sporadic raids on enemies.
- Buildings give evidence of military/naval power: Burghead, Cullykhan.
- Domestic settlements in Orkney, Shetland excavated.
- Church sites; some evidence points to sites in Restenneth in Angus, on St. Ninian’s

- Personal ornaments such as armlets and other small objects, beads and sword chapes have been found in hoards in Norrie's Law, Gaulcross, Newmachar and St. Ninians Isle.
- Could also mention important Pictish leaders from the King lists and writers such as Adomnan. Bridei mac Maelcon came to power c. 550 AD and was important in converting the Picts to Christianity and defeating the Scots. Also Nechtan, defeater of the Angles.

A PASS answer (13–14 marks) can be expected to structure an adequate description of events and/or factors. It will contain analysis of some of the content and issues raised above. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will display more depth of knowledge and raise a consideration of the problem of evidence. Greater account will be taken of different historical interpretations

A VERY GOOD answer (18+ marks) will display sure knowledge and understanding of the Picts with reference to specific evidence. A broad awareness of the problems of evidence and controversies, such as over succession, may also be found in high quality answers. There will be clear evidence of understanding of the views of different historians.

4. Compare the contributions made by St. Ninian and St. Columba to the religious history of Scotland.

The question should lead candidates to consider these two most important religious figures and compare their contribution. The best essays will consider the paucity of evidence but compare rather than just describe the contributions.

Evidence to be considered should include:

Christianity introduced to Britain in Roman times—affected Scotland at a comparatively late phase—initial progress slow

Ninian

- Scotland's first saint
- Sources: Bede's great Ecclesiastical History of the 8th century. Bede tells us that "Nynia" was a Briton, a bishop who had been regularly instructed in the faith "at Rome" and he had built a stone church at Whithorn.
- Must have been a native, part Romanised settlement at Whithorn in the 3rd century which embraced Christianity in the 4th century. They petitioned for their own bishop and were supplied with Ninian who constructed his original church in the now local burial ground.
- Ninian a bishop—introduced a Diocesan and Episcopal church, like the church of Rome.
- Bede claims that Ninian converted the southern Picts.

Columba (521–597 AD)

- From a very different religious tradition. Monasticism, where the Abbot was the ruler, not the bishop. A Diocesan structure was seen as being irrelevant.
- Founded a monastery on Isle of Iona, AD 563.
- Very influential as a monastic centre and provided a religious focus for the incoming Scots.
- Sources include stylised Life of Columba written in AD 690 by Adomnan the ninth Abbot of Iona.
- Growth of cult around Columba.
- Role in conversion of Picts, Adomnan records visits paid by Columba to the Pictish king, Bridei.

Both are important in the introduction and propagation of Christianity. They are, however, different views of Christianity. Candidate could also mention:

- Synod of Whitby AD 663/4 where the Northumbrian church moved to Roman methods of computing Easter. This would have had implications for the Anglian controlled parts of Pictland.
- Eventual triumph of Roman religion. Adomnan accepted the Roman method of computing Easter in AD 690.
- Political role of religion, esp. Columban and Scots

A PASS answer (13–14 marks) will be expected to describe the contributions of St Ninian and St Columba. With reference to the content and issues above, this candidate may make only a basic comparison of roles of the two saints. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will see a clear attempt to make a comparison between the Saints and their impact on the history of Scotland. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will see a full and complete analysis of much of the content and issues referred to above, and a comparison which also deals with the problems of interpretation of evidence. There will be clear evidence of understanding of the views of different historians.

5. Assess the impact of the Viking invasions on the Northern and Western Isles.

A broad question giving scope for a wide ranging answer. Markers should expect to see knowledge and understanding of some of the following.

- Initial raiding and piracy, evidence such as that from the Annals of Ulster c.794 talking of “devastation of all the islands of Britain by the gentiles”. 795 Islands of Rathlin and Skye raided, 798 Hebrides and Ulster plundered, 795 Iona devastated, etc. Period 790–830 raiding period by Norse.
- Establishment of raiding bases
- Evidence of integration, chroniclers talk of Gall-Gaedhil, “foreign gael”
- Early settlement: Hebrides and Ketil Flat-nefr
- Emergence of Norse control of Isles of Scotland: Harold Finehair/emergence of More family—Orkney and Shetland/Caithness
- 975–1065 the Age of the Earls showing political development of impact, Sigurd the Stout, Thorfinn the Mighty, etc
- Evidence might see consideration of chronicles like the Orkneyinga Saga which gives a lively and invaluable insight into the lifestyle of the Earls of Orkney, graves, place names, archaeological finds and settlements such as Jarlshof and the Brough of Birsay.

So, impact in terms of

- Disruption/raiding for moveable wealth
- Settlement control and displacement of indigenous population
- Political developments and struggle for survival and control of the Northern Earldoms by the Norwegian kings. Power of northern lords significant, and this may be another area some develop with reference to the involvement of the earls, for example helping the Vikings of Ireland at the battle of Clontarff in 1014 AD.

A PASS answer (13–14 marks) will see a very basic description of Viking activity with a clear, but limited attempt to assess impact. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will see a clear attempt to assess impact with sound use of evidence. Greater account will be taken of different historical interpretations

A VERY GOOD answer (18+ marks) will assess the impact of the Vikings with good analysis of areas of impact using evidence to back up points. There will be clear evidence of understanding of the views of different historians.

6. “The Scottish kingdom was unified by military means.” Do you agree, with reference to the period up to AD 1000?

Quite a difficult essay that requires the candidates to identify the factors that led to the unification of a Scottish kingdom. Requires candidates to come to a judgement on why the kingdom unified. Military factors are important but others need to be considered. Better answers will take a broad view and identify a variety of factors before coming to a conclusion focused on the question.

The following areas may be used as evidence/argument.

- By just after 1000 AD a recognisably geographic unit led by Scots emerged. Scots had absorbed Pictland and extended their border to the Tweed and had incorporated the Strathclyde Britons into their control. They had, however, lost control of the northern and western Isles and Caithness to the Norse as well as seen the creation of a Gael-Norse dynasty in Galloway. Moray was unruly as well due to a separate branch of the Scots developing their power there, **but** a kingdom had been created.
- A number of factors in this should be identified. These can include consideration of military means, dynastic considerations, settlement patterns and political manipulation. These factors could be developed using evidence such as:
 - The influence of Norse raids that cut the contacts between Ulster and Dalriada which pushed the Scots to the east and gave rise to a greater sense of Scottishness on the part of the mainland Scots.
 - Influence of the Danes in creating a kingdom in Northumberland. Anti house of Wessex and cut off the Scots from their traditional enemies creating a siege mentality although the house of mac Alpin also proved itself adept at using these neighbours.
 - Creation of Scotto-Pictish kingdom—Kenneth mac Alpin’s conquest or annexation of southern Pictland, 840–858 AD no longer viewed as revolutionary. Evidence of intermarriage. He was not the first king of Dal Riata to rule Pictland (or vice versa). Pictish kings had Gaelic names and probably Scottish blood, ie Oengus son of Fergus, Constantine and Oengus II 811–834 AD show that there was already a blending process taking place.
 - External factors and warfare important however. In 839 AD a battle between the men of Fortriu and the gentiles led to the decimation of the Pictish nobility and the Dalriadan house of Fergus. Leads to the emergence of Alpin and his son Kenneth who seized power from the Picts. It seems he used force. Traditions of treachery, etc, so force was a factor.
 - Argument of Smyth that the Vikings were used by the mac Alpin family; 866 campaign by Vikings led by Olaf against the Picts (no Scots mentioned) and the 870–871 besieging of the Strathclyde Britons also see the weakening of the hold of the British royal house.

- Constantine II the saviour of the Scots from the Vikings, decline of Viking kingdom of York led to the eventual incorporation of southern uplands in Scotland. Not without problems however, war against Vikings: battles at Corbridge in 914 and 918. Also evidence of unified action against common enemy of house of Wessex, Battle of Burnanburh. Maintained integrity of the kingdom.
- Downfall of British dynasty of Strathclyde came in 870 when Ivar and Olaf besieged Dumbarton rock and removed the flower of the British aristocracy. BUT already evidence of intermarriage ie Rhun king of Strathclyde married Kenneth mac Alpin's daughter. Sons of this marriage ruling Strathclyde in 878. Eventually annexed and ruled by Scottish kings, Donald II expelled Eochaid of the Britons.
- Eventual annexation of Bernicia (weak Anglian kingdom) through force, 1018. Battle of Carham saw victory of Malcolm II of Scotland over Northumberland Earls. Force again.

A PASS answer (13–14 marks) would see an accurate description of the events leading to the unification of Scotland. Analysis would be implicit and in the conclusion. Basic attempt to answer the question in the terms posed. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would see clear identification of the factors involved in unification with reasonable use of evidence to show how military, diplomatic and external factors were involved. Greater account will be taken of different historical interpretations

A VERY GOOD answer (18+ marks) will do much as above but be fluent and have effective use of examples and analysis to clearly answer the question. There will be clear evidence of understanding of the views of different historians.

(1) Northern Britain from the Romans to AD 1000

Part 2

1. In the light of Sources A and B, how well do we now understand the situation in North Britain during Agricola's campaign of 81 AD?

The candidate analyses **Sources A and B** and what they show about the situation in North Britain during Agricola's campaigns, relating this to contextual knowledge of the situation, as well as showing the differences between primary and secondary sources of evidence in terms of:

Points from Source A

Origin

Primary source from Tacitus, a Roman historian writing about the activities of his father in law, Agricola, when he was governor of the Roman province of Britain from AD 78–84.

Purpose

Tacitus is openly Agricola's eulogist. Here he is describing the activity of Agricola's army in AD 81 (4th season) when he was extending the Roman empire in the north of Britain.

Content

Consolidating his gains in Southern Scotland at the convenient Forth-Clyde isthmus.

This line firmly held by garrisons (unusual).

Land behind this line under control, beyond lay the barbarian enemy.

Recognition that activity extended beyond this line: it was a convenient place to stop: "if the valour of our army and the glory of Rome had permitted such a thing". Recognition of future events?

Possible points from recall

Place campaign in context: 3rd season campaign to Tay: 5th, 6th seasons campaigning to the north leading to battle of Mons Graupius

Remarkable as the first known suggestion in the history of the province of Britain that a frontier might be established within the island

Explicit rejection of the idea of total conquest of the island

Line of forts unusual

Roman histories very much for the home audience. Tacitus openly eulogises his father in law and paints a rosy picture of his actions in North Britain. At the same time makes pointed barbs about the policy of the Romans in their empire. Tacitus had never been to Britain: mistakes in book about location, etc.

Strong on literary endeavour. Weak on details and place names.

Quote interesting because it does specify a geographical area.

Recognition of the Forth-Clyde line being important—future evidence certainly backs this up: Antonine wall in 2nd century and even when the frontier is in north England, outposts to the line and client tribes were used to control southern Scotland. Writing from the benefit of hindsight and knowledge that the conquest of North Britain had been halted?

Points from Source B

Origin

Secondary source: contemporary historian's analysis of Roman activity in north of Britain.

Purpose

Breeze is talking about the archaeological evidence for the frontier described in Agricola and placing it in the context of the Roman frontiers in the north of Britain. The historian's ability to link the archaeological with the literary (multi-disciplinary approach) sources and comment on these is evident.

Content

Identifies that the archaeological evidence for the frontier described by Tacitus is sparse.

Identifies one fort as being a "possible" part of the frontier (Mollins to the south of the wall).

Describes the later, more northern, Gask frontier showing broader Roman policy in the region.

Possible points from recall

Development of the point that Breeze's purpose as a historian today is very different from that of Tacitus.

Breeze is interested in evidence though. Interestingly, later makes the point that further archaeological evidence is constantly being unearthed and may yet prove Tacitus correct: use of aerial photography/artefact evidence (1st century coins found across the length of the wall)/no structural evidence as yet.

Breeze is placing this Agricolan frontier in the context of Roman phases of occupation and "control" of the northern frontier.

Could expand this with detail of forts in north Britain as well as linear structures to control the boundaries of Empire, ie development of the role of frontier/Gask line of watchtowers mentioned.

O3 Pc (a) Pc (b) Pc (3) Pc (4)

O4 Pc (a) Pc (b) Pc (3) Pc (4)

Marks

- 1–3 Vaguely written; not addressing the question; minimal explanation; little sense of context; merely re-describes the source(s).
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured explanation; ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic, reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

2. How useful is Source C for studying the Picts?

The candidate offers a structured evaluation of the usefulness of the Pictish Symbol Stone as a source for the study of the Picts in terms of:

Points from Source C

Origin

Primary source: carved stone (a cross-slab, but the term symbol stone may also be used). Positioned in deepest Pictish territory in the east of Scotland.

Possible Purpose: varied interpretation

Traditional view that the stones are headstones and the symbols denote rank or office of the dead person

Also view of social anthropologist (Jackson) that they record marriage alliances between different Pictish lineages. (Assumes the matrilinear argument to be correct/mirror and comb symbol)

View they mark out territorial rights/celebrate events

Content

A Class 2 stone: properly dressed slab with interlaced cross carved relief/animal symbols on one side (Christian). Unique battle scene/symbols of Z rod, notched rectangle on the other side (battle/fort).

Possible points from recall

Symbol stones unique to the Picts. Discussion of meaning of symbols.

Some 200 stones found so far (more turning up all the time)

Class 2 stones not found on the west coast

Essential designs in form and style surprisingly consistent throughout the Pictish area.

Evidence of skills in carving/status, etc

Identification of location of Aberlemno; an important power centre, other stones found here, near forts, close to the village of Dunnichen where the great battle of AD 685 took place. Decisive battle against the Angles which is a plausible explanation for the battle scenes. Evidence of warrior aristocracy.

Exploration of Christianity dates the stone to the 8th, early 9th century

Only 5% reckoned to be in their correct position (view of archaeologist Ian Shepherd, Aberdeen).

O3 Pc (a) Pc (b)

O4 Pc (a) Pc (b)

Marks

1–3 Vaguely written; not addressing the question; minimal explanation; little sense of context; merely re-describes the source.

4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.

6–8 Clearly written and sensibly structured explanation; ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic, reasonably developed analysis.

9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

3. How adequately does Source D explain the Viking occupation of the Northern Isles of Scotland?

The candidate offers a structured evaluation of the completeness and accuracy of the source in explaining the circumstances of the Viking occupation of the Northern Isles (Orkney) of Scotland in terms of:

Points from Source D

Origin

Historia Norvegiae, possibly written in Orkney in the late 12th century, near as we can get to a primary documentary source.

Possible purpose

Source records the local (Orkney) view of the Vikings control of the Northern Isles in a brief fashion—implication that the occupation of Orkney was achieved independently of Royal interference and entirely by the Rognvald family.

Content

Describes how in the rule of Harold Fairhair, the family of the vigorous prince Ronald crossed to Orkney in a great fleet and subdued the island.

The islands provided safe winter ports from which to attack other parts of Britain.

(Interpreted as an account of the conquest of Orkney by Rognvald of More)

Possible points from recall

Emergence of the Scandinavian earldom of Orkney from the end of the 9th century in the context of the development of a unified Norwegian kingship.

Islands had been pirate lairs in the 8th century for the prosecution of raiding.

Widespread settlement likely to have happened only when strong control of the Isles to control the natives, pirates, etc took place under the leadership of one strong family.

Differing interpretations of the settlement of the Northern Isles and establishment of the powerful More family as rulers of them exist and provide the focus for this answer.

View given is probably Orkney in origin. It attributes the conquest of the islands as being entirely due to the actions of Earl Rognvald of More and his sons.

Medieval Icelandic saga writers are responsible for another view—give the view that settlement happened because Harald Fairhair's activity. Whilst on a royal expedition he granted the islands to his close companion Rognvald of More as compensation for the loss of Ivar, Rognvald's son. Rognvald then gave the islands to his brother Sigurd. (Writers operating in the context of strong Norwegian kings.)

Contemporary historians like B. Crawford prefer the view quoted but qualify it by saying the More family had a tempestuous relationship with the emerging Vestfold kings and it is more likely than not that some sort of interaction between them would have taken place. (If we believe Jarl's saga this included the murder of Rognvald and the tit for tat killing of Halfdan by Rognvald's son, Torf-Einar!!)

O3 Pc (a) Pc (b) Pc (d)

O4 Pc (a) Pc (b) Pc (d)

Marks

- 1–3 Vaguely written; not addressing the question; minimal explanation; little sense of context; merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured explanation; ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic, reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

(2) Scottish Independence (1286–1329)

Part 1

1. How effectively did Alexander III establish royal authority in Scotland?

A PASS answer (13–14 marks) will be a basic understanding of the nature of the government of Scotland under Alexander III, touching on topics such as the “winning of the west” culminating in the Treaty of Perth, the economic growth of Scotland, the growth of Anglo-Norman institutions and his use of noble families to extend and establish his authority. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) in addition, will deal with the policies in more detail and will identify a number of specific policies and/or actions which would deserve credit in creating sound, orderly, peaceful government. This candidate may refer to the degree to which Alexander inherited a framework (sheriffs, burghs, knights) which he worked within. There may also be reference to the period being known as the Golden Age of Scotland, a by-product of established royal authority creating “the king’s peace”. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will be distinguished from a good one by a greater command of detailed knowledge, a greater range of reasons and an ability to illustrate the reasons with specific examples. Such an answer may well distinguish between the establishment of royal authority by force and conflict, as indeed part of Alexander’s policy with Norway was, but that part of his power lay in his ability to negotiate, create consensus and use forces which might otherwise have been threatening eg the power of the Comyns and Stewarts. There will be clear evidence of understanding of different historical interpretations.

2. Explain the underlying issues of the Great Cause.

A PASS answer (13–14 marks) will provide a basic understanding of the events following the Maid’s death up to the coronation of Balliol, including discussion of the Great Cause. The explanation of key issues such as overlordship and the legal tussles over right of succession (eg the claims of Balliol and Bruce) will be discussed. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will identify the events after Margaret’s death as above but make more explicit some of the themes and issues which emerged during the Great Cause eg the issue of succession including the the Balliol/Bruce dispute, the question of who can “make” a king, the role of Edward, Edward’s ambitions and the issue of overlordship. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) should, in addition to the points mentioned above, show a greater grasp of detail, will also identify all the key themes of the Great Cause and closely analyse some of them. In the analyses, the candidate would show clear evidence of understanding of different historical interpretations.

3. Assess the importance of William Wallace within the context of the Wars of Independence.

A PASS answer (13–14 marks) will provide a basic account of Wallace’s role and discuss the issues involved in assessing his importance. This candidate will probably focus on Wallace’s actions but a pass answer should make an evaluation of Wallace within the context of the wars and not remain simply as a chronicle of his life or the story of Stirling Bridge. Some account will be taken of different historical interpretations

A GOOD answer (15–17 marks) will show a more confident approach in relating Wallace’s actions—and also death—to the issue of the Wars of Independence. Such essays will be more structured in their linking of Wallace and his actions to the wider issue of the wars. Candidates here should at least attempt to examine the links between Wallace and the development of a national identity. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will be more notable for the rigour and discipline of its analysis of what is after all a much more complex essay than at first appears. As ever with very good candidates, credit should be given for depth of research and understanding, especially within the key areas of Scottish identity and loyalty. There will be clear evidence of understanding of different historical interpretations.

4. Bruce said, “I will fight a secret war”. How well does that describe Bruce’s tactics in regaining Scotland?

A PASS answer (13–14 marks) will set in context the reasons why Bruce adopted this strategy, describe the main features of the secret war and indicate ways in which his military strategy helped Bruce’s survival as king, his recovery of power and authority and his eventual victory. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will explain the strategy of the secret war as an expedient response to his situation after Methven as well as demonstrating a detailed knowledge of the secret war and how it contributed to Bruce’s victory. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will be as above but will also compare the contribution made by the secret war to other factors which contributed to Bruce’s success such as diplomacy, propaganda and the antithesis of the secret war—Bannockburn. There will be clear evidence of understanding of different historical interpretations.

5. Why did Scotland and England sign the Treaty of Northampton/Edinburgh 1328?

A PASS answer (13–14 marks) must deal with the signing, from the points of view of both nations, in however unbalanced a fashion. The reasons given for Scotland's signing of the treaty should include some of the following: Bruce's desire to have papal excommunication lifted, the need for recognition as a separate country and to establish lasting peace. England's considerations would include the fragility of the Mortimer/Isabella rule, Scotland's new treaty with France, the frequent raids into northern England and the discontent of Northern nobility eg the Harclay treason issue.

At this level the candidate should at least be able to explain why the treaty was significant beyond simply saying it ended formally the wars of independence. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will show more detailed knowledge of the reasons for signing and a wider understanding of its significance. A more balanced answer dealing with Scotland and England would also be expected. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will be able to show knowledge and understanding not only of the main reasons but will be able to set these against the background of clear evidence of understanding of different historical interpretations.

6. To what extent would you accept the assessment of Robert the Bruce as “a patriot by achievement if not by conviction”?

A PASS answer (13–14 marks) must look, however briefly, at the evidence that Bruce was primarily interested in developing his family's (and his own) authority and, in comparison, the evidence that Bruce came to embody the image of a strong independent Scotland. The candidate should also come to a balanced judgement on the central point of the question. This candidate is more likely to produce a catalogue than a debate but an answer merely telling the story of Robert the Bruce should not pass. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) should confidently break the topic down and discuss in some depth the relevant information relating to the two ideas presented in the question. Candidates should recognise this title is about debate, therefore should show good knowledge of evidence from both points of view and have a good balance in their essay and conclusion. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would possibly start by defining the meaning of the statement in the question in order to provide a framework for how an answer could be arrived at. They would cover soundly all the basics above, but also probably both write in a confident debating style and also point out the actual debate over Bruce's role in creating an independent Scotland with a united identity. Was this an early aim, a conscious action or the expedient adaptation to developments that were outwith Bruce's control? There will be clear evidence of understanding of different historical interpretations.

(2) Scottish Independence (1286–1329)

Part 2

1. Comment on the significance of Source A in the light of events at the time.

The candidate offers a structured evaluation of the evidence in Source A explaining the significance of the letter to Lubeck and Hamburg in terms of:

Points from Source A

Origin

Letter from Moray and Wallace asserting Scottish independence and their own authority.

Possible Purpose

To encourage trade with Lubeck and Hamburg.

To increase Scottish supplies of manufactured goods, possibly weapons, which Scotland was always short of.

To enhance their own power.

To send a message to Europe that England had been defeated.

Content

Joint leadership of Wallace and Moray

Authority claimed as leaders of the army of Scotland

Authority also as leaders of Community of Realm

Scotland recovered from English by work of Wallace and Moray

Indirect reference to King John since the letter does not claim full authority

Reference to kingdom of Scotland implies King John still recognised

Possible points from recall

Background to letter—the rising of Moray and Wallace

Stirling Bridge victory

Importance of Moray, until his death

Guardianship

Balliol in exile but still rightful king

Scotland's need for trade with Europe, especially as primary producer in need of weapons and other finished articles

Significance of Hamburg and Lubeck

Need to assure traders of safety especially after Edward's destruction of Berwick

03 Pc (a) Pc (b) Pc (d)

04 Pc (a) Pc (b) Pc (d)

Marks

1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the source.

4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.

6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.

9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

2. How far do you agree with Source C's assessment of Edward I's Ordinance of Scotland (Source B)?

The candidate compares the explanations of the circumstances and content of Edward's Ordinance for Scotland and offers a structured critique in terms of:

Points from Source B

Origin

Edward I Ordinance of Scotland establishing/asserting English control over Scotland.

Purpose

A statement of orders and rules to establish English control over Scotland and to end a period of rebellion/ resistance.

Content

"An ordinance made by the king for the good order of Scotland."—Scotland is now under the authority of Edward.

"the community of the land to assemble . . . should elect a certain number of persons to come . . . to the parliament at Westminster." In direct contravention of Birgham, Scots must now attend a parliament in Westminster where decisions affecting Scotland will be taken.

"the land of Scotland," Edward has by now asserted his overlordship and no longer recognises Scotland as a kingdom, but as a land under his authority.

"As for the laws and customs to be used . . . the king's lieutenant, in concert with the council . . . shall reform and amend the laws and customs."

Again, contrary to the treaty of Birgham, Edward is now prepared to alter Scots laws and customs, despite his earlier promises.

Context from recall

The Great Cause

Edward's desire to be overlord

Balliol, war, Wallace and Scottish resistance to Edward

Edward's campaign of 1303

Comyn's agreement with English envoys at Strathord (Feb 1304) which set scene for Ordinance

Points from Source C

Candidate should be able to select the salient points from Barrow's analysis pertaining to the Ordinance, and show a wider understanding of Barrow's views.

viz "The political wisdom of King Edward"

"it was clearly designed to lessen friction, resolve tensions and frustrations and reconcile the community of Scotland"

Candidates could also be given credit for widening the answer to consider other writers on the topic eg Lynch describes the Ordinance as an example of English policy which "seemed to have tilted decisively towards reconciliation" and "the terms of the Ordinance . . . were more generous than in 1296". Lynch continues by describing the Ordinance as "a balance between retaining the loyalty of the Scottish nobles" and "mollifying his own nobles".

Nicholson sees the Ordinance as "necessary to obtain through fear or favour to obtain the collaboration of Scottish leaders" since "Edward was aware that it was beyond his resources to control Scotland through sheer force."

James Mackay in *Brave Heart*—William Wallace also accepts the Ordinance as "comparatively lenient" and "before long, sentences were remitted, lands and property restored and rebel leaders . . . brought into Edward's scheme for the reorganisation of Scottish government."

A final analysis should come down on the side of a realistic and pragmatic settlement that Edward believed would lead to control over Scotland. An answer may note that the thorn in the side of England, William Wallace, was not part of Edward's conciliation and a price was still on the head of Wallace. No settlement with Wallace was ever hinted at.

O3 Pc [a] Pc [b] Pc [c] Pc [d]

O4 Pc [a] Pc [b] Pc [c] Pc [d]

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the sources.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

3. How well does Source D demonstrate the assertion of royal authority by Robert Bruce in the aftermath of Bannockburn?

The candidate offers a structured evaluation of evidence in the Statute in terms of the actions of Bruce at Cambuskenneth and their demonstration of royal authority.

Points from Source D

Origin

Statute of Cambuskenneth enacted after Bannockburn in November 1314.

Purpose

To disinherit Bruce's enemies and to end the practice of holding lands in England and Scotland.

To force Scottish noblemen to choose between loyalty to Bruce or to Edward.

Content

Assertion of royal authority "by the grace of God"

The use of "peripatetic" parliaments

Significance of Monastery—Bruce's reliance on clergy as officials and scribes within administration

Justification of Statute by saying it is with the agreement and consideration of nobility, clergy and community of realm.

The disinheriting of those who stood against Bruce despite being "summoned and lawfully expected".

Possible Points from recall

The time—Scotland was free of English military influence and now was the time for Bruce to turn to effective administration and the assertion of his authority.

Difficulties posed by split loyalties concerning land ownership in England and Scotland.

Some may wish to comment that this issue had bedevilled the monarchy for some time.

Awareness that such "weighing" of self interest had been a constant problem and was a factor in the failure of Wallace's rising.

Bruce's need to establish his authority over his people, therefore present them with a choice.

It was no longer possible to serve "two masters".

The need to have lands to issue as reward for faithful service and bravery in battle.

03 Pc (a) Pc (b) Pc (d)

04 Pc (a) Pc (b) Pc (d)

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

(7) “The House Divided”: USA (1850–1865)

Part 1

1. Why was compromise possible between North and South in 1850, but not possible in 1860–1861?

A PASS answer (13–14 marks) would describe the terms of the Compromise of 1850 and the actions of Stephen A. Douglas to push through the terms of the Compromise and the methods by which this was achieved, explaining why the 1850 Compromise was passed.

It would then look at the situation in 1860/61, and explain, in simplistic terms, why North/South were unable to reach a settlement then—by mentioning, *inter alia*, issues such as the effects of western expansion, slavery, abolitionist attacks upon the South and the emergence of the Republican Party and Lincoln’s election. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would, in addition, look in more detail at developments in the period 1850–60/1,—covering issues such as the impact of popular sovereignty, Kansas-Nebraska Act, the emergence of the Republican Party and the effects of the Dred Scott decision. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would do all of the above, but would be characterised by a high degree of analysis of the reaction of North/South to the developing situation, concluding that in 1850, neither side felt itself in mortal danger from the other, but by 1860, both sides felt compromise would lead to the subjugation of their section. There will be clear evidence of understanding of different historical interpretations.

2. Upon what grounds did the South justify its “peculiar institution”?

A PASS answer (13–14 marks) would investigate the social, economic, political, religious and pseudo-scientific justification put forward by the South in defence of slavery. There will be a basic attempt at analysis of these arguments and the approach may be largely narrative. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will take a broader view of the issue by explaining, eg why 75% of the South which did not own slaves, still supported the institution. There will be evidence of awareness of historical debate on the issue and some attempt at synthesising these arguments. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks), in addition, would explore some of the more contentious historical interpretations eg the views of U.B. Phillips, the Elkins interpretation and the debate over Fogel and Engermann and relate these to the views expressed at the time. There will be clear evidence of understanding of different historical interpretations.

3. How far can the founding of the Republican Party be viewed as a turning point in US political history?

A PASS answer (13–14 marks) would describe the reasons for the foundation of the Party and explore, in a limited way, the impact which the Party had on US politics with reference to their relative success in the 1856 Presidential election, the 1858 Congressional elections and the winning of the 1860 Presidential contest. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would, in addition to the above, assess the election results of 1856 and 1858, and explore the nature of Republican Party politics with reference to eg the clear divisions between the parties as exemplified in the Lincoln-Douglas debates, and the appeal the Republicans had to various sections in the North. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would set the question in a broad context, seeing the Republican Party as a new, sectional, player in the political arena, the areas from which it drew its support, and the potential, therefore, for discord. The results of the 1856 election would be placed in the context of chances of success for 1860, and what was required to win this contest. The emergence of Lincoln after 1858 would also be addressed in reaching an appropriate conclusion. There will be clear evidence of understanding of different historical interpretations.

4. Account for the relative lack of success of the abolitionists in the period up to 1860.

A PASS answer (13–14 marks) would concentrate on the ante-bellum abolitionist movement in general, noting that it was but one of several reform movements of the period. Mention would be made of W.L. Garrison and his extremist policies and the effect this had on the abolitionist movement as a whole. This would be set against the background of Northern hostility to blacks—discrimination, segregation, etc—and the lack of a political forum to carry out abolitionist hopes. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would, as well as the above, assess the strengths and weaknesses of the movement, its divided aims (immediate or gradual emancipation) and tactics and refer to the split in the movement in the 1840s which hindered its success. A look at the discrimination which these abolitionist societies had towards the blacks would also be expected. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks), in addition, would see the issue in the wider context of reforming zeal, assess the impact of Garrison and Douglas on both North and South and show how their policies contributed to a hardening of opinion between North and South and also within the South to the blacks. The conclusion would take account of the debate about the impact of the movement. There will be clear evidence of understanding of different historical interpretations.

5. To what extent did the war prove to be a liberating experience for America's black population?

A PASS answer (13–14 marks) would start with the Emancipation Proclamation and assess its results for the black population. Reference would also be made to the recruitment of black soldiers and their contribution to victory and a summing up of the status of the black population by the close of the war. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks), additionally, would set the context of the question at the beginning of the war for the Union, and would explore Congressional action to help the blacks (eg First/Second Confiscation Acts), look at the limitations of the Emancipation Proclamation and discuss the prejudice which existed in the US army and the US generally before reaching a conclusion about the status of the black population in 1865. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks), as well as all of the above, would explore the reasons for the Emancipation Proclamation and place these in the context of Republican ambivalence (as exemplified by Lincoln) towards further help for the blacks and of the war for the Union. An assessment of Federal aid (eg the Freedman's Bureau) would lead to a well-balanced conclusion as to the status of blacks in 1865—with reference to the 13th Amendment. A very able candidate might extend their answer to include the 14th and 15th Amendments. There will be clear evidence of understanding of different historical interpretations.

6. Does Robert E. Lee deserve the accolade of the war's "greatest general"?

A PASS answer (13–14 marks) would concentrate mostly on the military campaigns of R.E. Lee, with an assessment of 1 or 2 of his major battles (Seven Days, Chancellorsville etc)—but in a superficial way. Some reference to Lee's role as an aide to President Davis would be expected. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would, additionally, attempt to analyse the effects of Lee's battles on his army eg his losses as a proportion of his fighting strength, as opposed to a comparison with the enemy's losses and the impact this had. Lee's strategy would also be analysed with regard to how much he helped/hindered the Southern aim of independence. Some comparison with a Northern general would be expected. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks), as well as the above, would explore Lee's role as both commander and military adviser—his apparent disregard for the war outwith Virginia and an assessment of that. A full comparison with a Northern general would be expected as well as clear evidence of understanding of different historical interpretations on Lee's role.

(7) “The House Divided”: USA (1850–1865)

Part 2

1. Comment on the significance of Source A in the light of events at the time.

The candidate offers a structured evaluation of the significance of the Supreme Court decision in the Dred Scott case in terms of:

Points from Source A

Origin

Primary source from the Chief Justice of the Supreme Court on the issue of freedom for a slave, Dred Scott.

Reference to the Southern bias of the Supreme Court.

Purpose

To decide whether Scott should be freed on the basis of residence in a free state and free territory.

To resolve the political battle over the issue of slavery between North/South by process of a judicial review.

Content

Scott not a citizen, as defined by the Constitution.

Congress has no power to deprive a citizen of property “without due process of law”.

Compromise Act of 1820 is unconstitutional.

Possible points from recall

Background to the case

Slave power conspiracy

Bias of the justices

Significance of election of 1856

Attack upon Douglas’s doctrine of popular sovereignty and reasons for this attack

Impact and repercussions of the decision

Conclusion

Document highly significant in run up to outbreak of civil war. Even independent judiciary tainted by slavery issue.

L03 Pc [a] Pc [b]

L04 Pc [a] Pc [b]

Marks

- 1–3 Vaguely written; not addressing the question; minimal explanation; little sense of context; merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic, reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

2. How valid are the comments in Source C about Republican policy over slavery?

The candidate offers a structured evaluation of the validity of Buchanan's explanation of Republican policy over slavery in terms of:

Points from Source C

Origin

Primary source from ex-President of the USA but biased as author was a Democrat and opposed to all Republican policies.

Represented his personal view of Republican divisions over slavery.

Purpose

To explain tensions within Republican Party.

To outline differences between gradualism/immediatism over the issue.

To justify claim that extremists will win in end.

Content

Aim to abolish slavery.

Only difference is how this should be achieved.

Followers of Sumner's conversion of states into territories

Followers of Blair's policy of military government

More extreme ie Sumner, will succeed.

Possible points from recall

Identification of Sumner as radical/Blair as arch-conservative members of Republican Party.

Sumner's resolution on theory of "state suicide".

Position of Lincoln—ambivalent as slavery abolished in states in rebellion as war measure to maintain the Union.

Divergence of opinion in the North as to issue of reconstruction.

Potential of dividing Party in 1864—eg Wade-Davis Bill.

Chase's attempts to replace Lincoln as Republican presidential candidate.

Limited nature of Emancipation Proclamation.

Opposition of Democrats to Republican policies.

L03 Pc [a] Pc [b]

L04 Pc [a] Pc [b]

Marks

1–3 Vaguely written; not addressing the question; minimal explanation; little sense of context; merely re-describes the source.

4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.

6–8 Clearly written and sensibly structured; ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic, reasonably developed analysis.

9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

3. How much do Sources B and D reveal about differing explanations of the outbreak of the war?

The candidate evaluates the different explanations of the causes of the war given in Sources B and D and offers a structured critique of the significance of their differences in the wider context, in terms of:

Points from Source B

Origin

Primary source from mayor of Savannah, Georgia, one of the original 7 secessionist states.

Purpose

To explain his views on the secession of the South, to his parents.

Content

Regards Republican administration as fanatical.

Fear of enactment of Seward's "higher law" interpretation of the Constitution.

Aim of South to re-impose ideals of Founding Fathers on the Federal government.

Possible points from recall

Details of reasons for North/South split.

Confederate actions taken even before Lincoln was inaugurated.

Experience of Davis over inexperienced Lincoln.

Hope of success of King Cotton diplomacy.

From Source D

Origin

Primary source from leading Republican radical, Sumner, to British Chancellor of the Exchequer.

Purpose

Outlines Sumner's views on secession and persuading Britain not to intervene or offer succour to the South.

Content

Slavery at the root of the war.

No military reversal will shake his belief in the Union.

Encourages Britain to end, forever, Southern hope of intervention.

Possible points from Recall

Sumner's opposition to slavery and its extension.

Attack on Sumner in pre-civil war period.

State suicide theory to justify reconstruction of South.

Fear of spread of slavery and of ending of "Great experiment" if South is successful.

In placing these two views in their wider context, candidates would be expected to show some awareness of differing explanations for the origins of the civil war viz,

Ex-President Buchanan who blamed the war on “irresponsible politicians” and claimed that “slavery would have died quite naturally if not interfered with and left to itself”.

Ex-President Davis who argued that the war had been brought about by the Free Soil and Republican parties which had engineered the war to further Northern political and economic aggrandisement against the South.

Karl Marx viewed the war as a necessary bourgeois revolution, which would usher in, in time, an emergent proletarian dictatorship.

Charles Beard viewed the war as a clash between an agrarian society on the one hand and an emerging industrial one on the other.

Randall, a leading revisionist historian, argued that the war had no major cause. However, he and Craven accuse the abolitionists of starting a series of events which no one could control.

Owsley argued that it was a clash of values, rather than Beard’s economic differences, and that this was the central background.

Alan Nevins argued that slavery was the main issue of the war.

Potter insisted that slavery was the catalyst of all sectional antagonisms.

Conclusion

Candidate concludes reasons for differences represent typical views of both North/South as to causes of war. Little common ground—no hope of reconciliation.

L03 Pc [a] Pc [b] Pc [c] Pc [d]

L04 Pc [a] Pc [b] Pc [c] Pc [d]

Marks

- 1–3 Vaguely written; not addressing the question; minimal explanation; little sense of context; merely re-describes the sources.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic, reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

(9) Germany: Versailles to the Outbreak of World War Two

Part 1

1. “The conditions within which Weimar democracy was born were certainly not such as to help it flourish.” Discuss.

A PASS answer (13–14 marks) would investigate some of the features that defined the time of the birth of Weimar democracy (military defeat, social chaos and legacy of war, Kaiser’s abdication and November Revolution, climate of dissent and revolt, disarray on political left). It may give a basic account of these events and conclude how difficult these times were. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will have a pupil who sees a wider picture and takes it into later 1919, going on to consider the continuities of the *ancien regime* (continuing prominence of army, the conservative judiciary and educational establishment and attitudes of industrialists). This candidate may move on towards some of the features listed in an A pass, but without the analysis. Greater account will be taken of different historical interpretations

A VERY GOOD answer (18+ marks) would have a confident grasp of the detailed chronology of the key events of the early days of German democracy, (the move from the proclamation of the Republic, through the Ebert-Groener pact, the December split in Socialist parties, Spartacist revolt and the continuing climate of violence, first elections, the role of the National Assembly, the new Republic and signing the Treaty of Versailles), and combines this with analysis of why these features impeded the birth of democracy. There will be clear evidence of understanding of different historical interpretations.

2. Assess the impact of the Treaty of Versailles on political life in Germany.

A PASS answer (13–14 marks) would rehearse some of the salient features of the peace treaty (territorial, economic, military/security and war-guilt). It should be able to go on and analyse what sort of impact these terms had on some of the different groups and interests in German political society. This candidate is unlikely to have defined in any meaningful way, the range across the political spectrum, and will probably see the answer very much in terms of the events of June 1919 and immediately afterwards. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will have a pupil who, in addition to the above for a C pass, possesses more knowledge in depth. This candidate may also know something of the background to the peace settlement (Wilson’s 14 points, Armistice, peace processes through to June 1919), and therefore something of the expectations that were held. They will be able to identify some of the different politicians and their views, recognise the broad consensus of revisionism and possibly go onto some discussion of different phases of diplomacy through the 1920s. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would do all of the above, but would be distinguished by the student’s ability to analyse in depth the response of different political groups to the terms of the Treaty and link it into a convincing sequencing of changing political attitudes. There will be clear evidence of understanding of different historical interpretations.

3. “The apparent stability of the so-called ‘Golden Years’ hid acute tensions.” Discuss this view of Germany in the period 1924–1929.

This question requires candidates to discriminate between the appearance and reality of this period.

The appearance: Stresemann as lynchpin of a newly stable Germany
Economy; inflation conquered, economic output grew, secure finances on American loans/Dawes Plan etc
Diplomacy: Locarno pact (details/consequences) Entry into League 1926
Reparations; put onto realistic basis
Political landscape; Extremist parties marginalised

The hidden reality: fundamental unresolved problems:
Economy
 Disturbingly dependent on foreign short-term loans, especially US.
 Depressed agricultural sector; rural indebtedness and inelastic demand.
 Increased structural unemployment in industrial sector.
 The fall out from the hyper-inflation of 1923.
 The gap between productivity and wage-rates 1925–29.
 The strains on and collapse of the ZAG agreement.
 The employer’s offensive, to break union power, eg Ruhr Lockout of 1928.

Politics
 Fragmentation of party politics—continuing strength of anti-democratic forces; election of Hindenburg as President in 1925 symptomatic of this.
 1924–27 failure of leading bourgeois politicians (Marx and Luther) to create viable government.
 1924–28 continuing existence of elites hostile to democracy (officer corps, cartels, etc).
 NSDAP capitalises, from 1928, on distress in countryside.
 KPD strengthens its support in industrial classes.
 Alienation of youth from the republic.

A PASS answer (13–14 marks) would at least recognise the contradiction between appearance and essence. These essays may not be rigorous in their methodical analysis of all the core problems facing the Republic. The candidate may largely focus on Stresemann and his diplomacy and on the unresolved tensions therein, rather than broadening it out. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will have a pupil who, in addition to the basics for a C pass, would show some awareness of Weimar's structural problems. This candidate would see the term "Golden Years" from a broader as well as more critical perspective. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would show sound understanding of Weimar's unresolved structural crisis. As exemplification, the very best essays may even touch on the problems of the Republic's relief programme, as they foundered on management/labour disputes (Employer's offensive in 1928). Students writing at this level will show fluency and familiarity with all the aspects of Weimar social, economic, political and diplomatic life as identified above. There will be clear evidence of understanding of different historical interpretations.

4. Why did it prove so difficult to arrive at a solution to the crisis of 1929–1932?

A PASS answer (13–14 marks) will see the candidate separate the question into basic elements such as the economic (Great Depression and unemployment) and political (Rise of Nazis, rule by emergency decree) which impacted on the problem and give a general discussion. There should be some discussion of the different personalities (Brüning, Hitler and Hindenburg) and parties involved. There may be little attempt to argue cases. There is a risk of answers becoming a chronological narrative. It is unlikely that the candidate will confidently handle the historical debate, although some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will have a pupil who is able to define what the crisis was and display a sense of structure and organisation in relation to the different levels that need to be tackled for a comprehensive coverage of this issue. This might involve a long term and a short term view, looking at the attitudes of different classes and political parties (including Communists and Hugenberg's nationalists), and the activities of the Nazi party. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would do all of the above, but would be distinguished by the student's ability to analyse in depth the different issues that need raising. It may suggest and develop additional angles worth considering, such as the role of political intrigue, Nazi destabilisation, the role of big business and the Reichswehr. There will be clear evidence of understanding of different historical interpretations.

5. How successful was Hitler in giving Germany a sense of community and of revived prosperity in the period 1933–1939?

A PASS answer (13–14 marks) would probably cover some of the key aspects of Hitler's domestic policy, (including youth, women, churches, militarism, 4 year plan, Labour Front etc . . . all the old faithfuls!). It should be able to comment on the attempt to achieve material prosperity through *Gleichschaltung* and comment on Hitler's big idea of *Volksgemeinschaft*.

The question obviously invites analysis of the role of Hitler in this process. The candidate at this level is likely to give a narrative of the domestic policies, be less happy with concrete details of the degree of economic recovery/prosperity, and offer only a shallow evaluation of Hitler's role. They might further fail to distinguish between the myths of Nazi propaganda and the realities. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will have a pupil who avoids the weaknesses of depth and structure identified above. They may write with greater clarity and confidence about the role of Hitler—of the Fuhrer as charismatic figure; his authority being the glue holding the ramshackle German state together. They will be capable of comparing appearance with essence. Greater account will be taken of different historical interpretations

A VERY GOOD answer (18+ marks) would do all of the above, showing deep and detailed knowledge of the shortcomings of Nazi economic policy. There will be clear evidence of understanding of different historical interpretations. They should be able to demolish the notion of an earlier generation of scholars, of the effectiveness of the Nazi totalitarian state, contrasting this with the contradictions, chaos and conflict between Nazi power brokers. An answer at this level may offer comments on Nazism at regional and local level.

6. Account for the development of Nazi policy towards the Jews in the 1930s.

There are a lot of issues that candidates might approach here, in their attempt to deconstruct the development of Nazi policy towards Jews within Germany.

It is clear that an answer must also have a strong chronological spine, finding the roots and branches of what they must define as the **First Act** of what became the “Final Solution”, in such episodes as:

Writing and publication of *Mein Kampf* in 1924 . . . development of Nazi attitudes towards Jews

Nuremberg Laws 1935 . . . details of elimination of “Jewishness”

Kristallnacht 1938 . . . details . . . use of violent destruction

Emigration

Hitler’s Reichstag speech Sept 1939

Invasion of Poland 1939 . . . ghettoisation

The title allows candidates to display some knowledge of the state of historical controversy on this topic . . . ie. Was there a “policy”?

“the intentionalists” . . . Gerald Fleming and William Goldhagen, Dawidowicz [direct guilt of Hitler in planned long term programme leading to genocide]

“structuralists and functionalists” . . . Hans Mommsen Martin Broszat [responsibility began with Hitler but was seized by his closest followers and policy was developed and improvised by them]

A PASS answer (13–14 marks) will see the candidate separate the question’s elements but may lead to an imbalanced analysis, (with little attempt to argue cases). There is a risk of answers degenerating into a descriptive narrative. It is unlikely that the candidate will confidently handle the historical debate, but some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will have a pupil who is able to display a sense of structure and organisation in relation to the different levels that need to be tackled for a comprehensive coverage of this issue. Greater account will be taken of different historical interpretations

A VERY GOOD answer (18+ marks) would do all of the above, but would be distinguished by the student’s ability to analyse in depth the different issues that need raising in this very debatable issue. There will be clear evidence of understanding of different historical interpretations.

(9) Germany: Versailles to the Outbreak of World War Two

Part 2

1. To what extent does Source A provide a full and accurate picture of political developments in Germany in late 1918?

The candidate offers a structured evaluation of the completeness and accuracy of the source in describing political developments in Germany, in terms of:

Points from Source A

Origin

Primary source; from new C-in-C of German Army, following Hindenburg. Represented his private view on reasons for Germany's defeat and where the army now stood.

Recorded a full week after the actual transfer of power from Kaiser to Republic and therefore following Armistice.

Possible purpose

Difficult to tell. Is this letter being recorded for possible use by posterity?

Is it his genuine feelings? (ie grudging support for democracy but disgust at behaviour of socialist sailors?)

Content

To state the new view of the Army . . . that Ebert's new democratic government will be supported as long as it does not become more socialist.

Groener still maintains the views (illusions?) such as that:

- (a) the Kaiser's Germany was overthrown by a small group;
- (b) Germany was unbroken after 4 years of war;
- (c) all it took was a bunch of sailors to bring the government down;
- (d) the middle classes could have stopped this if they'd had the courage.

Possible points from recall

Reference to the actual events of November revolution

Wilhelmshaven and role of sailors/setting up soviets etc

Abdication of Kaiser . . . Max of Baden

Role of Hindenburg and Ludendorff

Role of trade unions, oblige, working classes in the street

Scheidemann and declaration of Republic

The ending of the War/making an armistice . . . the state of German people?

Beginning of stab-in-the-back myth . . . is Groener's letter echoing that?

The attitudes of left wingers; Leibknecht and Luxemburg

Ebert and SPD . . . How great was their hold on power?

Ebert's views on the situation he found himself in?

Ebert-Groener phone call

Where did the army stand?

MSPD/USPD split.

O3 Pc [a] Pc [b]
O4 Pc [a] Pc [b]

Marks

- 1–3 Vaguely written; not addressing the question; minimal explanation; little sense of context; merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; the explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

2. How well does Source B explain the conduct of German foreign policy under Stresemann?

The candidate offers a structured evaluation of the usefulness of Stresemann's letter as an explanation for the conduct of his foreign policy, in terms of:

Points from the source

Origin

Primary source; from foreign minister of Weimar government.

Very private letter to (presumably right wing) monarchist

Represented his personal, (**secret?**) view on how German foreign policy should proceed. Certainly it was published after his death. (*Diaries and Letters* 1935)

Its date places it just 4 months before the Locarno talks, when he was publicly saying something rather different!

Possible purpose

To explain his bigger view of German foreign policy while, in public, he was still busy justifying fulfilment (ie toadying up to the French).

To let the old behind-the-scenes establishment figures know that he hadn't betrayed Germany.

Content

In essence, is Stresemann showing he's a closet German nationalist, while publicly claiming he's a Locarno internationalist, the statesman/peacemaker?

Or is he writing just to impress the Crown prince and right wing factions?

What we see of his views here in 1925 shows they are NOT a lot different from what Hitler espoused in 1935! ie

(a) He still is working on limiting the effects of reparations payments.

(b) He hasn't forgotten all the millions of native Germans living outside Germany's borders.

(c) He hasn't forgotten that Germany's frontiers, especially in the East, were changed disadvantageously at Versailles, and he intends to rectify that.

Possible points from recall

The letter goes on to mention Austrian Anschluss and need for military force.

Features of the previous working of Stresemann's foreign policy when he came to power, as Chancellor, at the height of inflationary crisis in 1923.

Attitude towards passive resistance, American loans, the French occupation of Ruhr etc.

Detailed information on his achievement at Locarno, joining League in 1926.

Relationship with Russia (secret deals).

More aspects of revision of Versailles up to Young Plan 1929.

Something on different attitudes inside Germany . . . "hard-liners" like Army compared to the believers in *erfullungspolitick*.

His tactics in achieving his aims (apparent recognition of France's worries, getting American sympathy and keeping Rapallo connection).

Anything on the historian's debate on the "real" Stresemann.

O3 Pc [a] Pc [b] Pc [d]

O4 Pc [a] Pc [b] Pc [d]

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; the explanation ranges over several relevant points sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material well developed levels of relevant analysis.

3. Explain the different views expressed in Sources C and D about the appeal to Germans of Hitler and the Nazi Party.

The candidate explains the different views in **Sources C** and **D** about the appeal to Germans of Hitler and the Nazi party, and offers a structured critique of the significant differences in terms of:

Points from Source C

Origin

Eye witness source; from leading and long living member of the Nazi elite. Also a very intelligent man, who publicly professed guilt. (But why?)

View **about** the time of Nazi's rapid rise, but a reminiscence . . . taken from his memoir *Inside the Third Reich* published in 1971.

Possible purpose

Speer is explaining the different attractions of Nazism in semi-rational terms.

Content

Offers a view on reasons for the rise of Hitler and the Nazis:

Their "newness"

Fear of Communism

Nazi economic promises

Parades and propaganda

Discipline and energy compared to hopelessness and chaos

Possible points from recall

Development of a wider, more detailed picture of any of reasons given by Speer for rise.

Speer was a "reconstructed" Nazi who wanted to wash himself clear of the guilt.

This slightly sanitised view would help; written after he had served his time in prison.

Major omissions on other explanations for attractions of Nazism which Speer could have come up with (the rest of the account does mention Hitler's oratory skills and anti-Semitism) but what about something on polarisation of politics, use of violence and fear.

Account seems to somehow whitewash the evil of Hitler himself.

Recent attacks on Speer's evidence.

Points from Source D

Origin

Non-German secondary source; contemporary western historian's analysis

Result of more modern historian's abilities to make interpretations much more at a micro-level about what was going on inside Germany.

Possible mention of the nature of evidence now available; much new research on voters/voting patterns etc?

Possible purpose

To challenge the big all-embracing assumptions and see if they stand up to modern scrutiny. To particularly challenge the view that just the marginalised and social unfortunates were main supporters of Nazism.

To bring about a more impartial point of view.

Content

Offers an objective view of some of the different groups that supported Nazism
Draws attention to the view of the importance of lower middle class elements in supporting Nazism.

Draws attention to rise in support in upper elite circles (universities and civil servants). Offers suggestions as to why they swung over to support.

Dismisses the view that social misfits, the ignorant and unemployed were main target groups for joining Nazi party.

Possible points from recall

Offers a late 20th century view on an area that might have previously been overlooked because of the concentration on lower middle class support.

More on other historians (W.S. Allen) and “Norheim” analysis etc.

This analysis is less “comforting” since it makes Hitler less deviant and argues he was able to appeal to mainstream ruling elites, not just the dispossessed.

His analysis still misses out a lot of other explanations and views for the rise of Nazism that could be developed; (again, nothing on anti-Semitism, no mention of Foreign policy attractions, attitudes of working class, attitudes of top political inner groupings such as von Schleicher, von Papen, Industrialists, Hugenburg/Nationalists and propaganda.

There are several unanswered questions that the candidate could pose.

O3 Pc [a] Pc [b] Pc [c] Pc [d]

O4 Pc [a] Pc [b] Pc [c] Pc [d]

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the sources.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; the explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

(11) Soviet Russia (1917–1953)

Part 1

1. To what extent could the Russian Empire before 1917 be described as a “backward autocracy”?

A PASS answer (13–14 marks) must look at both backward and progressive features and come to a balanced judgement on extent of backwardness. An answer merely itemising the poor condition of the country before World War One should not pass. This analysis should at least try and classify some of the backward characteristics, possibly under such headings as *economic*, *social*, *political*, *military* etc. It should go on to suggest that there were some signs of modernity (railways, foreign connections/investment). At this level the candidate is more likely to produce a catalogue than a debate. Some account will be taken of different historical interpretations

A GOOD answer (15–17 marks) will have a pupil who confidently breaks the topic down and discusses in some depth the relevant information. The heading *social* might lead to coverage of poor communications, illiteracy, role of the church, living conditions, role of mir etc. The heading *political* might include autocracy in practice, the nobility, role of Okhrana, political parties since 1905, etc. Because they know this title is about debate, this candidate would also show good knowledge of the signs of modernity and have a good balance in their essay and conclusion. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would possibly start by defining “backward autocracy” in order to provide a framework for how an answer could be arrived at. They would soundly cover all the basics above, but also probably both write in a confidently debating style and also point out the actual debate over the immediate impact of the war (events from 1914–17) in affecting any long term judgement on autocratic backwardness. There will be clear evidence of understanding of different historical interpretations.

2. To what extent did the October Revolution represent a genuine social movement?

A PASS answer (13–14 marks) will probably restrict itself to a description of the events of the October Revolution, in the course of which a range of content will be covered, relating, often only implicitly, to the different social classes/groupings involved. (July Days, attitudes of Petrograd Soviet through Kornilov to Trotsky and Military Revolutionary Committee, Lenin's influence, the rising support for Bolsheviks). Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will adopt a more analytical approach with a much wider view of what is needed. It would show an ability to identify and illustrate the range of social classes that supported or opposed Lenin in the months up to October. It might look at the impact of events (inc. Kornilov and continuing war) affecting the wider growth of support for the Bolsheviks (in elections of soviets and party membership); the attitudes of the peasantry, statistics on the size of Bolshevik membership, the degree of support for the Provisional Government, attitudes of soldiers/Kronstadt sailors, national groups like Latvians etc. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will be as above but will be more analytical, demonstrate a detailed knowledge and understanding of the topic and make a serious attempt to debate the issues involved in assessing the changing width and depth of support for Bolshevism by October 1917. There will be clear evidence of understanding of different historical interpretations.

3. Was widespread popular support the main reason for Red victory in the Civil War?

A PASS answer (13–14 marks) will critically discuss the idea that the Reds had widespread popular support, and suggest a limited range of other explanations for Red victory (such as Reds held the central areas with internal lines of communication; that some Reds had a crusading mission which made them more determined to win; the Reds had better leaders, specifically Trotsky, the Reds controlled the manufacturing areas of the Empire; the Reds were seen as the lesser of two evils by the peasants; the Reds devised the system of War Communism; or the White forces suffered from serious weaknesses and lacked significant allied backing). Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will do all the above but will possibly consider a wider range of alternative explanations, try to identify and support an alternative main reason as well as showing an understanding of the different answers to this question that have been given by historians. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will do as for the B answer but will give greater detail on the nature of the popular support (the role/importance of the different classes) and may in addition attack the question by pointing out its artificiality given the inter-relatedness of all the main reasons. There will be clear evidence of understanding of different historical interpretations.

4. Why was Stalin successful in the struggle for leadership in the 1920s?

A PASS answer (13–14 marks) will at least try to offer some analysis of the groups that supported Stalin and the reasons why he was able to defeat rival groupings. The basic answer should cover the roles of Trotsky, Kamenev and Zinoviev but may only give a chronological narrative of the ways and means that Stalin employed to outmanoeuvre his rivals, probably focusing on the different party positions Stalin held. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will do the basics listed above but will consider at least some of a wider range of alternative deeper explanations. More of the different facets of Stalin's political acumen will be identified and what he stood for; the importance of new members of the party, especially those who were party officials; people who saw *Socialism in One Country* as offering a more peaceful way forward for Russia; people who were worried about the growth of kulaks; people who thought NEP was harmful for the city dwellers and the proletariat in particular. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will do as for the B answer but will show confident handling of the arguments over how Stalin outmanoeuvred his opponents (the left and right Opposition); used his many powerful positions to advance his supporters; had more clearly made himself the heir to Lenin's leadership position; had seemingly moderate policies and how his opponents under-estimated him and/or were inept at political in-fighting. There will be clear evidence of understanding of different historical interpretations.

5. Did Stalin achieve what he intended by the policy of collectivisation?

A PASS answer (13–14 marks) will probably allocate an unnecessary amount of space to describing the process of collectivisation and identify a limited and one-sided range of results—primarily, probably negative ones connected with the extent of death and suffering by the time of the 1932–33 famine. There must be some basic discussion of what Stalin hoped to achieve by the policy; getting rid of NEP, 1927 grain procurement crisis, Marx versus the peasant, defeating political opposition sections and the social engineering needed to support the 5 year Plans may all be discussed. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will consider a range of results of collectivisation including not only deaths through lack of food and victimisation of kulaks and national minorities, but also loss of political freedom. This candidate will link the labour requirements of the industrialisation drive into the picture of why collectivisation had to come, and what Stalin intended to achieve. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will do as for a good answer but will show greater command of detail and analysis of what Stalin may have been aiming at. There will be clear evidence of understanding of different historical interpretations.

6. Evaluate Stalin's contribution to the ultimate victory of the Soviet Union over Germany in the Second World War.

A PASS answer (13–14 marks) will offer analysis of the overall picture of Stalin's contribution right from the signing of the Molotov-Ribbentrop Pact 1939. It is likely the C candidate will focus on Stalin's activities rather than making any deep comparison with other factors. Stalin's contribution might be identified through reference to the effects of the Five Year Plans and other economic policies in building up Soviet strength, the building up of the Red Army, military appointments that were significant, Stalin's relations with the Western allies, turning the war into a patriotic defence war, his role in ordering or organising epic defences (Leningrad, Smolensk or Stalingrad) and how these contributed to ultimate victory. There are many areas that the C candidate can comfortably analyse in order to give an evaluation with some account of different historical interpretations.

A GOOD answer (15–17 marks) will do the basics listed above but will consider at least some of a wider range of alternative deeper explanations, and is likely to also be critical of Stalin. Some reference to the purges of the Army, the inadequacy of collectivisation as a food provider under wartime conditions, Stalin's lost nerve in 1941, the misleading of the Russian population, the military ineptitude at the start of the war, obsolete weaponry, terrible losses, etc, all suggest a counter view to the traditional Soviet interpretation of Stalin's ineffable brilliance as a supreme commander. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will do as for the B answer but will show confident handling of the arguments, possibly analysing other diplomatic factors (Neutrality with Japan, occupation of Baltic provinces gaining allied supplies etc) and domestic factors (mobilisation of labour, changed relationship with Russian Church, rationing etc) in protecting or strengthening Russia's position. There will be clear evidence of understanding of different historical interpretations.

(11) Soviet Russia (1917–1953)

Part 2

1. How accurately does Source A describe the attitudes and policies of the Bolsheviks in March and April 1917?

The candidate offers a structured evaluation of the accuracy of the source in describing Bolshevik attitudes and policies in terms of:

Points from Source A

Origin

Primary source; from leader of revolutionary Bolshevik party.

Represented his new view on how revolution should proceed.

Possible purpose

To correct the party and move it away from the deviant line of collaborating with the Provisional Government.

To stand, right from the start, for a different set of policies than those generally shared by the other “revolutionary” socialist parties.

Content

To state the new view of the stage theory of revolution; that the passing from one stage to the other could be one process.

To remind the workers of the lies the Provisional government would be telling about its diplomatic relationship with the allies and continuing to fight the war.

To point out to the workers that the political future of Russia did not rest with bourgeois promises of assemblies and parliaments, but in their own hands in the Soviets.

Possible points from recall

Key elements announced on Finland Station immediately upon Lenin’s return from Zurich but full text issued shortly afterwards.

Credit for what else candidate knows about other clauses in the April Theses (attitude towards police, army, banks, fraternisation etc, nationalisation of land)

Acknowledge that April Theses was a set of general principles rather than a programme of precise measures or policies.

Note that Lenin’s views not widely held within Bolshevik party in Petrograd before his return . . . something on attitudes of Kamenev, Molotov, Stalin or Schliapnikov as examples of the thinking of Bolsheviks in Petrograd in March 1917, before Lenin’s return; “revolutionary defencism”.

Note that Lenin took a long while to persuade the majority of his party to side with him over the April Theses . . . consternation in ranks—regarded as a madman. Something on how long Lenin had held these views . . . (obviously not at time of Feb Rev) . . . and what he had believed up until then.

O3 Pc [a] Pc [b]

O4 Pc [a] Pc [b]

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

2. **Comment on Lenin's views in Source B in the light of events at the time.**

The candidate offers a structured evaluation of Lenin's views on the ending of War Communism in April 1921 in terms of:

Points from Source B

Origin

Primary source; from leader of revolutionary Bolshevik party who has been ruling for almost 4 years of internal hardship.

Represented his new view on how communism should be consolidated.

Its date places it immediately before 10th party Congress.

Possible purpose

To explain/justify the lack of success the Bolsheviks have had so far.

To justify the change in approach that he is about to introduce.

To win popular support.

Content

To state the serious effects of the civil war on the Russian economy.

To show the government still sympathised with the hard times of the proletariat.

To call an end to War Communism and promise something better.

Possible points from recall

Features of the previous working of War Communism . . . advantages/disadvantages
Something on the ideological underpinnings of War Communism (Bukharin and Preobrazhensky) and why it now fell from favour
Note on failure of coercion to guarantee food supplies . . . severe famine
Influence of Kronstadt rebellion . . . “light that lit up reality” etc
NEP formally declared in Pravda in March 1921
Something on the new features of NEP . . . abandoning state grain requisitioning but keeping “the commanding heights” of industry etc
Notes key importance of 10th party congress March 1921
Comment on Lenin having to come up with ideas on how to defeat Worker’s
Opposition and democratic centralists . . . NEP became party policy alongside the attack on factionalism, “On Party Unity”, so that opposition to it could be stifled.
Comment on Lenin turning Marxist theory on its head, introducing capitalism to save communism!

O3 Pc [a] Pc [b]

O4 Pc [a] Pc [b]

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

3. Why do Sources C and D differ so significantly in their explanations of Stalin's purges?

The candidate compares the explanations of Stalin's purges in Sources C and D and offers a structured critique of the significant differences in terms of:

Points from Source C

Origin

Primary source; from leading and long serving member of the Communist elite
Reminiscence view.

Possible purpose

To explain and justify the purges. An old communist still toeing the party line.

Content

Offers a one-sided, very supportive view of Stalin's purges

Emphasises role of Stalin (by saying Beria couldn't have done it alone)

Considers the purges to have been inevitable, explains them in terms of

(a) the struggle for leadership of the party (admittedly not a common justification by 1936!)

(b) the need to prepare for a war, (which also hadn't come in 1936!).

Expresses some regrets about what happened (innocent people suffered . . . could have done it differently).

Possible points from recall

Molotov's long service under Stalin (a great "survivor") coloured his view.

Major omissions on other explanations for purges which Molotov could have come up with, which would have been critical of Stalin: power mad, envious of the more talented, paranoid, etc.

Points from Source D

Origin

Non-Russian secondary source; contemporary western historian's analysis following opening up of Russian archives following Glasnost.

Possible purpose

To explain the purges from a wider and more impartial point of view.

To make the case that an economic interpretation also has validity.

Content

Offers an objective view of some of the historian's views on the explanations for the purges.

Draws attention to the linkage between changing economic factors and the dates when purges took a new direction.

Links in the appointment of Ezhov to a new set of purges.

Possible points from recall

Offers a late 20th century view on an area that might have previously been overlooked because of the concentration on Stalin.

Her analysis still misses out a lot of other explanations, and views for the purges that need discussing, nothing on right and left opposition, then the show trials, Kirov? Why the armed forces? The lower level party apparatus? Why the state of fear? Role of Ezhov and NKVD? Why stop?

Several unanswered questions that the candidate could pose.

O3 Pc [a] Pc [b] Pc [c] Pc [d]

O4 Pc [a] Pc [b] Pc [c] Pc [d]

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the sources.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance
- 6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

(12) Spanish Civil War (1931–1939)

Part 1

1. To what extent was the Republic undermined between 1931 and 1936 by the actions of anarchists of the CNT/FAI?

This requires the candidate to explain the extent of the actions of the CNT/FAI after 1931 and estimate how much they undermined the authority of the Republic.

A PASS answer (13–14 marks) will examine the founding of the Spanish Republic in 1931 and should give some information about the make-up and ambitions of the CNT/FAI. It will discuss the most significant of the Libertarian group's actions and how they upset the functioning of the Republic. It may also mention the reaction of the Right and argue that the Left were responsible for the election defeat of 1933. Mention should be made of the events of 1934—how much was the doing of CNT/FAI? There may only be basic analysis of causes of Rising of 1936. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will show a wider picture and more analysis of the motives of CNT—genuine grievances and mistrust of the Republic. More will be said about the reaction of the right; did it cause the government to be undermined? Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will show a detailed grasp of events between 1931 and 1936. Motives of CNT/FAI described—cult of violence, Republic seen as bourgeois, attempts at order cause more hostility. Right's actions and motives must be discussed—anger at reforms—also caused unrest and attempts to undermine government. CNT refusal to support Republicans in 1933 sees defeat, but partial support of Popular Front helps them to win in 1936. Balanced conclusion looks at key issues of the role of both Left and Right in undermining the government. There will be clear evidence of understanding of different historical interpretations.

2. “After the revolution of 1934 and the manner in which it had been quelled, it would have required a super-human effort to avoid the disaster of civil war.” (Hugh Thomas)

Do you agree with Thomas' assessment of the situation in Spain before 1936?

This question demands that the candidate analyse the events in 1934 in Spain and makes a judgement as to how far the view of Hugh Thomas, that civil war was now almost inevitable in Spain, can be supported.

A PASS answer (13–14 marks) may give a basic account of events in 1934, especially in Asturias and then examine the results of the way in which order was restored, and make some kind of judgement about the question of inevitability of war. Some mention must be made of the issues of responsibility and how both sides were affected by these events. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) should contain more detailed discussion of events after the election of 1933. Attitude of Right must be discussed—visit to Mussolini, speeches against Democracy, wishes to change constitution. Motives of 1934 strike—refusal to accept reaction? Attention will be paid to details of the terror in Asturias. Both sides now plan revenge—suggested military coup? Narrow win for Popular Front in 1936—Right now determined on violence. No moderates, no reconciliation. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will show a good grasp of situation from 1933 on. Result of election, determination of Right to destroy reforms of Azana. Equally, the determination of Left to fight back. Rising terrified and angered Left and Right. Right appalled by rising, Left by the Terror of Franco. Election result saw narrow win for Left. Right now abandons democratic process—aims for coup. Balanced conclusion—was there any prospect of peace after 1934? Little chance—both sides wished to win. Right determined to crush Left and democracy—Left willing to fight to protect their gains. There will be clear evidence of understanding of different historical interpretations.

3. Why did the Military coup of July 1936 fail to seize control of Spain at once?

This essay needs the candidate to discuss the events of July 1936 and to examine reasons why the Army coup did not immediately take control of Spain

A PASS answer (13–14 marks) may show a straight forward understanding of the actions of the Army and some explanation why they were not immediately successful. Candidates will mention help from Germany/Italy and should give some reason for the failure. Some account will be taken of different historical interpretations

A GOOD answer (15–17 marks) will present a more detailed account of coup including the plans of the generals, the need for the army of Africa, and the request to the Fascist powers. Why were some places easy to take? Why others difficult? Attitude of government. How strong was resistance? Any single reason for failure to win control? Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) should show a thorough understanding of the events, along with reasons why coup failed in some areas—Madrid, Barcelona, Bilbao etc. Part played by Civil and Assault Guards. Confusion among Generals—death of Sanjurjo, capture of Fanjul etc. Decision to attack Madrid—wise? Delay caused by Alcazar, arming of workers. There will be clear evidence of the understanding of different historical interpretations.

4. “Each power in 1936 responded to Non-Intervention in the way that best agreed with the policy it already followed—the Fascist powers with aggression, the democracies with caution.” (Paul Preston)

Is Preston’s view an adequate analysis of the behaviour and attitudes of those taking part in Non-Intervention after 1936?

This essay requires the candidate to examine the behaviour of the powers taking part at the Non-Intervention Committee and see if their previous behaviour is repeated there as Preston suggests.

A PASS answer (13–14 marks) may largely be a narrative account of actions carried out by the powers, some details on reasons for fascist support for Franco, compared to motives for GB and France. The role of the Non-Intervention committee and actions of the Nyon Conference will be discussed. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will see the candidate showing a good grasp of what happened, as above but in addition will ask more searching questions into why the powers behaved as they did. Is Preston correct? In which group is Russia? Some reference must be made to appeasement and the policies of Hitler and Mussolini. Did the attitudes of both sides stay the same up to 1937? Greater account will be taken of different historical interpretations. (Taylor, Thomas etc)

A VERY GOOD answer (18+ marks) will show an excellent grasp of what Preston means. Is there a clear connection between “aggression” and the policies of Hitler and Mussolini in Spain? Can the motives of GB and France merely be seen as “cautious”? Did GB want the Republicans to lose? Was France afraid of civil war? What about Russian motives?—are these included in Preston’s group? A balanced answer should say how far his view can be supported. There will be clear evidence of understanding of different historical interpretations.

5. How important an influence on the Nationalist side was the Falange between 1936 and 1939?

Here a candidate must be able to estimate the influence of the Falange on Franco’s regime between the Rising of 1936 and 1939.

A PASS answer (13–14 marks) will be a simple account of events—the Falange’s policy and importance in 1936, death of Jose Antonio, growth in numbers, “Fusion” of the various parties on the Right, and the importance Falangist theories had, if any, on Franco. Some account will be taken of different historical interpretations

A GOOD answer (15–17 marks) will be able to give a more detailed account of what happened—Suner’s take-over of CEDA youth movement, rapid increase of support, Death of Jose Antonio and the effects of this, defeat of one faction, arrest of Hedilla etc. Examination of Franco’s policies—any sign of Fascist ideas? Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) should be able to analyse the events and the issues fully. What were Franco’s motives—Did he make no effort to save Jose Antonio? Was his take-over carefully planned? Did he then pay no more than lip-service to the aims of the Falange (totalitarian government, no democracy, syndicates etc)? Importance of cult of personality of Jose Antonio? There will be clear evidence of understanding of different historical interpretations.

6. **“The simple truth was that Franco won because the Nationalists were more united than the Republicans.”**

Is this a reasonable explanation for the defeat of the Republic in the Spanish Civil War (1936–1939)?

The issue here is whether the main reason for Nationalist victory was the fact that they suffered less from disunity than the Republic.

A PASS answer (13–14 marks) may consist of a basic discussion of the disputes found on both sides during the war. Little effort will be made to consider other causes for defeat. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will show some comment and discussion on the disagreements and may note the different nature of these disagreements shown on each side (ie in terms of ideology or control). Did these arguments have any effect on the ability of either side to fight? If so how? What about other reasons for defeat? Foreign intervention, poor morale etc. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) will be as for a good answer but will show clearer signs of analysis of the question. Both sides suffered from disunity; which elements were causes of this, what issues provoked it. Why were the effects less felt on the Nationalist side than the Republican? What of the role of Franco? A balanced conclusion should be reached. There will be clear evidence of understanding of different historical interpretations.

(12) Spanish Civil War (1931–1939)

Part 2

1. How useful is Source A in explaining why the Basques decided to join the Republic in 1936?

The candidate offers a structured evaluation of the usefulness of Source A as an explanation for the reasons of the Basques in supporting the Republic in 1936 in terms of:

Points from the source

Origin

A primary source. Explanation given by an executive member of the PNV (Basque nationalists) about their dilemma in 1936.

Timing—the evening and night of the Military Rising.

Purpose

To give reasons why they decided as they did. (Interview given much later)

Content

PNV had not been part of either Right or Left coalitions in 1936 elections.

Had been attacked by Right as Separatists, not happy with Left due to delay in autonomy.

Decided that the Army would not grant them autonomy—Popular Front had promised it. So at dawn agreed to support government.

Possible points from recall

Constitution had promised autonomy to Regions.

PF had won election in 1936 on the basis of a return to Azana's reforms, including autonomy.

PNV was a middle-class party, whose main aim was autonomy for the Basques. They saw "Spain" as a foreign country.

They were devout Catholics but decided to support the government because they saw the aim of "unity" being directed at them.

As a party they had very little in common with the rest of the PF and were seen by the likes of the CNT as reactionary.

The fact that it was an army revolt especially worried them due to the Army's great belief in centralisation.

03 Pc [a] Pc [b]

04 Pc [a] Pc [b]

Marks

1–3 Vaguely written; not addressing the question; minimal explanation; little sense of context: merely re-describes the source.

4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.

6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.

9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

2. Why do Sources B and C differ so significantly in their attitude towards the actions of the Communist Party in Spain?

The candidate compares Sources B and C and explains their different attitudes towards the actions of the Communists in Spain in terms of:

Points from Source B

Origin

Secondary source from a non-Spanish text. Part of a respected history of modern Spain.

Places the actions of the Communists in the context of Stalin's foreign policy of the time.

Possible Purpose

To give an accurate, researched account of events.

Content

Communists want to win war and have revolution later—how true is this?

Dislike of Anarchists and improvisation—wanted to keep Spain in line with USSR in foreign policy. Stalin wanted alliance against Fascism with the West.

Communists in Spain did not need terror—many supported their policies as realistic.

Possible points from Recall

Russia only supplier of aid to Republic.

Party small in numbers and influence in 1936.

Stalin really wished an alliance with GB or France against Hitler.

A revolution in Spain would drive them away.

Realistic policies?

Used the worry over Anarchists as excuse to attack the former, and also POUM, seen as Trotskyist.

Points from Source C

Origin

Primary Source—from a report sent to Glasgow from Barcelona by Jane Patrick, wife of Guy Aldred, a prominent Glasgow Libertarian communist.

Printed in left-wing anarchist pamphlet, published in May 1937.

Possible Purpose

Propaganda—to put case for CNT/FAI/POUM against Communist accusations.

Content

Complains about inaccurate reporting of events. Communists blaming CNT/POUM.

Facts are that Communists and civil guard attacked the Left.

Workers are being attacked by a party that only seeks power.

Communists must be eliminated from struggle along with their allies, the petty bourgeoisie.

Anarchists must take control or all will be lost.

Possible points from recall

May 3 1937 saw attempt by Communists to take control from anarchists in Barcelona.

They felt that the CNT/FAI were losing the war and a national army and central control was needed.

Revolution would mean the end of the War and a defeat for the Republic.

Many casualties were suffered by the Left including Andreas Nin.

Any additional information on role of anarchists in the Civil War.

Candidates in doing the comparison must address the bias of **Source C**—but should also look at the reality behind Communist claims and actions—arrests, use of secret police, deaths.

03 Pc (a) Pc (b) Pc (c) Pc (d)

04 Pc (a) Pc (b) Pc (c) Pc (d)

Marks

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- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

3. How adequate is Source D as an explanation of the motives of those who volunteered for the International Brigades?

Candidate offers a structured evaluation of the adequacy of the explanation in Source D of the motives of volunteers for the International Brigades, in terms of:

Points from Source D

Origin

Primary—from the memories of a Glasgow volunteer. Communist party member.

Possible Purpose

To justify actions, with benefit of hindsight.

Content

Brigaders came back from Spain still anti-fascist. War had reinforced their beliefs

Did not go to Spain to usher in socialism or communism but to keep democracy.

After leaving Spain, volunteers swore to keep fighting Fascism everywhere.

Vindication of the Brigade can be seen, as Spain now has a Socialist government.

Possible points from recall

As a threatened democracy the republic attracted many volunteers to fight for it.

Some came from Democracies like GB, France, USA.

Many were exiles from Fascist countries like Italy or Germany.

The Brigades were organised by the Comintern and all the leaders were communists, (eg Tito), most of them exiles—Gal (Hungary), Kleber (Rumania).

Brigaders were brave and principled and many were fighting to stop Fascism, and were not Communists.

Their main job was to prop up the Front line and to boost Republican morale.

They ran great risks since they had no official standing and could be shot if captured.

Conclusion—Pupils must think about source—can we take McCartney at face value?

Many people in Spain hated the Communists and what they did. Was he genuine?

03 Pc (a) Pc (b) Pc (d)

04 Pc (a) Pc (b) Pc (d)

Marks

1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the source.

4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.

6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.

9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

(13) Britain at War and Peace (1939–1951)

Part 1

1. Why was Britain able to avoid defeat by Germany in 1940?

A PASS answer (13–14 marks) would describe with some basic analysis the main campaigns of 1940 (Norwegian campaign, the German attack in the West, Dunkirk, the Battle of Britain, the Blitz). The conclusion may outline the main reasons for Britain's survival. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) will adopt a more analytical and broader approach, demonstrating more detailed knowledge and understanding of the campaigns of 1940. There would be more of a focus on the reasons for Britain's survival, with a substantial conclusion. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would have a comprehensive grasp of the key campaigns of 1940, taking into account the fighting on land, in the air and at sea. Britain's preparedness for war at the start of 1940, the comparative strength of Britain and Germany (and possibly France), the political reconstruction of May 1940, including an evaluation of the difference that Churchill made as Prime Minister, the civilian response, particularly to the Blitz, the difficulties and failings of Germany in 1940. As well as a sustained analysis throughout the essay, a conclusion evaluating the various relevant factors would be anticipated. There will be clear evidence of understanding of different historical interpretations.

2. Examine critically the verdict that “The British navy made a vital and decisive contribution to the defeat of Germany in the Second World War”.

A PASS answer (13–14 marks) would provide a basic understanding of the role of the British navy, referring mainly to the struggle against U-boat warfare and to its task of ensuring the security of Britain's imports. A basic conclusion would probably be along the lines of simple agreement with the quotation in the question. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would show greater knowledge and understanding of the navy's role, taking into account its contribution beyond the Battle of the Atlantic, for example in 1940 or 1944. The answer, particularly in the conclusion, would make a fair attempt to assess whether the navy's contribution was “vital and decisive”. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would show a detailed knowledge and understanding of the contribution of the navy and its importance to Britain's economic effort and to the campaigns that Britain was involved in. It would see the role of the British navy in global terms and would discuss in depth how “vital and decisive” the navy's contribution was, perhaps taking into account the importance of American naval power. There will be clear evidence of understanding of different historical interpretations.

3. How successful were wartime governments in maximising their manpower resources for total war?

A PASS answer (13–14 marks) would investigate at least some of the main ways of exploiting Britain's manpower resources (military conscription 1939, Emergency Powers (Defence) Act 1940, conscription of women 1941, Essential Work Orders, the role of Bevin as Minister of Labour and National Service, "Bevin Boys"). There should be some basic analysis and a conclusion indicating that the coalition government's manpower policies were successful. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would have a more comprehensive, detailed and analytical account of manpower policies, such as manpower budgeting, or the consultative role accorded to trade unions. It should provide more than a basic assessment of the success of government policy, perhaps acknowledging that the Ministry of Labour was "the most important wartime department of state" (Mark Donnelly, *Britain in the Second World War*, 1999). Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would demonstrate a comprehensive knowledge and understanding of the wartime governments' manpower policies (Ministry of Labour's powers over labour mobility, worker discipline, working conditions, government attitude to wage bargaining, strikes). There would be an in-depth assessment of the success of the wartime governments' policies, possibly indicating the contrast between the failings of the Chamberlain government and the success of Churchill's coalition. The assessment would take account of the successes (labour mobilisation, increased output per worker) but would also show awareness of the criticisms such as the relevant parts of the Corelli Barnett thesis. There will be clear evidence of understanding of different historical interpretations.

4. How important was the Beveridge Report to the establishment of the Welfare State by the post-war Labour government?

A PASS answer (13–14 marks) would demonstrate satisfactory knowledge of the main features of the Beveridge Report and of the post-war reforms introduced by the Labour Government. It might also place these in an appropriate context. It would include a basic conclusion on the relationship between the Report and post-war reforms. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would be considerably better at placing the Beveridge Report in context (welfare provision by 1939, wartime reforms) and at analysing the role played by the Labour Government in introducing the reforms seen as establishing finally the Welfare State. An appropriate conclusion should follow. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would be distinguished by its analytical examination of all the factors involved in bringing about the establishment of the Welfare State, including the part played by popular opinion. The conclusion should focus on the impact of the Report on post-war social reforms. There will be clear evidence of understanding of different historical interpretations.

5. How effective were the responses of the Labour Government to the major economic and financial crises which afflicted Britain between 1945 and 1951?

A PASS answer (13–14 marks) would investigate some of the major crises 1945–51 (Britain’s “financial Dunkirk”, the fuel crisis 1947, sterling convertibility crisis 1947, austerity 1947, devaluation 1949, rearmament 1950–51). There would be some basic analysis, with some assessment of the effectiveness of the Labour Government in tackling these crises. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would show more knowledge and understanding of these crises and would analyse more carefully the government’s response to each crisis, before coming to an appropriate conclusion. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would have a comprehensive grasp of the crises which faced the Labour Governments, and of how they responded to them. It would place these crises in an overall context as well as showing awareness of the different views now taken about the Labour Governments’ economic policies, such as Barnett. A balanced conclusion would be anticipated. There will be clear evidence of understanding of different historical interpretations.

6. How far was the Conservative Party’s success in the 1950 and 1951 General Elections due to “the revolution that had taken place within the Party since 1945” (LCB Seaman)?

A PASS answer (13–14 marks) would show appropriate knowledge of the changes in the Conservative Party which constituted, in Seaman’s view, a revolution (constituency associations reorganised, fund-raising, new policy statements, improvements in the quality of the candidates). In addition, there would be basic analysis of the election results whilst some of the other relevant factors would be taken into account. Some account will be taken of different historical interpretations.

A GOOD answer (15–17 marks) would show greater knowledge and understanding of the election results and of changes within the Conservative Party. The answer would take into account some of the other factors affecting the elections (timing of both elections, the role played by the Liberal Party, and the record of the Labour Governments). A conclusion which assesses the importance of the Conservative party reforms but also reflects the other factors would be expected. Greater account will be taken of different historical interpretations.

A VERY GOOD answer (18+ marks) would have a confident grasp of the factors accounting for the Conservative Party’s success (it would probably assess the degree of success as well), but would also demonstrate comprehensive understanding of the other factors, especially the appeal of the Conservatives and a wide-ranging assessment of the performance of the Labour Governments. At this level psephological analysis would be looked for. A perceptive conclusion would be expected. There will be clear evidence of understanding of different historical interpretations.

(13) Britain at War and Peace (1939–1951)

Part 2

1. How justified is the author of Source A in his assessment of the impact of evacuation on British society?

The candidate offers a structured evaluation of the assessment in **Source A** of the impact of evacuation on British society in terms of:

Points from Source A

Origin

Reminiscence by participant, almost a teenager at the time.

Written by an old person, remembering almost 50 years earlier.

Possible purpose

To express his own [favourable] views on the impact of evacuation, both on the children who were evacuated, and the bigger impact of the effect on Britain's society.

Content

Presents an emotional view of the social transformation brought about.

Points up the difference between urban and rural surroundings.

Emphasises the gratitude due to the country people.

Exposed Britain's class system and shows how [in his view] it started a move towards social equality.

Suggests it caused/started irreversible processes of social reform.

Possible points from recall

Development and discussion of the points made by Wicks:

Details of new opportunities available to city children

Examples of how a nation's conscience was pricked?

Accuracy of his somewhat nostalgic/sentimental view? ie Efficiency of scheme?

Numbers of evacuees, time spent with hosts. Points out that many evacuees stayed with families of same socio-economic status

Development of additional information affecting his assessment

Problems associated with evacuation?

Behavioural problems experienced by billetors

Long-term significance of evacuation compared to other pre-war and post-war factors in changing social attitudes and expectations;

ie Experience of air-raids, rationing, industrial conscription, War socialism, reaction to Beveridge report, Perceptions of "People's War" etc.

O3 Pc [a] Pc [b]

O4 Pc [a] Pc [b]

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

2. What do Sources B and C reveal about the different views on the effectiveness of British bombing campaigns against Germany?

The candidate explains the different views in Sources B and C and offers a structured critique of the significant differences in terms of:

Points from Source B

Origin

Primary source

Sir Charles Portal, Chief of Air Staff Harris' superior

Well-placed to assess the effectiveness of bombing.

Possible purpose

End of year congratulatory/morale-boosting message, commenting on Bomber Command's campaigns of 1943.

Content

Sees the British bombing campaigns as being successful.

Destruction of Germany's industrial and economic power.

Undermining of German people's morale.

Exact level of destruction known only to Germans.

Bombing of Germany contributes to allied successes elsewhere.

Future raids will lead to final defeat of Germany.

Possible points from recall

Supported Harris' strategy, though year later favoured concentration on oil targets against Harris' wishes .

Development of points made by Portal, particularly relating to 1943 eg details of bombing campaigns.

Level of destruction of cities attacked in 1943 eg Hamburg.

Effect on German morale.

Luftwaffe engaged in defence of Germany unable to assist on Russian Front.

Omission of difficulties of bombing campaigns, especially area bombing campaign.

Account gives a rosy picture of bombing without fully saying that the bombing campaigns can win the war.

Reference to morality debate.

Points from Source C

Origin

Secondary source (author is Professor of History at Simon Fraser University, Canada)

Modern historian gives the common view that the bomber campaigns were unsuccessful at terrible cost.

Possible purpose

Provides a concise analysis of a major strategical decision of the Second World War, (aimed specifically at students).

Content

Defines Harris' strategy.

Focuses on the Battle of Berlin, setting out losses on both sides.

Concludes that Harris' strategy was mistaken because German war production increased and morale was unbroken.

Possible points from recall

Bombing made an important contribution to the war as the only way of carrying out a direct offensive against Germany and the German people; important from the point of view of morale in Britain.

Revisionist view:

bombing kept down the increase in German war production

reduced planned increases in production

kept pressure on morale

kept many men involved in air defence who could have been used in other theatres of the war

diverted resources away from the German armies in the Middle East, Italy, Russia and France

The mistake in strategy was not to direct the bomber effort at destroying German air power until later in the war.

Concentration on oil targets from 1944

American contribution to the bombing of Germany

O3 Pc [a] Pc [b] Pc [c] Pc [d]

O4 Pc [a] Pc [b] Pc [c] Pc [d]

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the sources.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context but lacking clear structure; points made randomly, indicating little real grasp of significance.
- 6–8 Clearly written and sensibly structured; explanation ranges over several relevant points; sets material in context fairly accurately; good factual grasp of topic and reasonably developed analysis.
- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

3. How adequately does Orwell (Source D) explain the result of the 1945 General Election?

The candidate offers a structured evaluation of the evidence in Source D, explaining the result of the 1945 General Election in terms of:

Points from the source

Origin

George Orwell, well-known writer/journalist

Left-wing sympathies (Independent Socialist)

Primary source from shortly after the announcement of the election results.

Possible purpose

To explain the election results and their surprising nature (particularly because he had predicted a Conservative victory).

Content

Conservative campaign concentrated on Churchill

Electors voted against Churchill

Servicemen's discontent

Result seen as "slide to the left", but Orwell's views of disagreement.

Possible points from recall

Development of points mentioned by Orwell

Weaknesses of Conservative campaign

Voters did not see Churchill as a suitable peacetime Prime Minister

Servicemen's vote favoured Labour

Leftwards swing of public opinion during wartime.

Labour strengths

Seen as more likely to keep promises of social reform

Labour's reform priorities matched those of the electorate

Experience of Labour leaders as valuable members of the wartime coalition helped to win votes

Wartime by-elections indicated swing of opinion to Labour

Election fought on out-of-date constituency boundaries which helped Labour

Churchill gave inconsistent leadership to the Conservatives

Churchill's "Gestapo" radio broadcast

Rank and file of Conservative party out of touch with popular opinion and progressive government policy

Conservatives blamed for failures of 1930s—unemployment and appeasement—the "ghosts of Lloyd George and Chamberlain".

O3 Pc [a] Pc [b] Pc [d]

O4 Pc [a] Pc [b] Pc [d]

Marks

- 1–3 Vaguely written; not answering the question; minimal explanation; little sense of context; merely re-describes the source.
- 4–5 Fairly well-written; some relevant points of explanation made; a basic sense of context; but lacking clear structure; points made randomly, indicating little real grasp of significance.
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- 9–12 Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; well developed levels of relevant analysis.

[END OF MARKING INSTRUCTIONS]