

2003 History

Advanced Higher

Finalised Marking Instructions

Advanced Higher History: Marker's Instructions (Supplement for Part 2)

The arrangements for Advanced Higher History require that the marks awarded in Part 2 of the external examination, with its total out of 36, be weighted to 40. The table below offers a ready means of converting these marks. The raw total for Part 2 should be entered under the last mark for an item in the right-hand margin, under a drawn line, and then the converted score entered underneath that, and circled.

The circled mark should then be added to that for the items in Part 1, and the final, overall total entered in the box on the front cover of the answer book.

Conversion Chart

Mark	Conversion
1	1
2	2
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36	40

HISTORY – ADVANCED HIGHER 2003

Part 1: Northern Britain from the Romans to AD 1000

Each question is worth 25 marks

Question 1

How should we evaluate Agricola's military achievements in Northern Britain?

The question invites the candidate to outline and discuss Agricola's career in northern Britain and evaluate his military achievements. Julius Gnaeus Agricola was a governor of Britain from AD 78-84, under the Flavian dynasty, and was closely involved in extending Roman control northwards into Scotland. He is credited with subduing all of the Scottish tribes (during the last 5 years of his term), and consolidating Roman control in the south and east of Scotland, in a series of campaigns which culminated with the Battle of Mons Graupius. The major source for Agricola's campaigns is of course Tacitus, although archaeological evidence, largely in the form of temporary camps and occasional artefactual material, has been important in trying to interpret the detail of Tacitus' account.

Agricola is credited with establishing the first northern frontier across the Forth-Clyde isthmus in his 4th season (probably AD81). There is, however, little archaeological evidence for this original frontier (perhaps the forts at Barochan, Camelon and Mollins), perhaps because of the later emplacement of the Antonine Wall along much the same line. Tacitus relates that this action consolidated Agricola's conquest of all the tribes to the south. Although not mentioned by Tacitus, it is possible that the watchtower system strung along the Gask Ridge may also date to Agricola's period of office. If so, it shows his involvement at the cutting edge of Roman military strategy as the Gask frontier, along with contemporary works in Germany, were the first in the new generation of linear boundaries delimiting the edge of the Empire.

Subsequent campaigns, in his 5th and 6th seasons, were focussed on the area to the north and culminated in the Battle of Mons Graupius, somewhere in the north-east. This is depicted by Tacitus as a hugely significant victory. It was followed by a circumnavigation by Agricola's fleet which brought to heel troublesome tribes in Orkney and elsewhere, and may have been intended as a symbolic display of Roman power and control over the whole island.

Other governors of course, did not have biographers like Tacitus, so it is difficult to compare Agricola with his predecessors. It is possible that his predecessor, Petillius Cerealis, may have campaigned in the north in the AD 70s (tree-ring dating of timbers and typological dating of pottery both suggest the foundation of the fort at Carlisle in his period), but any mention of his activities may have been avoided by Tacitus so as to make Agricola's campaigns seem all the more impressive. A reference to the even earlier governor, Vettius Bolanus, may suggest some Roman campaigning in central Scotland as early as the AD 68-71. How should we rate Agricola as a military leader? This really invites discussion of the trustworthiness of Tacitus as a source. Tacitus was the son-in-law of Agricola and was writing a particular sort of eulogistic biography which was designed to show the nobility and courage of its subject. This should not be expected to have been a 'warts-and-all' account. Tacitus depicts Agricola as a great military strategist and inspirational leader. His descriptions of individual episodes, notably the set-piece battle of Mons Graupius, are highly stylised and borrow (as was the classical fashion) from earlier writers' battle descriptions. It is hard, therefore, to establish how much of Agricola's apparent military success, related to his personal qualities rather than, say, a disparate and disorganised enemy.

Candidates may refer to modern writers like Bill Hanson, who would describe Agricola's victory at Mons Graupius to a mis-match between the highly disciplined Roman army and their unrehearsed and disorganised opponents. Hanson also suggests that incidents from Tacitus' work, eg the night attack on the IXth legion, which Tacitus paints as a great victory, could be reinterpreted as evidence of military cack-handedness.

Agricola had been entrusted with the governorship for seven years and commanded four legions in the field, so he clearly had the confidence of successive Emperors (Vespasian and Trajan). However, his subsequent recall, after Mons Graupius, and the withdrawal of Roman power from much of the territory he had apparently secured, may suggest otherwise. Tacitus places the blame for the loss of Agricola's gains squarely on the shoulders of the new Emperor Domitian (Tacitus' *bête noire*). Again, however, Tacitus has a clear agenda here, to glorify Agricola and belittle the former Emperor, so we have no way of telling how secure Agricola had really made Scotland or how sensible or otherwise the Imperial withdrawal may have been in military terms.

Nonetheless, Tacitus' audience would have included many who were familiar with the events he describes, and some who were involved in Agricola's campaigns at first-hand. Therefore, it is improbable that Tacitus would have risked ridicule by employing too much fabrication or excessive exaggeration. It seems likely that Agricola was highly respected as a military leader by those around him.

A Pass answer (13-14 marks) may comprise a fairly general description of Agricola's career, and a broad familiarity with the issues relating to Tacitus as a source. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will assess Agricola's career in some detail, recognising the problems of the sources, particularly Tacitus. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will give a strong analysis of Agricola's career and a thorough analysis of the pros and cons of Tacitus as a source. It may recognise issues relating to the achievements of earlier and later governors, and the wider political context within which Agricola operated and within which Tacitus was writing. There will be clear evidence of understanding of different historical interpretations.

Question 2

Was the purpose of the frontier defences in Northern Britain simply to define the extent of the Roman Empire? Discuss with reference to the Gask frontier system, Hadrian's Wall and the Antonine Wall.

The question concerns the building of linear boundaries to the Empire by the Roman army in Britain. The three principal boundary systems are, in chronological sequence, the Gask frontier (late 1st century AD), Hadrian's Wall (early 2nd century) and Antonine Wall (mid-2nd century AD). There should be some attempt to describe the characteristics of the three main frontier systems mentioned (date, topographical setting, constructional form, specific purpose), as well as a more general discussion of the purpose of linear frontiers.

The broad differences in conception between the various defences should be outlined. The Gask frontier was a permeable boundary formed by a road with forts, fortlets and watch-towers, but no physical boundary structure. Military signalling along the watch-tower system and rapid movement along the accompanying road enabled swift and efficient military communications and its location enabled visual observation of hostile movement over a wide area. The line of the frontier effectively seals off the south-east lowlands from the Highlands, but is not the most obvious line from a topographical point of view for long-term control of Scotland. It was, however, probably maintained for more than ten years. This particular frontier system was extremely precocious and, along with similar watch-tower boundaries on the German frontier, ushered in a new era of frontier-building.

Hadrian's Wall, built much further south, represented a withdrawal from Scotland and abandoned much territory. It is the most 'monumental' of the frontiers, being built in stone, and represents a topographically well-suited frontier apparently intended as a permanent demarcation of the Empire's northern limit.

Only a generation later, however, Antoninus Pius, adopted son of Hadrian, ordered a re-advance into southern Scotland and commissioned the Antonine Wall. This frontier sealed off the narrowest part of the island, between the Forth and Clyde; a good, obvious choice for a permanent frontier. It's a solid wall, punctuated by forts and fortlets, suggests a more permanent design, although the use of turf and clay suggest expediency in construction. It is hard to resist the conclusion that much of the reason for its construction lay in the personal situation of the new Emperor. Lacking military experience, he needed some form of military success; restoring part of the Empire given up by his predecessors would have been a good way to do this. In commemorating himself with a Wall in the far north he emulated the achievements of his predecessor in a very direct way, and outdid him in the sense that his Wall enlarged the Empire. In practice, however, the new frontier would have functioned in a very similar way.

Why were they built? There are two elements here; first why were linear boundaries built at all, and secondly why were so many built over such a short space of time. Firstly, the building of linear boundaries was essentially a recognition of the bounds of the Roman Empire as the limits of expansion began to be felt. Linear boundaries are found across many parts of the Empire, for example along the Rhine frontier. Boundaries served several inter-related functions. They would have been a major psychological marker, forming an impressive physical manifestation of Roman military power. There was clearly a strong psychological message of inclusion and exclusion; friendly peoples within the Empire, protected by Rome, versus outsiders, left to their own devices. Their defensive role may have been over-stated in the past but they nonetheless presented a barrier to the movement of armies and enabled movement in an out of the Empire to be channelled, observed and controlled. Petty raiding from outside the frontier would have been stopped completely. Boundaries may, however, have been more important for the collection of taxes and control of trade than for pure defence, suggesting that exclusion was not complete.

The building of three major frontiers over three or so generations should also be addressed. They reflect the dynamic political scene at the north-west fringe of the Empire, with perhaps a rapidly changing political situation among the northern tribes. They seem to show indecision on the part of successive Roman administrations on whether the Iron Age societies of Scotland should be subsumed within the Empire or simply kept at bay. The two walls in particular represent monumental constructions which may have been intended to glorify their builders – Hadrian and Antoninus Pius.

A Pass answer (13-14 marks) may see a fairly general description of the main frontier systems, possibly weak on one or more relative to the others; it will include reference to why they were built and what they were intended to achieve, possibly in rather general terms. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will discuss all three frontiers and analyse why they were built. It will distinguish the general reasons for frontier building from the particular issues relating to the various frontiers themselves. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will give a strong comparative analysis of the nature and purpose of the three frontier systems. It will take account of the place of Scotland within the Roman Empire and the changing political situation of the time. It will probably show awareness of Wooliscroft's work on the Gask frontier. There will be clear evidence of understanding of different historical interpretations.

Question 3

What evidence is there that a distinctive Pictish society emerged in Northern Britain in the post Roman period?

This question invites the candidate to provide a detailed discussion on the subject of the Picts. It is likely that candidates will start from the point of view that the Picts have often been seen as enigmatic or 'a problem', perhaps mentioning Wainwright's book *The Problem of the Picts*. They should, however, use archaeological and historical evidence to show that this is not really the case (at least no more than any other group in this period).

Origins: the Picts seem to have formed as a confederacy or amalgam of prehistoric Iron Age peoples in Scotland. Ptolemy's numerous tribes seem to have evolved during the Roman period into fewer, more consolidated groupings such as the Caledonians and the Maeatae, who in turn seem to have come together as the Picts by around AD 297 when the name is first mentioned (by Eumenius) in the documentary sources. By then they appear to incorporate all the peoples north of the Forth-Clyde line with the possible exception of Argyll. The term may have been coined by the Roman world as a reaction to invasions by 'painted people' or it may derive from a name used by the Picts to describe themselves. The Picts may have unified partly under the influence of Roman pressure, both as military expediency to combat Roman expansionism, and as a means of organising large scale raiding and harrying operations into the Empire. The latter are documented sporadically and provoked punitive military campaigns late in the Roman period. It is not clear how politically unified the Picts were; this probably varied through time with the degree of centralisation dependent on the power of individual kings. Two power blocks either side of the Mounth may reflect the older division between Maeatae and Caledonians. At some periods much power probably devolved to regional petty kingdoms not dissimilar to the earlier Iron Age tribal groupings (which may indeed have retained some independent existence through this period).

Much of our evidence for Pictish life comes from symbol stones. These distinctive monumental stone markers may have acted as burial monuments, commemorative stones, territorial markers etc. The early examples (Class 1) are dominated by sets of recurrent symbols of unknown meaning but which may signify personal names and relationships (eg marriages and alliances). The symbols may also be found on other materials such as silver, or carved into natural stone surfaces. They may have had a talismanic or religious function. Later (Class 2) stones incorporate Christian symbolism. One such stone, at Aberlemno, records a victory in battle, probably over the Angles. Class 2 stones tend to be dressed and formalised to an extent not seen on the earlier stones.

Earlier 'myths' about the Picts include the idea that they spoke a non-Indo-European language and that they practised matrilineal succession. There is nothing to suggest that the Picts did not speak a form of Celtic, however, and there is similarly no positive evidence for matrilineal succession: Pictish women are as invisible in the written records as those of any other contemporary people.

Part of the 'problem of the Picts' was the perceived lack of settlement and burial evidence. Archaeological work has now filled in parts of the picture; settlements are known widely, best preserved in Orkney and the Western Isles, as stone-built figure-of-eight buildings, and less well preserved in the arable lowlands. Burials, including the distinctive square barrow cemeteries are widespread in the lowlands as cropmarks and several have now been excavated.

Although Irish and Dalriadic annals and other written accounts provide many insights into the world of the Picts, no Pictish records survive. Most likely these were lost in the period following the merger of the Scottish and Pictish kingdoms as the Scots assumed a cultural dominance. The written records describe numerous conflicts between Scots, Picts and other contemporary peoples and certainly suggest that by the 7th and 8th centuries, the Pictish kingdom had all the apparatus of an early state, including a literate Christian elite, a recognised high king, and an elaborate system of bureaucracy and delegated power. The Picts are traditionally thought to have vanished after the formation of the kingdom of Alba in the 9th century. However, although their political influence waned and their language was down-graded and eventually died out, the people themselves continued to form the majority of Scotland's medieval population. Also, the place names didn't change.

A Pass answer (13-14 marks) will give an account and analysis of the general areas of evidence that support the claim for a distinctive Pictish society. It may not be particularly comprehensive and may not recognise the key 'problem' areas. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will describe the key characteristics of the Picts and recognise the major 'problem' areas, eg origins, language, matrilineal succession, archaeological invisibility, disappearance, and will enter into the debate on how 'distinctive' these features were. It will be an intelligent discussion of the subject taking greater account of different historical interpretations.

A Very Good answer (18+ marks) will show a good, clear discussion of the claims about the distinctive features of Pictish society, identifying and analysing areas of controversy. It may show familiarity with the recent work of Sally Foster and the earlier work of Wainwright. There will be clear evidence of understanding of different historical interpretations.

Question 4

Compare and contrast the work of St Ninian and St Columba in the conversion of Northern Britain.

The candidate should be familiar with the bare bones of what is known about the two saints, not much in the case of the former and to be taken with a pinch of salt in the case of the latter, since it comes from a hagiographic account written by one of his successors. Nevertheless they were historical figures and though they did not begin the conversion of North Britain, [neither was the first to bring the church to Scotland] or complete it, they played important roles, significant ones on account of the two "models" of the Christian Church which they represented. Interestingly, they were both outsiders, born and brought up outside North Britain; arguably so in Ninian's case, certainly in Columba's.

Who converted the first North Britons? Where the first Christians in the area came from, will never be known. Serving or retired Roman soldiers from the Eastern provinces of the Empire? Camp followers thereof? Greek merchants, traders, doctors from the Eastern Mediterranean? There certainly were Greeks in Britain, including North Britain. Converted members of Jewish communities – all the first Christians were Jews – if there were any in North Britain? What is known is that Bishops from Britain were attending Councils of the Church on the Continent in the early fourth century and Constantine's conversion to Christianity in 312 and adoption of it as the official religion of the Empire must have helped it spread, though Britain's peripheral geographical position perhaps insulated her from change. St Patrick's Confession throws some light on the growth of Christianity in North Britain; he was born there, about the end of the fourth century, perhaps near Birdoswald Roman fort and described himself as a third generation Christian, the son of a deacon and grandson of a presbyter. (Priest) Niniavus, St Ninian, answered a call from the Christian community at Whithorn in 395 to be their Bishop. There is archaeological evidence for this; an East-West long cist cemetery of early Christian character, the building of which disturbed cremations associated with Roman-British pottery; a native, part-Romanised settlement in Whithorn in the third century, embracing Christianity during the fourth and petitioning Carlisle, perhaps, for a Bishop at the end of the century. Romanised people had expanded Westward from Carlisle into the fertile coastal area of Galloway and established a native, part Romanised settlement at Whithorn in the third century, had embraced Christianity in some unknown way during the fourth and then petitioned Carlisle (?) for a Bishop. There seems no reason to doubt Bede that Nynia was a Briton, a Bishop who had been regularly instructed "at Rome" (in the Roman manner?) and that he built a stone church at Whithorn called Ad Candidam Casam "At the White House". From there the Christian faith seems to have spread to the North, to the Forth and beyond, no doubt due to the impetus given by Ninian. The evidence for the spread is inscribed memorial tombstones. Ninian may have established a diocesan and episcopal church, as you would expect; he was a Bishop; a stone from Kirkmadrine names two sacerdots, priests, but that word at that time could equally mean Bishops; two Peeblesshire stones mention episcopus; Bishops. The groupings of these stones, early traditions and place-names attached to churches all suggest diocesan areas, corresponding to the post Roman Celtic kingdoms of Strathclyde, Rheged, Gododdin and a lost kingdom in Tweedale. The Yarrowkirk stone names two local princes, suggesting a measure of success in converting the ruling families, which may be compared with Columba's close relations with the royal house of Dal Riata. Ninian himself is very unlikely to have converted the Southern Picts but the impetus he gave and the diocesan organisation he established may have spread the faith to the Lothians and beyond to the area North of the Forth and to the Tay; cemeteries with oriented long cist graves and the place-name Eccles (ecclesia-church) plus dedication names of churches all suggest this. Certainly Ninian was a significant figure; it's open to question how much conversion he did but he probably did establish a diocesan and episcopal structure and established links with secular rulers.

Columba/Columcille and his twelve followers arrived at Iona in 563 and founded a monastery which he ruled until his death in 597. He was of the royal stock of Dalriada in NE Ireland, which became useful when he was involved in the statecraft of Dal Riata in Argyll. He became the subject of widespread cults involving church dedications, relics (one was carried before Bruce's men at Bannockburn) and devotional literature. He was in fact the patron saint of Scotland. According to his biographer Adomnan he was holy, he had boundless energy for organisation, great strength of character and was a great fighter against evil, having no truck with the Loch Ness Monster for example. The fifth century Patrician Church in Ireland was apparently diocesan and episcopal until the arrival of monasticism, born out of the desert lands in the Eastern Mediterranean. In monasteries the Abbot and not the Bishop was the ruler and lay Christians were not provided for on diocesan territorial lines. Both Ireland and Scotland were "rural, tribal, hierarchical and familiar" societies and Bishops controlling defined diocesan areas from fixed urban sees were increasingly irrelevant to those adhering to monastic ideals. It used to be argued that Scotti, Scots, people from Dalriada in NE Ireland migrated from there to Argyll, having among their ranks some Christians descended from families converted in Patrician times, and it was to minister to these that Columba came over. This view has recently been challenged by Ian Campbell in *Saints and Sea Kings* because there is no archaeological evidence to support it; if people had migrated from Ireland to Scotland they would have brought with them elements of their material culture but there are no traces of it. The languages of the people in Irish Dalriada and Argyll Dal Riata were the same; it was only when Columba went to the Pictish court that he needed an interpreter; it raises the issue if whether the indigenous people in Argyll were Picts; perhaps they were the descendants of Ptolemy's Epidii, the Horse People, whose geographical isolation led to their language retaining more in common with the tongue spoken in Ireland than with Pictish across the mountain barrier to the East. Anyway, whatever the reason for which Columba came he did found an Abbey on Iona which came to have British and European significance on account of the holiness of its Abbots and monks, its school, its scriptorium, (the Book of Kells may have been started there) and its library. He also founded other smaller monasteries along the West coast, as did other monks from Ireland. Christianity in the far West and North of Scotland (including the Western Isles and Northern Isles) stems in the main from Columba's arrival in 563 and later and was marked by new features on the landscape, typical monastic clutches with enclosed monasteries of varying size on islands, promontories and high ground, isolated enclosed chapelries and cemeteries and with a huge series of grave-markers, cross-marked slabs, free standing crosses and pillars, never mind all the minor material culture. Christianity's introduction, whether by Columba or Ninian, was one of the most profound developments in Scottish History, bringing the country into line with mainstream Europe, introducing literacy and numeracy, moral codes, the Ten Commandments and the Law of the Innocents, besides being a great stimulus to art in many forms and to state-craft.

The churches "founded" by Columba and Ninian shared exactly the same faith but diverged over practices; different tonsures, the number of Bishops needed to consecrate a new one, the method of calculating the date of Easter and the whole question of the status of Bishops. The Columban or Celtic church obviously placing more emphasis on Abbots and the Roman church on Bishops. There is really no evidence that in the areas converted from Iona/Ireland there was any real diocesan structure (name apart) and the paruchia, the enforceable sphere of influence of a given major monastery may have been the practical unit.

A Pass answer (13-14 marks) will describe the lives and impact of Ninian and Columba but without much or any contrasting or comparison; really just a biographical approach. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will as well as describing clearly what is known about the two Saints compare and contrast them in time, geographically in area of impact and what you might call organisationally, the diocesan and the monastic approach. The palm should presumably go to Columba. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will concentrate on the key part of the question, the comparison and contrasting of the work of the two Saints, bringing out the similarities and differences; outsiders coming in, one by invitation, one by desire: the diocesan role as opposed to the monastic one: the links with ruling families: the spreading of their work beyond the initial point of impact: the traditional or Roman model as opposed to the Columban or Celtic one, as well as supplying the biographical details. There will be clear evidence of understanding of the views of different historians.

Question 5

How important was sea-power to the Vikings who settled in Scotland?

Very! The candidate should explain the absolutely vital role of sea-power to a maritime people who without it would have made no impact at all outside their homeland and would not have been able to maintain their sea-borne empire for centuries. The candidate should preferably restrict the answer to the impact of the people from Norway on Scotland though an extended answer would be acceptable. A good candidate could venture into an element of comparison, how important were other factors, fighting ability, psychological impact, lack of state power to resist.

The term "sea-borne pirate empire" has been used to describe the Viking world. The lovely word thalassocracy from the Greek word for sea is also used. You could call the Viking world a naval state. The whole outlook of the Vikings in Norway was seaward, their way of life was dominated by the sea and in Norway and in the areas they conquered their political structures were based on sea power. Water is a frontier, not a barrier like forests, mountains or deserts. Water can be crossed and exploited by those who can master it. The word Norway comes from North Way, the North South coastal route along the Norwegian coast where the Vikings lived on the coastal headlands. It was much easier to travel North and South along the coast across the North Sea to Shetland than across the mountains to Sweden. Shetland was nearer to Bergen than to other parts of Norway. It was the gateway to the Western world, a long chain of islands, very hard to miss sailing West from Norway, and providentially in the Spring the winds blew from the East carrying the raiders to Scotland and vice versa in the Autumn. The Vikings came to Scotland by sea, not by land, like, for example, the Romans' and their conquests and control depended almost entirely on control of the sea. Once in Scotland there was no other way of moving about except by sea, especially on the West coast and between all the islands. The Scots in Dal Riata in Argyll also relied on sea power, for the same reasons, but were less prepared and equipped for war and were unable to successfully resist the Vikings.

The Vikings had by the eighth century developed excellent ships, buoyant for riding over the waves and capable of being rowed far upriver and grounding safely and high up on beaches. Also they could be towed over isthmuses in portages. They had several types of ship; sturdy vessels which could carry whole families and their livestock; large fast ships for warfare, transport and prestige; smaller boats with four, six or eight oars for short sea trips and fishing. Without these vessels the Vikings would have been trapped in Norway with her limited amount of fertile land. Any prospect of adventure, expansion, glory for younger sons, acquisition of good land or plunder depended on mastery of the sea, sea-power. Once Shetland was reached and Fair Isle sighted (the Vikings maintained a beacon there) the flat fertile lands of Orkney were but a few hours away. From Skapa Flow in Orkney the whole of the West and East coasts of Britain were accessible and could be followed to the continent. After Orkney there were no problems of navigation, (the Vikings had no way of working out their position by sea) the ships could sail Southwards within sight of land all the way. Access to and control of the sea gave the Vikings domination of all the islands and coastal areas of Scotland they wished to attack. They used islands or promontories/headlands as bases from which they planned raids and they could move faster by sea than they could by land. The West of Scotland in particular was like the Norwegian coast and all targets were easily accessible from the sea, including monasteries like Iona. The Vikings tended not to wipe them out; they knew they could return whenever they wished (though not in Winter - too stormy) and it made sense to let them recover and re-accumulate wealth. Sometimes attacks from bases were timed to coincide with major church festivals which attracted large numbers of people, potential slaves.

The Vikings who colonised Scotland sought good fertile land with immediate access to and control of waterways, they were a seaborne people. The Earldom of Orkney depended on its control of the sea. The Vikings travelled by sea, raided by sea, traded by sea, colonised by sea, fished in the sea. Sea-power was the core of their way of life.

A Pass answer (13-14 marks) a not very detailed account of the importance of sea-power, not going into much detail or explanation. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) a good survey of the precise reasons why the Geography of Norway and Scotland made control of the sea absolutely vital to the Vikings for all their activities, raiding, trading, settling, fishing. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) a very good explanation of all the reasons why sea-power was absolutely essential to the Viking way of life and to their control of much of Scotland. There will be clear evidence of understanding of different historical interpretations.

Question 6

How far can Scotland be described as a unified nation by 1000 AD?

A lot turns on the word "nation"! We have the words "state", "kingdom", "nation", "county" and "nation state", all of which are linked in some ways. The first two are essentially to do with government, the third has connotations of race or ethnicity as well, the last links ethnicity and government. We talk of the emergence of nation states in Western Europe in the 15th century, we talk of city states in Ancient Greece or Mediaeval Italy.

The candidate may stray into all the terms used in the second sentence but should concentrate on the Scottish nation, the people in Scotland, not of course all Scots in the strict historic sense of the term and the extent to which they were unified.

The candidate might begin with the ways in which the Scottish nation was **not** unified by 1000. **Linguistically** it was not. In the Earldom of Orkney, in Orkney, Shetland, Caithness and in the Western Isles and in Galloway Old Norse was mainly or mostly spoken. There were probably in the old Pictish Kingdom pockets where Pictish was still spoken. Pictish and Scots Gaelic were both Celtic languages; very little beyond that is known about Pictish; when St Columba went to the Pictish court he needed the services of an interpreter. It seems unlikely that Pictish would have died out completely in the one hundred and fifty years since Kenneth mac Alpin became King of Scots and Picts. The tongues spoken in the Kingdom of Strathclyde and in the Lothians were not that of the Scots. There were large areas of the kingdom of the Scots where no Gaelic was spoken. **Politically** Scotland was not unified. Kenneth mac Alpin and his successors had welded together the historic kingdoms of the Dal Riada and of the Picts but their writ did not run in the areas settled by the Norsemen. There was a hostile dynasty in Moray. There was a mixed Gaelic Norse dynasty in Galloway. The Kingdom of Strathclyde was indeed a satellite kingdom whose native dynasty had been replaced by rulers from the Scottish house of Kenneth mac Alpin and it was ultimately controlled by the Scots but it had a nominal degree of independence. **Geographically** the country was clearly not unified; the Highlands and Islands were remote and inaccessible and the only road network was the decaying Roman one in the South of Scotland. Even **Historically** Scotland was not a unified nation. Ptolemy identified numerous tribes in Flavian times (though his "map" was Antonine). Later Classical authors identified the Caledonii and the Maeatae in Severan times, the former perhaps a confederation. Then the enigmatic Picts appeared on the scene, followed by the Dal Riata or Scots in Argyll, once thought of as immigrants, now regarded as indigenous, though that would not explain their name. The Kingdom of the Britons appeared in Strathclyde with its centre at Dumbarton Rock. The Angles, a Germanic people, moved into the Lothians. From about 795 on, the Viking raids intensified and Pictland shrank, losing Orkney, Shetland, Caithness and the Western Isles. The Kingdom of Dal Riata in Argyll shrank also.

The candidate might go on to ways in which the nation **was** unified. All Scotland had a Celtic make up which survived the Roman and Viking impacts. Scotland was essentially a Celtic land in the Dark Ages, one with a common cultural background offset by tribal attitudes which promoted a strong sense of location but which allowed freedom of movement to poets, genealogists and antiquaries. The greater part of Scotland was by 1000AD under the influence and control of the dynasty of Kenneth mac Alpin. He made himself King of the Scots and Picts c847AD. He moved the epicentre of Scots royal power from the West to Scone, which became a royal centre and an inaugural site, perhaps with the Stone of Destiny there. He may have built a palacium, a royal hall at Forteviot. Some of the relics of St Columba were moved to Dunkeld. Gaelic ways were imposed on the Picts. Kenneth gave his sons Gaelic and Pictish names; they succeeded him and put in train the founding of a new dynasty in which, to the benefit of the people, kingship descended in a smaller kin group compared with earlier arrangements. Kenneth did establish Scottish royal, political and cultural supremacy in Pictland; witness the cross slabs which dropped the redundant Pictish symbols. Under Constantine II, who resigned his throne in 943 and had himself buried in St Andrews, not Iona, when he died in 952, the Scots established themselves and their culture as the dominant political and cultural group in North Britain. As Smyth puts it, "the mediaeval Kingdom of Scotland had come of age".

Constantine (note the significance of the imperial Roman name) negotiated with the Kings of Wessex and Dublin and the Archbishop of York as well as the Norse Earls or Orkney. By the 10th and 11th centuries Norse poets were clearly distinguishing the Scots and the Irish as different peoples living in different countries; to that extent Scotland was a unified nation by 1000AD. The Vikings and Danes had contributed to that process by cutting the links between Ireland and Scotland and Scotland and England respectively. Constantine chose a Scandinavian name for his son and successor Indulf and he did the same for his two sons; deliberate moves to build a nation.

Scotland was nearly all Christian by 1000AD, a factor in making it a unified nation. From the days of the first Christians via Saints Ninian and Columba the faith had been spread to the whole country, had survived the Viking incursions and indeed by 1000AD some of the Norsemen had already been converted.

By 1000AD the dynasty of Kenneth mac Alpin had extended the frontiers of Scotland to the Tweed; it had taken 150 years to complete the annexation of the Lothians but it was done and was formally recognised by Edgar c973AD. From the 920s on, the Kingdom of Strathclyde had a client relationship with the Kingdom of the Scots; in 889 the native British dynasty had been replaced by rulers from the Scottish house of Kenneth mac Alpin, by then securely established in the rich Pictish lands in the East of Scotland. By the same time, the 920s, the Norse war lords in Galloway were becoming increasingly Gaelicised.

By 1000AD the security and vitality of Scottish kingship was assured. The Kingdom of the Scots had fewer resources than the Kingdom of England, written government was not as well developed as in Anglo Saxon England but the Kingdom of Scotland could lay claim to be the most stable and successful monarchy in Britain prior to the Normans: to that extent Scotland was a unified nation.

A Pass answer (13-14 marks) will give a straight forward account and analysis of the ways in which the nation was unified, not breaking down types of unity and probably concentrating on purely political matters. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will offer a good survey of the extent to which the nation was unified by 1000AD, looking at ways in which it was and was not and getting away from a purely political approach; a good analysis of what a unified nation could mean. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) a detailed examination of the question, looking at various angles, political, religious, cultural, linguistic, geographical and historical of the question: a lot of analysis of what the question could mean. There will be clear evidence of understanding of the views of different historians.

Marks scheme

Part 2: Northern Britain from the Romans to AD 1000

Question 1

How much do Sources A and B reveal about different perspectives on native societies in Scotland at the time of the Roman invasions? (12)

The candidate should undertake a structured analysis of the two sources and compare the different views of Iron Age society in Scotland, in terms of:

Points from Source A:

Origin

Primary source

Dio Cassius, writing in the early 3rd century AD; Roman writer and politician with no first hand experience of Britain.

Possible Purpose

Candidates may know that Dio's description of the Maeatae and Caledonians served as background material in a work devoted to the history of Rome. This particular section relates to the campaigns of the Emperor Septimius Severus and his sons in the early 3rd century AD.

Content

Describes a Roman stereotypical view of the northern world; much stress is laid on the backwardness and savagery of the native inhabitants, with an implied contrast with the civilised manners and habits of the classical world; the lack of cities; lack of cultivation; swampy land; lack of clothing; fondness for raiding, all set the Maeatae and Caledonians apart from Roman concepts of civilised behaviour. This is the view of a writer who finds his subjects extremely alien and remote.

Possible points from recall

- Classical civilisation saw the Mediterranean as the centre of the world. As you move further from it, so native peoples are expected to become more savage, alien and barbaric.
- Dio's audience would have had expectations about distant peoples to which Dio panders in his writing.
- Classical descriptions of barbarian peoples are never likely to be objective in our terms. Writers often had no first-hand experience of their subject matter. The Maeatae and Caledonians may represent confederacies or amalgams of the numerous tribes referred to by Ptolemy on the basis of earlier sources (possible from Agricola's time).
- Reference to Tacitus and other sources on Scottish native society.

Points from Source B:

Origin

Secondary source dealing with primarily archaeological evidence.

Possible Purpose

To use the archaeological evidence from the excavation, survey, aerial photography etc to build a picture of Iron Age life of Scotland independent of the very limited and inherently biased classical accounts.

Content

In contrast to Dio's writing, this source stresses the archaeological evidence for intensive forest clearance and large-scale arable cultivation in Iron Age Scotland, eg boundaries and fields, high densities of settlement in areas like East Lothian and Angus. This suggests stable societies with a high degree of social organisation. The scale and permanence of domestic buildings, such as broch towers, crannogs, timber roundhouses, also suggests a level of investment in the land which is not reflected in Dio's work, and apparently contradicts his assertion about the inhabitants living in tents. Overall the impression is of much more organised, stable, and agriculturally-based societies than described by Dio.

Possible points from recall

- Aerial photographic and excavation evidence has identified major linear field boundaries in parts of lowland Scotland apparently of pre-Roman date. There is a great deal of evidence for arable cultivation in Roman and pre-Roman Scotland, including rotary querns for grinding grain, souterrains as grain stores and the remains of carbonised cereal grains from archaeological sites.
- Timber roundhouses (including those on crannogs) and stone roundhouses (including broch towers) consumed high levels of manpower and resources and reflect a clear investment in the land.
- Over the course of the Roman period there was an apparent coalescence of tribal groups from the numerous tribes recorded by Ptolemy, to a handful of consolidated larger groups such as the Picts.
- Reference to works of Charles Thomas

Marks

- 1-3** Vaguely written; not answering the question; minimal explanation; little sense of context; merely redescribes 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 of 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.

Question 2

How useful is Source C in studying the Viking conversion to Christianity?

(12)

The candidate should do a structured analysis of the passage and assess its utility in tackling the thorny question of the conversion of the Vikings, in terms of:

Points from Source C:

Origin

13th C account of an event in 995, written by an Icelandic bard who lived in Thurso and had very good geographical knowledge of that area and of Orkney. *Orkneyinga Saga* is really a History of the Earls of Orkney though it gives a fascinating if somewhat idealised picture of Viking society.

Possible purpose

To highlight the dramatic nature of this confrontation between two very powerful men, the Earl of Orkney and the King of Norway. The author was not very concerned about the effect of Sigurd's baptism and what he says about it is debatable.

Content

The King of Norway sailed to Orkney and demanded a meeting with the Earl of Orkney at which he forced him to submit to his will and undergo baptism. To rub it in he took his son hostage as a surety and had him baptised too. This led to the rapid conversion of Orkney to Christianity.

Possible points from recall

Olaf was returning to Norway after a series of well documented raids on England, lasting four years, in the company of King Svein Forkbeard; he had been baptised in 954 with King Aethelred as his sponsor. He may have been only a nominal Christian, though his wife, mother and grandmother were all presumably Christian since they came from Christian societies, but he was certainly an active ruler and was intent on imposing his will on the independent Earldom of Orkney. The account is probably based on an actual incident which involved some form of submission; the use of a place-name suggests authenticity. The account may well be embellished, eg the threat of death. There are two theories about the conversion of the Vikings, which might be called the dramatic, as in Source C, and what might be called osmosis. Olaf was eventually credited with the initial Christianisation of Norway, Iceland, Greenland, Faroe and the Northern Isles but conversion by the sword was unlikely to have had much meaning; it would have taken decades of preaching and baptising for Christianity to have taken root. Olaf's actions in Orkney may have let preparations for conversion begin and may have provided some sort of secular support for the process. The osmosis theory rests on the undoubted fact that the lands conquered by the Vikings were all Christian and that there is no evidence for the conquered peoples being exterminated; in fact there was a blending of Viking and native culture which no doubt included religion. Place-name evidence, Kirkbister, Kirkabister from Old Norse Kirkja, church, and Papar, Papay, to do with priests, suggests survival and continuity of Christianity in Viking lands. There were still pagan graves, (with grave goods, Christian burials did not have them) in Orkney in the tenth century, so the impetus to embrace Christianity may have been at the end of the century, around Olaf's time. Certainly in the end all the Vikings were converted, with profound effects. It can be argued that this was a turning point in the whole Viking Age as it led to the decline of a slave-based society. The key point is that the Source can not be taken at face value; there was more to conversion than the Earl clapping his hands and telling everyone they were Christian; that is just meaningless; it must have taken quite a while for the new religion to take root and for people to have accepted it. Anna Ritchie in *Viking Scotland* argues that Viking men may have taken Pictish

(Christian) wives or nursemaids and this may have been as influenced as dramatic conversions of top people; the hand that rocks the cradle rules the World!

Marks

- 1-3** Vaguely written; not answering the question; minimal explanation; little sense of context; merely redescribes 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 of 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.

Question 3

Assess the relative importance of archaeological sites like that depicted in Source D to our understanding of Viking settlement in Scotland? (12)

The candidate may or should answer in two levels; the value of building sites in themselves and their value compared with other sources, eg literary, artefactual, place-names and graves.

Points from Source D:

Origin

Primary source, (assuming the candidate considers it to be what was there at the time rather than a present day drawing) a farmhouse built by Viking settlers in Shetland in the ninth century.

Possible purpose

At the time it was to provide shelter for a farming family in a large long building, 22m by 5m, divided into a large living-hall (also used for sleeping) and a small kitchen. In addition the farmer built a barn or byre, a smithy and a bath-house, though the last may actually have been for grain drying.

Content

It's a substantial stone built house, the stone walls have an earthen core, (cf Skara Brae) presumably for insulation in a very windy part of the world. It has two opposing doors, so as one away from the wind can also be used. Wooden posts supported a roof, no doubt of turf and possibly thatch. Two hearths, one central to the living area, the other in the kitchen. The living area was also a working area, eg weaving. Raised wooden platforms along the walls of the living-hall for both sitting and sleeping. In the house were all sorts of everyday objects and some exotic ones.

Possible points from recall

Sites of Viking dwellings are very important archaeologically. They give a clear picture of the settlers' material life and the blend of Pictish and Viking artefacts shows that there was not a wholesale massacre or displacement of the indigenous population. It has to be remembered that the Vikings came first as raiders and only later colonised parts of Scotland and settled down as farmers, fishermen and traders. Houses such as this one are evidence of the second phase of Viking activity. They were substantial well designed buildings for peaceful people, though the men may have indulged in the odd bit of raiding, viz the shield and sword on the wall. In Norway, whence came the Vikings who attacked Scotland, houses were normally built of wood, which was abundant. In the Northern and Western Isles and in Caithness the Vikings built in the vernacular, stone. Other sources of evidence about Viking settlement include place-names, monastic records, the sagas and graves. The latter provide plenty of artefacts (if they are pre-Christian/pagan) which indicate material life and which objects were prestigious, and where the dead were buried in boats there is valuable evidence as to their construction. Artefacts do not lie; the sagas may well do. They concentrate on the political life of the eleventh and twelfth centuries, often probably over-dramatising events, and only incidentally provide evidence about daily Viking life. Monastic records are very sparse, just a brief noting of raids, though they do provide a chronological framework. Place-names reveal very accurately the extent of settlement.

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 of 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.

Part 1: Scottish Independence (1286-1329)

Each question is worth 25 marks

Question 1

How harmonious was the relationship between Scotland and England before 1290?

A Pass answer (13-14 marks) would attempt a judgement on how harmonious the relationship was before 1290 by considering some of the following: long-term issues such as overlordship and the border; some candidates might choose to give a longer term perspective than others; there might even be references to Falaise and Canterbury; some might limit that perspective to the reign of King Alexander III, eg the interference by Henry III during the minority; Edward I's attempts to secure recognition of his overlordship in the 1270s; the nature of the family connection between Alexander III and Edward I; consideration of the effect of Alexander III's death during the period 1286-90 would be expected; the relationship between the Guardians and Edward; Edward's initial lack of involvement; the plans for marriage; the Treaties of Salisbury and Birgham; what these reveal of Edward's ambitions, or Scottish apprehensions; Edward's activities beyond the treaties, eg his appointment of Bek as lieutenant on behalf of the Maid and Edward's son; his seizure of the Isle of Man; the consequences of the Maid's death for both the Scots and Edward. Thus candidates might choose to write a general response to include materials from well before 1286; others might limit themselves to consideration of the period 1286-90, though some awareness of the nature of the relationship and the existence of English claims to overlordship before 1290 would be expected. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would be expected to show more detailed awareness of those aspects mentioned above, with more consideration given to the potential for disharmony at most stages of their survey. The answer will be better structured, with appropriate reference to the nature of the Anglo-Scottish relationship before Alexander III's death. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would be expected to show more detailed consideration of the nature of the relationship, in particular considering the potential for disharmony, eg the issue of Edward I 'reserving his rights' in the 1270s, and again at Birgham; the mis-reading by the Guardians of Edward's ambitions; the recognition by the Guardians of Edwards's use in promoting calm and stability at a time of uncertainty. There will be clear evidence of understanding of different historical interpretations.

Question 2

Do you agree that in his handling of the Great Cause (1291-1292), Edward I was motivated more by self-interest than a desire to see justice done?

A Pass answer (13-14 marks) would be expected to reach a conclusion by considering how Edward handled aspects of the proceedings of the Great Cause; at this level a candidate would be expected to make reference to some of the following; whether or not he was invited; what role the Scots might have expected him to play; the nature of the preparations he made before arriving, eg the search for historical references to previous overlordship, military and financial preparations; Edward's determination on judgement rather than arbitration; his insistence on having overlordship accepted before proceeding; the nature of the court; the actual hearings; seeking legal advice; the decision. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would be expected to reach a conclusion after showing more detailed awareness and comprehensive coverage of Edward's handling of the issues such as overlordship, the legal arguments and the nature of the proceedings; there might be signs of awareness that overlordship was of more importance to Edward than the issue of who would be king; or that Edward believed he had a legal case for his actions. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would be expected to reach a conclusion after showing not just a more detailed and comprehensive knowledge of the issues but a greater awareness of what they meant to Edward, eg the implications for his own kingdom of the law chosen, and especially the implications of the later Hastings arguments; the possible thinking behind his lengthy adjournment; the decision to hold the Bruce v Balliol hearings first; Edward's consultation of expert opinion; the final award. There will be clear evidence of understanding of different historical interpretations.

Question 3

What were the most important factors that enabled the Scots to maintain their resistance to Edward I between 1297 and 1304?

A Pass answer (13-14 marks) would be expected to show accurate knowledge and understanding of the significance of some of the following: the military campaign of Andrew Moray and William Wallace; their significance in giving a lead, showing the way to others; (an answer based on the Wallace contribution only would not pass unless reference was made to his significance to future leaders, or his later involvement in diplomatic initiatives); the revival of the idea of the guardianship, first under Wallace, then under aristocratic leadership, eg Carrick, Comyn; the importance of the French connection; Edward I's distractions in France; Edward's problems with his barons; Edward's logistical problems; the role of the Scottish church and papal support for the Scottish cause. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would be expected to be more detailed and comprehensive in its coverage of such factors; the organisation would be more considered. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would be expected to show good balance, eg not over-reliant on Wallace material to the detriment of later Scottish contributions, not over-reliant on Scottish factors to the detriment of problems met by Edward I; the ultimate victory of Edward might be linked to the abandonment of the Scottish cause by the pope and/or France. There will be clear evidence of understanding of different historical interpretations.

Question 4

What does a study of Robert I's campaigns between Methven (1306) and Bannockburn (1314) tell us about the development of his abilities as a military leader?

A Pass answer (13-14 marks) would be expected to make reference to some of the key aspects of Bruce's campaigns between 1306 and 1314, and attempt even minimal analysis; eg the defeat at Methven; Bruce's role in that defeat; his return to the mainland; reasons for his landings in Carrick; the significance of Glen Trool and Loudoun Hill; the defeat of the Comyns and their allies; his use of guerrilla warfare; his policy towards castles; raids on enemy territories; his decision to fight at Bannockburn; his role in that victory; there might be reference, too, to factors which helped Bruce; death of Edward I; attitude of Edward II; failure of the Comyns and allies to co-ordinate their efforts; the abilities of his commanders. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would be more detailed and comprehensive in its coverage of Bruce's campaigns; in particular, the analysis would be stronger, eg showing the significance of lessons learnt from others, lessons learnt at Methven, seizing opportunities. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would be better balanced in that it would show awareness that while Bruce displayed considerable leadership abilities, and the ability to learn and to adapt, Bruce benefited from other factors; good fortune, the efforts of others, the failures of others. There will be clear evidence of understanding of different historical interpretations.

Question 5

Discuss the view that in domestic policy Robert I appears to have been more concerned with the establishment of his own kingship than the restoration of normal government.

A Pass answer (13-14 marks) would be expected to address the issue and reach a conclusion by looking at aspects of Robert I's domestic policies such as: the use of propaganda, in particular the Declaration of the Clergy, its content and purpose; reference to the Declaration of Arbroath would also be acceptable; the forfeiture of lands of Anglo-Scottish opponents; the redistribution of lands and offices to ensure loyalty; Robert I's concerns for the succession as shown in the tailzies of 1315 and 1318; the Herschip of Buchan; the Soules conspiracy and its significance; references might be made to evidence of the restoration of aspects of royal government; at local level with the re-establishment of sheriffs' control, at central level with the summoning of parliaments. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) in addition to being better detailed and more comprehensive in its coverage of the domestic policies and their purpose, would be expected to be better organised, and would show more consideration of the issue posed in the question. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) might show an awareness that for Robert I the establishment of his own kingship and the restoration of royal government were very much tied in with each other: there might be reference made to the business of parliament and government, in particular to emphasis on military service, the demands for money, and how these related to Robert I's wars to ensure his victory; there need not be a comprehensive account of all Robert I's policies; there might for example be detailed reference to Robert I's use of propaganda, eg his attempts to write King John out of history, referring to Alexander III as his predecessor in his Acts of Parliament; there might be emphasis on the insecurity of the regime as exemplified by the use of propaganda, and explained by references to the existence of enemies within and without the kingdom. There will be clear evidence of understanding of different historical interpretations.

Question 6

How successfully did the Treaty of Edinburgh resolve those issues which had divided the kingdoms of Scotland and England since 1286?

A Pass answer (13-14 marks) would be expected to show accurate knowledge and understanding the key terms of the Treaty of Edinburgh: Edward III's renunciation of overlordship; the proposed marriage arrangements; the military alliance; Robert I's undertaking to pay £20,000; Edward III's undertaking to intervene on Robert I's behalf at the curia. There should be at least minimal reference to issues which had divided the kingdoms since 1286, in particular the question of overlordship. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would be expected to be better detailed and more comprehensive both in its coverage of the terms and in its efforts to relate these to the issues which had divided the two kingdoms, eg in the case of the latter, showing awareness that for Robert I there was more at stake than simply overlordship: there was also the need for his kingship to be recognised and consolidated. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would be expected to be not just better informed and better argued, but also might show awareness of some of the problems surrounding the peace negotiations: the need for the new regime in England to make an agreement; the failure of the parties to reach agreement on the issue of the disinherited; the failure to resolve the issue of the return of the Stone of Destiny and the Black Rood; the reactions of Robert I and Edward III to the treaty; the storing-up of the problems for later. There will be clear evidence of understanding of different historical interpretations.

Marks scheme

Part 2: Scottish Independence (1286-1329)

Question 1

How justified were the arguments used by King John in Source A to explain the renunciation of his homage to King Edward I? (12)

The candidate offers a structured evaluation of the justification of the arguments offered in Source A in terms of:

Points from the source

Origin

- Hostilities just commenced
- Scottish invasion of Cumbria had already happened
- Edward I in control of Berwick
- Document composed by John and/or advisors
- Council of Twelve alleged to have stripped him of executive powers

Possible purpose

- To justify aggression against Edward
- Renunciation meant John not seen as a rebel vassal

Content

- References to aggression on Edward's part: 'violent force', 'warlike array', 'army openly assembled', 'acts of slaughter and burning', 'hostile attacks', 'extreme coercion'
- References to Edward's treatment of King John since 1292: 'intolerable injuries, insults and oppressions'
- Suggestion that original fealty and homage not willingly given

Possible points from recall

- Edward regarded King John as a 'contumacious vassal'
- Feudal background to the war: King John's failure to hand over castles
- Edward may have had suspicions of the Franco-Scottish alliance
- Clarification of what was meant by 'intolerable injuries, insults and oppressions'
- The issue of appeals heard beyond Scotland
- Edward's request for military service in France
- Consideration of whether Edward had the right to hear appeals or request military service
- Consideration of whether these had been exacted by 'violent force'
- The significance of these in leading to war
- The attitude of the Scottish political community to what was happening
- Clarification of nature of King John's fealty and homage
 - As a claimant in 1291
 - Then in 1292
 - Then in 1293
 - Consideration of whether this was given willingly or under 'extreme coercion'
- Explanation of 'acts of slaughter and burning' (at Berwick)

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 of 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.

Question 2

Explain the different views expressed in Sources B and C towards Bruce's decision to make his bid for the crown in 1306. (12)

The candidate compares the explanations behind Bruce's decision in Sources B and C and offers a structured critique of the significant differences in terms of:

Points from Source B:

Origin

- Early medieval Scottish narrative
- Anti-English
- Anti-Comyn
- Pro-Bruce

Possible purpose

- To seek to justify Bruce's seizure of power in 1306
- To denigrate Edward I and his settlement

Points from the source

- Negative on the post-1304-5 settlement
- Emphasises cruelty of English domination
- 'insults, wounds, killings'
- divine intervention
- Bruce portrayed as a 'saviour', 'champion'
- Bruce motivated by 'sorrow' and 'pity' for his countrymen
- Ready to adopt 'forceful measures'

Points from recall

- Questioning the accuracy of the author's treatment of the post-1304-5 settlement
- Ignoring feeling of war-weariness amongst many Scots
- Scots involved in the preparations for the settlement, including Bruce
- Signs that Bruce no longer in favour with Edward I
- Edward possibly aware that Bruce could not be trusted
- Bruce already involved in plotting eg with Lamberton in 1304

Points from Source C

Origin

- Modern Scottish historian
- Benefit of modern research

Purpose

- Question traditional interpretations
- Offer alternative interpretations
- Offer revisionist viewpoint

Points from the source

- Settlement of 1304-5 seen as Comyn rehabilitation
- Edward I keen to involve leading Scots to ensure stability
- Bruce cause considered 'dead'
- Hopes to be king at 'dead end'
- Action in 1306 described as 'desperate'
- 'nothing to lose'

Points from recall

- recent history of rivalry between pro-Balliol Comyns and Bruce
- explanation of Bruce's 'earlier defection' to Edward
- possibility of a Balliol restoration pre-1304
- expansion of why Comyns were more important than Bruce to Edward in 1304-5
- expansion of details of key appointments to key Scots
- expansion of the 'desperate measures' Bruce took

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.

Question 3

What light does Source D shed on the effectiveness of Robert I's raids on the north of England?

The candidate offers a structured analysis of Source D in describing the light it sheds on the effectiveness of Robert I's raids on the north of England in terms of:

Points from the source

Origin

- English chronicle
- Contemporary document
- Lanercost well placed to describe such attacks

Possible purpose

- To keep a record of local, national and international affairs

Content

- Limited detail of one raid
- Spoil, prisoners taken
- Reference to earlier raids: murders, arsons, captivities, plunderings
- Annual events
- length of raid mentioned
- decision by the earl of Carlisle to do something
- suggestion that Edward II was disinterested, incapable
- decision by the earl of Carlisle to meet with Bruce
- agreement drawn up at Lochmaben
- led to earl's 'destruction'

Points from recall

- the purpose of such raids
 - supplement revenue
 - extort money to ensure future immunity
 - spread terror
 - ignore English castles
 - force Edward II to the negotiating table
- the nature of the raids: speed, lightly armed
- Bruce increasingly left these to the likes of Douglas, Randolph
- Little impact on the south
- Centre of government too far removed to be affected
- Harcla perceived as a traitor
- Harcla executed
- Harcla's agreement remarkably similar to later Treaty of Edinburgh
- Bruce returned to leadership of raids in 1327
- Castles besieged
- Helped pave way for negotiation

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 of 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.

Part 1: The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries

Each question is worth 25 marks

Question 1

"Enmity and Trade". How accurately do these features account for the rise of the great Italian cities?

The candidate gives account of the ongoing features of political and military rivalry between the city states. This is set alongside an account of the economic realities of the period. Some recognition given to varying degrees of success by respective states in these areas.

Development of international trade during the High Middle Ages brought great riches into the hands of merchants willing to risk life and fortune. Those who were successful/lucky became richer much more quickly than those aristocrats whose wealth was based on land owning and agriculture. The latter sought to protect their political privileges in the communes and social standing in society, giving rise in the thirteenth and fourteenth centuries to major internal conflicts within cities like Milan, Florence and Venice. Some cities and towns succumbed to factions run by a signore, but others reinforced their republican structures to curb and control enmity among the great clans. Trade continued in the fourteenth and fifteenth centuries to be a major source of wealth in the Italian cities, with Florence developing an overseas trading focus so that it could compete with Venice and other maritime cities. The overseas commercial focus faltered only in the sixteenth century as the Portuguese explorers discovered an alternative maritime route to India and the Far East and as northern mariners cut into Italian control of the Mediterranean trade itself.

Recognition given to the continuing political rivalries between states during the 15th century which is internationalised following French invasion in 1494.

A Pass answer (13-14 marks) will show awareness of the interconnection between rising prosperity and growing social discord in many Italian towns during the pre-Renaissance centuries and continuing in to the 15th century. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will discuss the topic in greater detail, perhaps mentioning Venice, Genoa, Florence and Milan as major players in the economic development of Renaissance Italy and indicating the problem of controlling factions and private violence. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will take in the whole period, showing the rise and decline of international commerce and domestic prosperity. It will also indicate how various cities worked to curb private violence through civic disarmament, seignorial repression, and social exclusion to create a relatively peaceful environment. There will be clear understanding of the views of different historians.

Question 2

To what extent did humanist writers concern themselves with the political and social life of the Italian Renaissance city-states?

Content outline:

Candidates should be aware of the development of humanist studies and pay particular attention to that of 'civic humanism':

- (1) a narrow interpretation will consider the new ideas of politics with some reference to their wider social impact, confined mainly to first half of 15th century;
- (2) a broad interpretation will widen scope of study to contained critiques of humanist scholarship on political and social issues throughout the period.

The interpretation should consider how Florentine and other humanists became interested in ancient Roman history to differentiate between the republican and imperial epochs and the contemporary lessons they drew from this study. Salutati wrote defending tyranny while also defending the *vita activa* (an essential element of republicanism) in the later Trecento. Leonardo Bruni used his knowledge of Roman history to review the founding date of Florence to the Roman Republic and then argued that Florentine republicanism was closely associated with the Roman model. Other humanists like Antonio Loschi and Flavio Biondi either argued against Bruni's historical/political interpretation or adopted a more systematic approach to declare the autonomy of historical periods.

The narrow or broad interpretation would go beyond the above-mentioned topics to consider how Florentine and other humanists assimilated Greek learning, particularly the ideas of Aristotle, to launch a critique of Christian values, especially of poverty, nobility and celibacy. They urged a reconsideration of the value of poverty in relation to wealth, the status of nobility in civic society, and the importance of family because of different values in the Italian city-states. In particular, Poggio Bracciolini wrote two dialogues which valued wealth above poverty because of its civic utility and which asserted the nobility of character over that of lineage because of the value of individuals to civic society. Francesco Barbaro and Leon Battista Alberti wrote about the value of marriage and the family. Together they indicate a substantial support for the active life instead of the contemplative life.

The development of Neo-platonist studies in the second half of the 15th century shows a movement away from the active life towards the contemplative and a corresponding diminution of the involvement in political and social activity. This is further contrasted in the early 16th century in the works of Machiavelli and Castiglione who write treatises on the political process and social conventions of courtly life.

Both interpretations of the question indicate that Italian city-states had political and social systems which were much more flexible and mutable than those of the Christian Middle Ages, and ideas had to catch up with contemporary realities.

A Pass answer (13-14 marks) will give an account and analysis of the general civic context of fifteenth century humanism and will mention a few key humanists like Bruni and Alberti. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will identify a range of civic issues discussed by at least a few more humanists like Poggio, and will show a basic awareness of the innovatory aspects while even referring to Roman and Greek sources upon which the Italian humanists drew. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will analyse most of the range of political, economic and social topics as well as indicating how these topics departed from medieval precedents to formulate a new ethos of city life. It will also indicate how ancient precedents helped many Italian humanists develop their ideas. It may also indicate a little of the modern controversy over the concept of 'civic humanism' and the wider debate on the nature and focus of humanist studies. There will be clear evidence of understanding of the views of different historians.

Question 3

How far did Florence and Venice develop distinctive cultural experiences during the Renaissance?

The answer should probably focus on comparison and contrast. Florence began first to develop a distinctive cultural focus with civic humanism (politics, society and economics) at least a half-century earlier than Venice; the early Renaissance in Venice was much more 'classical' because knowledge of the culture and art of antiquity was already much deeper. While the Florentines focused on politics (Bruni) and economics (Bracciolini) to reinforce the republican state, the Venetian humanists focused on society (Barbaro) to reinforce the patrician family at the heart of the oligarchy controlling Venice. Both Florentine and Venetian artists sought to represent nature and reality, but the Florentine technique emphasises line and chiaroscuro while the Venetian technique favoured colour and classicism. While the Florentine cultural dynamism diminished during the early sixteenth century, the Venetian Renaissance culture was flourishing at its height so the contrast in chronologies lasted into the late Renaissance decades.

A Pass answer (13-14 marks) should show some awareness of the different cultural chronologies of the two cities and should mention a couple of humanists and artists operating in each. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) should develop the above chronologies with greater detail (humanists and artists) as well as providing more detail about the focus and contributions of the leading figures including some ideas on communication of ideas from one to another centre. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will add to the above criteria by exploring the political milieu of the two cities in order to indicate why the patrons encouraged the differences. It may also show that while Florence pioneered Renaissance culture, in the sixteenth century it succumbed to Mannerism and Ciceronianism while Venice remained a dynamic centre of Renaissance culture. There will be clear understanding of the views of different historians.

Question 4

Why were the Medici able to maintain political control of Florence from 1434 to 1492?

Candidates can bring in political measures, economic support, and cultural influences (particularly during Cosimo and Lorenzo de' Medici's lifetimes).

Content outline:

The candidate will cover the range of means by which the Medici party maintained its control over Florence between the return of Cosimo from exile (1434) to the exile of Piero (1494). Reference should be made to features like the creation of a cohesive party, the political manipulation of institutions of state and ballot-rigging, economic manipulation of private individuals and state bodies, and the use of public influence and art to bolster the prestige and image of the Medici party.

A Pass answer (13-14 marks) will contain a brief chronology of succession from Cosimo through Lorenzo to Piero and give some indication about the reasons for the rise and fall of the Medici party. It will give/provide some hints about constitutional issues arising from one family/party's domination of Florence. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will contain more detail not only about the individual leaders of the Medici party and indications about other families supporting/opposing them, but it will outline some of the challenges and constitutional issues arising from the Medici domination of the Florentine state. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will provide some information on the creation of a Medici party/function and indicate how successive Medici leaders kept the party going. It will also show in some detail the political initiatives used to maintain the party's predominance in Florence, and it will explore some of the non-political or cultural mechanisms used to maintain the party's popularity in the city. There will be clear understanding of the views of different historians.

Question 5

How important a contribution did the princely courts make to the culture of the Renaissance?

The question asks candidates to consider the variety of ways in which the Renaissance artist can be seen as developing in the separate political, economic and social circumstances of Renaissance Courts.

The answer should make reference to a minimum of three such Courts and in so doing, highlight the variations occurring between each. The answer should seek to present areas of Renaissance activity which may be seen as uniquely Courtly as well as those which are common to other cultural centres. Candidates need not identify that a distinctive Court Culture existed to the exclusion of the rest of the Renaissance; however they must offer examples of particular areas of interest and concern which can be seen to exist within Courts to a greater extent than elsewhere.

Examples may be drawn from the following:

Milan

Under the Visconti/Sforza families. Notable figures for patronage include Ludovico 'II Moro'. The importance of the use of the patronage of arts to lend support to the political legitimacy of the regime. Especially after the coming to power of the Sforza family.

Mantua

Under the Gonzaga family. A state of secondary political importance but which reaches high cultural standing by the patronage of leading Dukes such as Gian Francesco and Francesco II. Individuals such as Mantegna (Court artist); Vittorino da Feltre (educator) were resident but the Court also attracted figures such as Alberti (architect) etc. Particular interest in theatre taken helping to revive the production of classical plays.

Urbino

Under the Montefeltro family. Of minor geographical and political importance but through the finances of successful mercenary activity the court is transformed into a cultural centre. Court life reflected vividly in Castiglione's 'Book of the Courtier' at the time of Guidobaldo Montefeltro.

Ferrara

Under the Este family. Ercole I gathered major painters and poets, this helped to stimulate local painting schools.

(This must not be seen as a prescriptive list)

Additional feature of Court Culture reflected by Castiglione is the role of the Court lady and their position in the social and intellectual standing of the Court. Also the importance of female Court patrons eg Isabella D'Este in Mantua.

A Pass answer (13-14 marks) will provide a survey of a number of Renaissance courts in which are examples of the activities of individuals as patrons and artists/architects. There will be some regard taken to the specific concerns seen over the political nature of the court and how this impacts on the cultural life. Some account will be taken of historical interpretations.

A Good answer (15-17 marks) will show a fuller examination of the activities of individuals as patrons and artists/architects. The candidate will provide a clear presentation of the links between the role of the Court as cultural as well as political centre, organised under the leadership of Prince/Duke. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will reflect a detailed knowledge of cultural activity seen within Renaissance Courts. This will recognise distinctive features within the Courts used as examples but it will also illustrate common areas. There will be a specific and sustained attempt to analyse whether or not a distinctive quality of culture may be seen to exist within the Renaissance compared to the wider cultural experience. There will be clear understanding of different historical interpretations.

Question 6

Why did Rome become the focus of the High Renaissance?

This is not just a cultural question because it asks students to explore the reasons (political and economic, primarily) behind the Papacy's arrival at 'big power' status within this timeframe.

Between c1490 and c1530, Rome was a major Italian centre in political, cultural and economic terms. After the end of the Great Schism (1417), the Papacy gradually regained first political control of the city of Rome, then political and economic control of the surrounding Papal States. This long campaign restored the European prestige and economic foundations of the Papacy. But the Renaissance popes also wanted to be cultural leaders so they invested some funds in the support of humanism and in the construction and decoration of both churches and other church buildings, like the Basilica of St Peter and the Vatican apartments. Indeed, until the religious crises of the sixteenth century, the papacy seemed inclined to become a major Italian state rather than pursue its medieval role as the head of the universal Christian Church of the West. Hence, the answer should contain a variety of aspects and themes with the chronology of the 'Renaissance of the papacy'!

A Pass answer (13-14 marks) should show some awareness of the changing political situation of the papacy in the second half of the fifteenth century and first decades of the sixteenth centuries; it will also show that Rome as a cultural centre contributed to development of the 'High Renaissance'.

A Good answer (15-17 marks) will identify some of the significant popes who rebuilt both the territorial state and public prestige of the papacy during the period outlined above, mentioning briefly their achievements; it will also indicate briefly some of the major cultural projects which included the foundation of the Vatican Library, the rebuilding of the Basilica of St Peter, and the redesign of Rome's urban layout. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will go into some detail about the construction of a strong Papal States in competition with other Italian states, identifying the popes like Alexander VI, Julius II and Leo X who were in the forefront of this effort. The answer will also indicate the variety of cultural projects commissioned and name some great artists brought to Rome to execute them. There will be clear understanding of the views of different historians.

Marks scheme

Part 2: The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries

Question 1

To what extent does Source A account for the role of guilds within Florentine Renaissance society? (12)

The candidate offers a structured evaluation of the accuracy of Source A's account of the role of guilds, in terms of:

Points from the source:

Origin and Purpose

A secondary historical analysis of economic and social position of guild members during the Renaissance period in Florence. It reflects scholarship into the impact that guilds had on Renaissance life as part of a wider consideration of art production.

Content

"a sign of high social status and economic status..." membership is important in these areas.
"major guilds controlled the leading industries and professions of Florence..." guilds mirror the leadership of the social and economic fabric of Florence.
"effectively governed the city and formed the upper crust of Florentine society..." linkage between guilds and political power in Florence overt and direct.
"celebrations for the feast days of their patron saints... guild funerals..." linkage to religious experience embedded across the fabric of society.
"guild banner on important civic occasions..." guilds are public embodiments of factions in society.
"inspectors from their ranks to supervise production within their industry..." regulatory function and control important for economic vibrancy.

Possible points from recall

Guilds were an intrinsic part of the social structure of Renaissance cities.
They performed many functions for members which went beyond the commercial - support for funerals, and widows, support in sickness, etc.
Guilds were powerful economic bodies in Renaissance life. Their regulatory functions could support an industry through maintained quality and price controls.
The direct link between guild membership and access to political power seen in Florence was not the norm; however guilds were universally powerful political bodies in most Renaissance cities.
Apprentice systems of craft education were closely regulated by guilds and thus limited the scope for social nobility depending upon the occupation and circumstances.
Guild links to social, economic and political power could cause widespread frustration among the mass of the working populace as seen in the 'Ciompi' revolt in Florence. In the main however the guilds acted as stabilising forces in Renaissance society.
As the source suggests guilds were not equal in status or economic impact.
Within guilds there were groupings and factions which mirrored wider society. The relative position of an individual or family within a guild would also impact on their social and economic standing in society.

Although guilds did influence the exercise of trade within their area this was not uniform in extent across all guilds and between different parts of Italy.

Guilds had committees that dealt with artistic patronage so they had a social impact on the arts.

Guilds had governing body of consuls... who could settle disputes, formulate industrial policy and administer guild funds. Thus, they had quasi legal functions in the regulation of trade and therefore impacting on economic well-being of the state.

Marks

- 1-3** A poorly-structured answer which does not indicate well either the role and functions of guilds or the wider question of their social and economic impact on Renaissance society.
- 4-5** A fairly-well structured answer which indicates some ability to read and understand the quotation and places the quote's content in the context of the role of the guild and its influence on Renaissance society. The coverage will be limited in development details.
- 6-8** A reasonably well structured answer which also contains an analysis of the content of the quotation and a good discussion of the range of areas where guild influence is seen and directs the social and economic activities of Renaissance society.
- 9-12** A very well-structured and clear answer which contains not only the above but comments on the variety of forms and levels of impact relating to guild activity, set against the wider social and economic activities of Renaissance society.

Question 2

How fully does Source B account for the interest of the Renaissance humanists in literary studies? (12)

The candidate offers a structured evaluation of Source B in terms of:

Points from Source

Origin and purpose

Bruni wanted to emphasise that Petrarch understood the amount of time which had passed since Roman times to the present.

Content

Leonardo Bruni wrote biographies of two Florentine predecessors, Dante Alighieri and Francesco Petrarch, whom he considered forerunners in humanism. In this excerpt, Bruni argued that Petrarch was the crucial figure in encouraging looking anew at the writers and literature of Roman antiquity.

Possible points from recall

Bruni agrees that Petrarch had detected the passage of time in the quality of Latin written since the Roman Republic through the Roman Empire to the early medieval (Goths and Lombards) and later centuries until in 'recent times' the Italians had recovered their liberty (end of the Hohenstafen Empire in the mid-thirteenth century) and could rebuild their own culture based on the city-states of Tuscany (Florence especially). Petrarch was the innovator in initiating the revival of interest in ancient Roman culture.

The candidate should combine the sense of historical periodisation from the Roman era through the medieval century to 'modern' (fifteenth century) times through the quality of literary expression in the Latin language.

Candidates may cover such aspects as the development of rhetoric and writing in the vernacular, the study of grammar (such as Lorenzo Villa) leading to Greek studies under the Neo-platonists [eg Pico and Ficino].

Marks

- 1-3** A poorly-structured answer which conveys only a minimal explanation of the concept of historical periodisation and of the humanists' interest in Latin antiquity.
- 4-5** A fairly-well structured answer which shows a basic awareness of the historical periodisation combined with the interest in literary evolution. It also indicates that the humanists were interested in the creativity of the Roman intellectuals.
- 6-8** Well-structured and clearly written answer which picks up that Bruni is suggesting a new form of periodisation based on non-Christian criteria and that recent Italian scholars (Petrarch) show a similar interest in good expression in Latin.
- 9-12** A very well-structured and clearly written answer which elaborates on the above context but can also name the Roman writers most prized by the early humanists (Cicero, Livy, etc).

Question 3

Compare the differing perspectives of Sources C and D in understanding the status of artists and the arts during the Renaissance. (12)

The candidate offers a structured evaluation of Source C and D in offering perspectives on the status of the artists and the arts in terms of:

Points from Source C

Origin and purpose

Primary: autobiographic view point of personal success.

Interpretation designed to highlight universal acclaim that Ghiberti was justified winner. Suggests that competition between artists was evident but that judges were unanimous in decision of victory to Ghiberti supported by public acclaim.

The status of artist ranks highly as the commission itself was highly prized.

Content

'to me was conceded the palm of victory by all ...' 'Universally I was conceded and the glory without exception...' shows image of universal acclaim, high value placed on the achievement.

'consultation and examination by the learned men' 'thirty-four judges....' shows competition and judging.

'the consuls and the committee and the entire body of the Merchants' Guild....' shows status of the commission and widespread involvement of body politic.

'the Merchants' Guild which is in charge of the temple of San Giovanni...'

'the bronze door...' Baptistry competition and nature of commission given.

Points from Source D

Origin and purpose

Secondary historical work aimed at placing the cultural experience of the arts in a wider framework in the society from which they stem.

Burke is presenting a set of ideas contemporary to the Renaissance period and widely expressed by leading artists themselves.

The impression given is of a highly placed position of the arts and artist over the period.

Points from Source

'Artists regularly declared...' propagandising role that artists played for themselves.

'compared the painter with the poet...' relationship of arts with the valued placed on humanist studies.

'painter could wear fine clothes...' relationship between status and image is significant.

'study liberal arts such as rhetoric and mathematics...' binding in formal sense of knowledge and technical skills, link again to humanist studies.

'in Roman times works of art fetched high prices...' elevation in status seen to merely ape classical values, in line with wider Renaissance values.

'Roman citizens had their sons taught to paint...' classical norm used as justification for painting to be seen as a cultured activity.

'Alexander the Great admired the painter Apelles...' association created with Greek values.

Possible points from recall

Any answer should focus initially on the fact that Ghiberti was competing to produce the 2nd set of doors for the Baptistery of Florence, an extremely prestigious civic commission for whichever sculptor could win it. Clearly the guild in charge of the commission (Arte della Lana) felt that an open competition was the best way of finding the most competent sculptor for this important civic commission.

Ghiberti's version of the outcome might be selective in its account of the judging in order to inflate his public standing in Florence.

This was the first of many civic sculptural commissions in the early decades of the fifteenth century which marked the beginning of the new Florentine Renaissance art style.

Source D reflects the widespread conventional view that the position of the artist was raised during the Renaissance above the Medieval norm of skilled craftsman. The opinion is accentuated in reflections on the 'great artists' but ignores the reality of the less than famous workshops providing everyday art for ordinary clients.

The issue of learning and technical ability is closely connected to rising status, stressed by Alberti. Alberti himself in 'On Painting', promotes a deferential tone in his advice to artists in dealing with patrons. Debate lingers on genuine elevation of status.

Source D does not account for the limited examples of ennoblement open to some artists through their work in Courts eg Mantegna in Mantua. The sources do not cover some of the qualifications expressed over the assumed high status of the artist and arts. Burke himself reflects later on in his work the views of other Renaissance contemporaries that the arts were ignoble because their work involved manual labour, selling their works and the comparative lack of learning.

Marks

- 1-3** The answer is poorly-written and does not make any significant observations arising from the two documents. It does not reveal much knowledge about either Ghiberti or the general status of the arts during the period. Finally, it reveals little acquaintance with art commissions in early fifteenth-century Florence and the link between these and the widespread involvement in art production of Renaissance society.
- 4-5** The answer is fairly-well structured discussion on what the documents say about how significant this artistic commission was. There will however be only limited reflection on Ghiberti's contribution to early fifteenth-century Florentine art and the context of this set in a society that was investing considerable resources in the arts.
- 6-8** A reasonably well-structured analysis of these two quotations. It will contain a good discussion of the context of the commission in terms of civic events and in terms of the beginnings of 'the Florentine artistic revolution' of the early fifteenth century. This will be linked to a broader consideration of value in the arts and the corresponding impact on the social standing of leading artists as a result.
- 9-12** A well-structured and well-balanced analysis which considers: firstly, the period as one of considerable investment in the arts from various sectors in society; secondly, the context of the civic commissions within the Florentine cultural milieu; and thirdly, the range of opinion over to what extent the position of the artist can be seen to have risen. Credit should be awarded where the candidate shows awareness that the standard view of increased social standing can be challenged.

Part 1: France in the Age of Louis XIV

Each question is worth 25 marks.

Question 1

"I have decided to take charge of the state in person." How successful was Louis XIV in achieving this aim?

A Pass answer (13-14 marks) would broadly describe the changeover from government by First Minister to personal monarchy, and the energy with which Louis applied himself to the task; it would discuss how Louis was nevertheless dependent on his ministers for advice and expertise, and offer a general assessment as to how far his policies were his own. It might consider the role of the *intendants*, and some of the limitations on the scope of central government control. Some account would be taken of different historical interpretations.

A Good answer (15-17 marks) would be more detailed. It would discuss Louis' evolving relationship with his ministers and the role of councils. It would consider the work of the *intendants* in the provinces and some of the methods used by Louis to suppress opposition from the nobility. It would also attempt to outline some of the limitations of Louis XIV's personal rule, such as problems of communication and provincial and fiscal privilege. Greater account would be taken of different historical interpretations.

A Very Good answer (18+ marks) would offer a balanced analysis of the extent and limitations to Louis XIV's rule. It would show detailed knowledge of the workings of the royal councils and the role of the ministers and secretaries of state. It would discuss the effectiveness of Louis' efforts to restore royal authority, such as the arrest and trial of Fouquet, the *grands jours* of the Auvergne and measures to extend central control over local authorities. It would discuss the importance of the *intendants* and the role of patronage and propaganda. It would consider the limits imposed by provincial custom and privilege, based on the protracted way in which the kingdom had grown, and might make special reference to the fiscal restraints which this imposed. It would consider the role of the *parlements*; and the potential for obstruction by local nobility, officials, peasants and clergy. It would show a good grasp of historical interpretations (eg Geoffrey Treasure, who stresses how little the administration could achieve by modern standards, but who admits that it was 'the most efficient and effective effort of any European power to govern from the centre?').

Question 2

How effective were the ceremonies at Versailles in reinforcing the power of Louis XIV's regime?

A Pass answer (13-14 marks) would discuss the role of Versailles in supporting royal power through rules of etiquette and patronage, which underscored the nobility's dependence on the monarch. There would be some basic analysis of the political functions of courtly ritual. A conclusion might make some attempt at explaining how far these functions were fulfilled. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would be more detailed and analytical. It might discuss the impact of the Fronde on Louis' decision to build Versailles and to control the nobility. It might consider the crushing costs of courtly life for the aristocracy and the exclusion of the lesser nobles and some of the disquiet this caused amongst the older nobles of the sword. It might also deal with the functioning of the 'ministerial wing'. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would show a detailed knowledge of courtly life at Versailles. There would be an in depth, structured analysis of the various ways in which the Court served political functions, as a seat of government, a centre of royal patronage, an effort to create a cultural and architectural showpiece. It might examine the political reasons why Louis took the decision to move from the traditional centre of government in Paris to a site removed from the capital. It would also assess the limitations of the system, such as the King's isolation from the people; the distorting role of courtiers; Louis' interferences in military campaigns from his seat at Court. It might also reflect on the propaganda effect on Versailles on the representatives of foreign powers. There will be clear evidence of understanding of different historical interpretations (eg Patrick Burke, *The Fabrication of Louis XIV*, or Geoffrey Treasure, who argues that the images promoted of the king were new only in scale).

Question 3

Is it fair to say that Colbert's financial and economic policies merely made a bad system work and so perpetuated it?

A Pass answer (13-14 marks) would describe in general terms the efforts of Colbert to reform French state finances and to invigorate the economy. It would offer a general assessment as to the success or failure of these policies. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would be more detailed and analytical. It would analyse the financial weakness of the monarchy and the extent to which Colbert put things on a sounder footing. It would discuss 'mercantilism' and assess the strengths and weaknesses of Colbert's system, such as his success in developing the French navy and certain luxury industries, but also the problems involved, such as the difficulties in excluding Dutch merchants; the international conflict which such efforts stirred and the limits of his success in stimulating manufacturing which could sustain itself without government intervention. Greater consideration would be made of different historical interpretations.

A Very Good answer (18+ marks) would clearly define 'mercantilism' and show a detailed knowledge of Colbert's financial and economic policies. It would look at Colbert's financial objectives and evaluate his attempts to manage more efficiently a fundamentally flawed system. It might offer an assessment of these policies either in terms of its fulfilment of mercantilist goals, or in terms of its departure from these goals in innovative ('capitalist') directions. Such policies might include: reform of the customs system; the establishment of trading companies and the granting of monopolies; the encouragement of overseas commerce and colonies; the development of the navy, the improvement of roads and the building of canals. There will be clear evidence of an understanding of different historical interpretations (eg Ernest Lavisse, a visionary, proto-capitalist ahead of his time, or David Sturdy, a minister who concentrated only on those areas which state power demanded?).

Question 4

How profoundly did Louis XIV's policies affect the development of French society?

A Pass answer (13-14 marks) would discuss in general terms the impact of Louis' policies, such as his wars, on French society. It would show some understanding of the social and political impact on the nobility of Louis XIV's style of monarchy and court life, while at the same time appreciating their continuing importance in many areas of French life. It would attempt to analyse the long term effects on the peasant population of taxation policies. It might consider the growing social and economic importance of the middle class, and the social impact of Louis' anti-Huguenot policies. It would offer a broad assessment as to how far French society was affected for the better or for the worse. Some consideration would be given to historical interpretations.

A Good answer (15-17 marks) would offer more detail and analysis, addressing the different ways in which a variety of Louis XIV's policies affected French society: his wars, the attempts to foster commerce and manufacturing, the Huguenot diaspora, the development of the state administration and the treatment of the nobility. Greater consideration would be given to historical interpretations.

A Very Good answer (18+ marks) would offer a sophisticated analysis of the way in which Louis XIV's policies affected the development of every section of French society. It would discuss the impact of war, recruitment and taxation on the peasantry, offering an assessment as to how such action by the state may have retarded its economic and social development. It would consider the role of the government's policies in fostering manufacturing and commerce, balanced with its aggressive foreign policy, in encouraging or retarding the growth of an artisanal and a middle class. It would discuss whether or not Louis XIV undercut or enhanced the social position of the French nobility, including the mixing of the 'robe' with the 'sword'. It might also consider the meaning and use of privilege and it may address the role of women in society, from the court to the peasantry. Clear understanding will be shown of historical interpretations (eg Mousnier – France as a static 'society of orders' – or Treasure, who emphasises social mobility?).

Question 5

Do you agree that the intellectual and artistic flowering of France is "the Sun King's greatest legacy to posterity"?

A Pass answer (13-14 marks) would show knowledge of the important literary contribution of writers like La Fontaine, La Rochefoucauld, and Mme de la Fayette, the playwrights such as Racine and Moliere. It would look at the art produced in Louis' reign, and at the various talents that assembled the Palace at Versailles, as well as embellishing Paris and other French cities. It might consider the nature and quality of the music produced by such as Lully for court entertainments. It might refer to the role of the state-sponsored Academies, and should try to assess to what extent this cultural flowering was in fact patronised and inspired by the Sun King and his government. Some consideration might be given to historian's views about the quality and purpose of the cultural achievement of the age.

A Good answer (15-17 marks) would offer more detail on the cultural developments in France under Louis XIV, but also try to distinguish between those which could be credited in some way to Louis XIV (such as the construction of Versailles, patronage of Molière, court music, the creation of the academies) and those areas of cultural behaviour which evolved independently of the state (such as certain literary contributions – La Bruyère). Greater consideration would be given to historical interpretations.

A Very Good answer (18+ marks) would also seek to make the distinction between officially-sponsored culture and that intellectual and artistic creativity which developed beyond the reach of the government. It could discuss the imitation of much of this achievement by other courts and societies in Europe. It might balance the idea of a French cultural 'flowering' with a discussion of censorship, control of the academies and religious repression on one hand and an emphasis on the European nature of the 'republic of letters' on the other. It might also consider 'popular' culture in France, such as festivals and the limits imposed by literacy levels, emphasising that the 'cultural flowering' may have been confined essentially to the elites, so might not, at least in the short term, have been the most important legacy offered by Louis XIV to most of his own subjects. There would be a good grasp of historical interpretations (eg Briggs, who stresses the effects of royal censorship and control, or Sturdy, who suggests instead that the relationship between crown and the 'movement of ideas' was 'healthy and productive').

Question 6

How significant was contemporary criticism of Louis XIV's regime?

A Pass answer (13-14 marks) would be aware of the contrast between the loyalty and euphoria evident in the earlier years of Louis' reign, and a growing disenchantment from the 1680's on. It would look at some of the factors that prompted growing criticism, such as the tax burden, the effect of Louis' wars, the condition of the peasantry and religious persecution. It would show knowledge of the specific criticisms made by leading figures such as Vauban, Fenelon and Saint-Simon, as well as attacks against the nature of Louis' regime coming from the wider French population. It would try to make an assessment of how far Louis managed to retain the support and respect of both his courtiers and his ordinary subjects. It would offer a basic assessment as to the importance of such critiques and would show some awareness of different historical interpretations.

A Good answer (15-17 marks) would be more detailed and analytical. It might emphasise how contemporary criticism fluctuated over time, reaching its loudest volume towards the end of Louis XIV's reign and offering an assessment as to why. It might also consider the role of criticism from the Papacy, the Huguenots in exile, the significance of an underground press and the role played by propaganda in the European wars. Greater consideration would be given to historical interpretations.

A Very Good answer (18+ marks) would analyse in detail the criticisms of the literary elites, like Saint-Simon, Fénelon and the abbé de Saint-Pierre, and make clear distinctions between the different interests which some of the commentaries might have served. Besides also discussing the significance of the criticisms offered by the Papacy, the Protestant exiles and the underground press, it might also consider the importance of some of the critiques which came from other areas of society, such as the lower clergy and in forms of popular protest. It might try to balance these forms of commentary and offer an assessment as to which was the most significant. It would seek to assess why contemporary criticism fluctuated over time. The answer would offer an assessment of different historical interpretations (eg Rothkurg, who argues that the emergence of literary criticism of Louis XIV after 1700 signalled the development of wider opposition to his regime, or Sturdy, who argues that such criticisms simply fit into French traditions of didacticism).

Marks scheme

Part 2: France in the Age of Louis XIV

Question 1

To what extent does Source A explain the nature of the monarchy in France at the time of Louis XIV? (12)

Origin

Contemporary French writer and satirist, Jean La Bruyere

Purpose

To illustrate, in satirical form, the excessively reverential manner in which Louis XIV as French monarch was treated by those of his subjects who attended his court.

Content

When the king attends daily mass, courtiers in attendance focus their attention not on the priest at the altar and the worship of God, but on the king up in the chapel gallery.

Likens their attitude toward king as that of worshippers, whose whole 'heart and spirit' is centred on the king.

Possible points from recall

- though writer is satirising relationship between king and courtiers, religion did underpin the institution of monarchy in Louis XIV's France.
- Louis believed his position and power came from God. Inherited by Divine Right.
- believed he was God's earthly representative, charged with responsibility for welfare of kingdom and people, answerable only to God
- these ideas drummed into Louis as a boy king [titled '*dieudonne*']
- reinforced in adulthood by sermons of Bishop Bossuet.
- Louis took his religious responsibilities as king very seriously
- daily religious observance part of court ritual (as seen in source), if rather dutiful and mechanical
- as king, had extensive independent control over French Church, and negotiated on its behalf with Papacy.
- Louis' subjects in general accepted without question religious nature of monarchy and accorded Louis due respect as God's appointed ruler.
- even Huguenots in 1660's paid lip-service to Divine Right Monarchy, though it placed them in a difficult position with regard to obedience
- religious theories about Divine Right were used to justify the French political tradition of absolute monarchy

Conclusion

Source A demonstrates one aspect of the [religious] nature of French monarchy – the quasi-religious awe with which Louis was regarded by some of his subjects; but it does not offer any real detail of useful analysis of the ideas about Divine Right that underpinned the position and authority of Louis XIV.

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.

Question 2

How valid is Source B's analysis of Louis XIV's policy towards the Catholic church in France?

Origin

Secondary source, late 20th century historian

Purpose

To analyse the motivation for and success of Louis XIV's religious policies, particularly in relation to the Catholic Church in France.

Content

- Louis sought to promote religious unity in France
- this led him to attack the Jansenist religious minority within the Catholic Church
- at the same time he promoted the independence of the French (Gallican) Church from interference by the Papacy
- but ironically, he was forced to go to the Pope for help in order to crush the Jansenist group
- inconsistencies can therefore be identified in his religious policies
- these policies were largely unsuccessful, partly because of Louis' mistakes and clumsy handling of situations

Possible points from recall

Did Louis try to "prevent theological divisions"?

- he acted to suppress non-conformist Catholic groups [Jansenists, Quietists]
- he also tried to bring French Protestants back into the Catholic fold

Was his approach "insensitive"?

- his campaign against Jansenists targeted a group of Catholics who were devout, high-principled and basically obedient to the civil power
- he acted on prejudice that was encouraged by the Jesuits, the enemies of the Jansenists
- he was also unnecessarily suspicious of their political loyalty
- his actions over the extension of the regale were certainly high-handed and insensitive

Was his religious policy "on the whole unsuccessful"?

- he did succeed in getting Jansenism officially banned by the Pope [1705/1713 Bulls] but created much discord and bitterness in the process
- Jansenism survived Louis and only managed to reintegrate some Protestants into the Catholic Church
- his unilateral extension of the regale to the whole of France created a controversy which initiated a long and bitter quarrel with the Papacy, and split the French Church
- in the end he had to compromise with the Papacy and officially drop the Four Gallican Articles but did succeed in practice in extending the regale

Did Louis' dependence on the Pope to enforce his policies "undermine his own authority at home"?

- some leading French churchmen opposed Louis' use of the 1713 Bull because bringing in Papal authority to act against the Jansenists within the French Church clashed with Gallican tradition
- but Louis still effectively controlled the French Church, with his power to appoint the key posts within the Church
- Louis retained the loyalty of the French religious establishment

Conclusion

Source B's analysis is largely but not entirely valid.

The religious nature of monarchy, it could be argued, enhanced rather than hindered the development of royal power and authority of Louis XIV's state.

Most historians would agree with Shennan that Louis' religious policies were insensitive and largely unsuccessful.

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.

Question 3

Compare the different attitudes in Sources C and D as perspectives on the Revocation of the Edict of Nantes. (12)

Source C

Origin

English writer and diarist observing events in France from across the Channel in London.

Purpose

Records in his diary, just a week after the revocation of the Edict of Nantes, his horror at the treatment by Louis XIV of the French Protestants, the Huguenots.

Uses very strong language.

Content

- accuses Louis of being a 'tyrant'
- says he had no reason to revoke the Edict
- describes the ending of Protestant worship in France, with churches demolished, preachers expelled from France, or punished if they stayed
- says French Protestants have been forced to attend Catholic mass
- deplors the '*dragonnades*' where soldiers were billeted on Huguenots and encouraged to abuse them
- refers to the mass exodus of Huguenots to other European countries
- claims nearly all French people disapprove of what has happened

Source D

Origin

French noblewoman moving in the highest social circles, obsessive letter writer, famous for her lively, witty, gossipy letters to relatives and friends.

Purpose

To praise Louis' actions in revoking the Edict of Nantes.

To express her optimism about the successful reintegration of Huguenots into the Catholic Church.

Also uses emphatic language.

Content

- Louis has surpassed all previous kings in the excellence of this action [cf 'Tyrant']
- does not care what methods are used to turn Huguenots into 'good Catholics'
- sees nothing to deplore in Huguenots becoming Catholics without understanding their new faith [cf 'forcing people to the Mass']
- praises rather than criticises the *dragonnades*, because that has helped bring about conversions

Possible points from recall

Most French Catholics would have agreed with Source D

- Louis' persecution of the Huguenots was partly in response to great pressure from the French Catholic establishment

But Louis' policy also had its critics

- some French churchmen deplored the *dragonnades*, and what they saw as blasphemy when Huguenots attended mass unwillingly or ignorantly
- some laymen were very critical too, notably Vauban and Saint Simon
- abroad, public opinion in Protestant countries shared the views of Source C, especially as floods of Huguenot refugees arrived in London, Amsterdam, Berlin
- a torrent of pamphlet literature was published blackening Louis' reputation
- even the Pope was unhappy about the measures used by Louis to eliminate Protestantism from France
- French historians of the enlightened 18th century condemned Louis for these policies
- the euphoric response of Mme de Sevigne is one which meets with little sympathy from modern historians, even those who find much else to admire in Louis

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.

Part 1: Georgians and Jacobites: Scotland 1715-1800

Each question is worth 25 marks.

Question 1

How much more was there to Jacobitism than simply support for the Stuarts?

A Pass answer (13-14 marks) must have picked up the main focus of the question, which is the reasons why people supported the Jacobites. The answer should consider several, though not all, of the following: support for the Stuarts; opposition to the Treaty of Union; Episcopalianism and Catholicism; hostility of the clans of Lochaber to the growth of Campbell power; the unease of many clans at the passing of their way of life; the private ambitions of adventurers of whom Fraser of Lovat is the prime example; the machinations of foreign governments. (This is not necessarily a definitive list). Supporting evidence should be chosen from both the '15 and the '45 at least. A narrative of the rebellions with occasional comments about who supported them would not pass. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would consider most of the above points, with a substantial weight of evidence drawn from all across the period. The structure would certainly go beyond a well-organised list of points to a genuine argument about which were the most important ingredients of Jacobitism. This would inevitably involve some historiographical debate – some of the points suggested here might be considered and rejected – Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would definitely add to the above an awareness that this is a serious problem that has been much debated by historians. Several of the books on Jacobitism include a historiographical essay on this topic. For example Daniel Szechi divides historians of the subject into optimists, pessimists and rejectionists; or Bruce Lenman's *"The Jacobite Risings in Britain"* gives nearly 25 pages of Chapter 6 to examining in detail – and demolishing the idea that there was a "peculiar relationship between the Highlands and the Jacobite cause". Any candidate who has read two major works should have two varying viewpoints to discuss. There will be clear evidence of understanding of the views of different historians.

Question 2

"If eighteenth century Scotland experienced an agricultural revolution, it had less to do with technological changes than with how farming was organised." Discuss.

A Pass answer (13-14 marks) would probably restrict itself to a discussion of the movement for agricultural improvement, but should at least include some reference to different types of agrarian change. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would tackle the issue of how to define an 'agricultural revolution', in addition to a discussion of types of agrarian change. It might also show some awareness of the different experiences of different regions of Scotland and/or sectors of the agrarian economy. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would also offer a definition of 'agricultural revolution' but would produce a more in-depth response. It might discuss, for instance, the chronologies of organisational and technical changes in agrarian economy; demand – as well as supply – side factors, including urbanisation and transport; varying experiences of different regions of Scotland and of different sectors within the agrarian economy (arable, pastoral).

All the standard works candidates are likely to have used – Smout, Devine, Lynch etc – deal with agricultural change. While there is general agreement on the causes, they vary in the weight they give to these. Candidates should be aware of these problems. The best candidates should be able to relate the academic literature to specific points at issue. There will be clear evidence of understanding of different historical interpretations.

Question 3

Did Culloden mark a significant turning point in the history of the Highland economy?

A Pass answer (13-14 marks) would restrict itself to a general discussion of the causes underpinning the transformation of the Highlands, with a broad chronology of economic development in the Highlands. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would attempt a more nuanced and detailed account of the transformation of the Highlands. It might include, for example, some discussion of one or more of the following: post 1745-6 state intervention in the Highlands, the collapse of Jacobitism, and the integration of the Highlands into the British economy (via kelping etc). Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would also address the deeper roots of pre 1745 changes, including tenurial organisation, the long-term decline of clanship, and the commercialisation of the Highlands. There will be clear evidence of understanding of different historical interpretations. The obvious debate is between traditional, more popular, histories that ascribe many of the changes in the Highlands to Culloden and the subsequent legislation and the more judicious work of revisionists such as Allan MacInnes who emphasise longer-term causes. However, Devine's *Clanship to Crofters' War* argues that Culloden did accelerate the changes. Candidates should be aware of the possible range of interpretation, from making Culloden all-important to denying its significance altogether. The ability to make accurate reference to points made by specific historians would be the mark of a very good answer.

Question 4

In what important ways did the Moderates differ from their opponents in the Kirk?

A Pass answer (13-14 marks) would display some relevant knowledge of the Moderates and their opponents, the Evangelicals or Popular party. It would be necessary to mention the issue of patronage. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would develop these insights, with a more specific discussion of the patronage issue and the formation of the Moderate party in the early 1750's. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would also explore the theological outlook of the Moderates and the relationship of the Moderates and their opponents to the Scottish Enlightenment, whether as supporters or critics. There will be clear evidence of understanding of different historical interpretations. The debate over the Moderates hinges on the question of whether they merely took a different tactical line from their Popular and Evangelical opponents on the issue of patronage or whether there were substantial theological as well as ecclesiastical differences between these groups, the Moderates standing in the interpretation as the party of Enlightenment within the Kirk. Very good candidates should engage with these debates, either through the academic literature on the Kirk or relevant discussions on the religious dimension of the Scottish Enlightenment.

Question 5

To what extent did the Scottish Enlightenment depend upon major reforms to Scotland's schools and universities?

A Pass answer (13-14 marks) would restrict itself to a survey of education in eighteenth-century Scotland and of its relationship to the Scottish Enlightenment. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would address more directly the state of Scotland's schools (eg the Academy movement) and universities (the abolition of regenting) and tackle more precisely the question of how this impacted on the Scottish Enlightenment. Credit would also be given to candidates who engaged with other factors which contributed to the Scottish Enlightenment – Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) might deal in a more sophisticated way with these developments, including for example the extent to which the Academy movement acted as a rival rather than a support to the university system or the benefits associated with the old system of regenting or the ways in which a non-meritocratic patronage of system of appointments in the universities could nevertheless reward merit in spite of itself. There might also be greater attention to the asymmetry between a lack of institutional reform and outstanding intellectual achievements. As a consequence, here again credit would be given to a candidate who challenged the assumptions on which the question rests.

The nature of the Scottish Enlightenment and its causes is so multifaceted that every historian who treats of the subject emphasises different aspects. All successful candidates should show some awareness of one or two alternative approaches. One might expect the best candidates to engage more directly with specific interpretations. There will be clear evidence of understanding of different historical interpretations.

Question 6

How much of a despot was Henry Dundas?

A Pass answer (13-14 marks) should be able to balance things about Dundas' rule that were despotic against things that were not. The concept "despot" might not be very well handled, but since all candidates should have come across "the Dundas despotism" they can be expected to cope reasonably. Points to consider on the one hand might be the management of constituencies on behalf of the government and the suppression of radicals after the French Revolution. On the other would be his membership and encouragement of the free-thinking circles of the Scottish Enlightenment. A well supported argument that Dundas was a despot, or vice-versa, without much on the oilier side, should pass. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would show some ability to write with a more precise grasp of how late eighteenth century politics worked – not easy. Plus for example, there would be some detail on how Dundas achieved his extraordinary success as a manager, and out of this would come some conclusions about to what extent his methods in the constituencies were despotic and to what extent they were based on gaining the consent of electors by offering what they wanted – patronage. There would be consideration of the trials of the radicals that did not take Whig propaganda at face value and that had some precise awareness of Dundas' role. The notion that if Dundas was operating with a strong body of support, then that is hardly "despotism", might be investigated; what was the extent and nature of his supporters? Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) should certainly be able to engage in some proper historio-graphical debate. The idea that Dundas was a despot began in his lifetime (one contemporary Gillray cartoon shows him as an oriental potentate) and was reinforced very strongly by the persuasive and readable Cockburn in his *Memorials*. An A-grade candidate should be able to balance this Whig history – which still persists – with the recent revisionism, which is found in MRG Fry's *The Dundas Despotism* and has been summed up very recently by Lenman in *The New Penguin History of Scotland*, where he writes, "It was no despotism. Rather it was an enlightened manipulation of the existing system..." Candidates would not, of course, have to refer to these particular historians by name, but any able candidate who tackled this question would certainly be able to bring the arguments of two or three specific historians to bear.

Marks Scheme

Part 2: Georgians and Jacobites: Scotland 1715-1800

Question 1

How justified was the author of Source A in his assessment of the causes and scale of economic growth in eighteenth-century Scotland? (12)

The candidate offers a structured evaluation of the usefulness of **Source A** in offering a justification of the causes and scale of economic growth in terms of:

Points from the Source

Origin

Contemporary source; from Scotland's foremost economist and a leading figure in the Scottish Enlightenment.

Possible purpose

Book – public pronouncement; sceptical of commonplace exaggerations of growth of Scottish economy and of banks in this process.

Content

Refers to role of banks in recent phase of Scottish economic development, highlighting the tremendous strides made in Glasgow and Edinburgh.

Possible points from recall

- different types of banks
- other factors contributing to success of Scottish economy
- tobacco trade in Glasgow
- links with Chesapeake (but date of publication 1776 and outbreak of American War of Independence)
- Smith's economic theories
- Smith's acquaintance with Glasgow as a former professor there
- Development of detailed comparative information on other business and commercial developments [eg ironworks, canals/transport, mills etc] and the entrepreneurs who established them.

Marks

- 1-3** Vaguely written; not answering the question; minimal explanation; little sense of context; merely redescribing 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, but perhaps lacking analytical sharpness.
- 9-12** Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; ambitious and thoughtful levels of relevant analysis.

Question 2

How valid are the comments in Source B about the political outlook and achievements of the Earl of Islay? (12)

The candidate offers a structured evaluation of the validity of the comments in **Source B** about the politics and achievements of the Earl of Islay, in terms of:

Points from the Source

Origin

Contemporary source from periodical; obituary notice written by Argyll's agent Lord Milton.

Possible purpose

To honour Argyll (Milton's political bias in addition to customary euphemism when speaking of the dead).

Content

Outlines Argyll's character, career, and achievements; draws particular attention to his ministerial status without ministerial office; refers to divisions in Scottish politics in which Argyll took part but also managed to transcend.

Possible points from recall

- Argyll's career
- system of political management
- patronage network
- Milton's career as Argyll's agent in Scotland
- reference to a more cynical view of Argyll- age of sleaze etc.

Marks

- 1-3** Vaguely written; not answering the question; minimal explanation; little sense of context; merely redescribing 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, but perhaps lacking analytical sharpness.
- 9-12** Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; ambitious and thoughtful levels of relevant analysis.

Question 3

Analyse Sources C and D and explain the differences they reveal in the attitudes of late eighteenth-century Scottish radicals to Scottish nationalism and the British state. (12)

The candidate compares the views of the two sources in their attitudes towards Scottish nationalism and offers a structured critique of the significant differences in terms of:

Points from Source C

Origin

Secondary source; contemporary historian's view of Scottish radicalism of late eighteenth century.

Possible purpose

To question assumption that radicals were nationalist in outlook, though they were critical of British state, though in very precise ways which did not touch upon Union.

Content

Discusses attitudes of Scottish radicals to British state, highlighting importance of aristocratic elite rather than specific issue of Union.

Possible points from recall

- Scottish radicals of 1790s
- influences from outside Scotland: American and French Revolutions, Thomas Paine, United Irishmen, British conventions of Friends of the People, Thomas Muir, United Scotsmen
- burgh reform movement
- Dundas despotism
- the scale of popular loyalism in Scotland during the Revolutionary War.

Source D

Origin

Contemporary source; poetry; identify Robert Burns; use of Scots vernacular

Possible purpose

Nationalist; accusation that Union accomplished by bribery; particular denunciation of Scottish elite as traitors to memory of Bruce and Wallace; unbalanced [no suggestion that Scotland has gained from "English gold" within union], but poetic licence.

Content

Review of Scottish history in the light of Scotland's current predicament, namely that Scotland has sunk to a province of England.

Possible points from recall

- apparent inconsistency in Burns' political statements in particular, Burns' sympathy for Stuart/Jacobite cause, but also for democratic radicalism
- Burns' apparent dislike of Hanoverian monarchs, political poetry in support of established order, including Duke of Queensberry
- Burns' career as Exciseman, involvement with British state
- Burns' use of both Scots and English

Marks

- 1-3** Vaguely written; not answering the question; minimal explanation; little sense of context; merely redescribing 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, but perhaps lacking analytical sharpness.
- 9-12** Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; ambitious and thoughtful levels of relevant analysis.

Part 1: The Economic Development of Britain 1820-1880: its Social and Political Impact

Each question is worth 25 marks.

Question 1

Account for the lack of success of trade unions up to 1850.

A Pass answer (13-14 marks) would give an account and analysis of trade union development in the early 19th century – problems of the Combination Acts, awareness that legalisation in 1824 also brought restrictions through Amending Act of 1825, Tolpuddle Martyrs, Agricultural Swing riots, Owen's GNCTU. There would be some effort to explain the attitude of governments and of workers and the rise of alternative distractions [eg Anti-Corn Law League or anti-Poor Law Groups], and Chartists. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would have detailed knowledge of the events cited above and would examine the reasons for government policy at the time – eg fear of worker power in the wake of the French Revolution, anxiety about rising wage rates affecting profit/competitiveness, worries over restrictive practices. Would show awareness of the industries in which unions did develop during this time (engineering, cotton etc) and those, such as agriculture, where they remained very weak. Would examine the reasons for this difference. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would cover the above points in a thorough manner and would examine in greater detail the differences in attitude between the unskilled and the "aristocracy of labour". Would analyse the relationship between political protest of the period and trade union activity and would examine the strength and ability of succeeding governments in imposing their authority. There will be clear evidence of understanding of the views of different historians.

Question 2

Was the Scottish Poor Law less generous than the English Poor Law?

A Pass answer (13-14 marks) will be aware that Scottish and English Poor law legislation was different – dates of major legislation different (1834 & 1845) and Scottish law required sickness as well as destitution for successful applicants. Yet examination of the operation of Poorhouses/ Workhouses reveals very similar circumstances for most of the 19th c. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will provide detailed information about the 1834 and 1845 Acts. Will be aware of differences in organisation – no Unions in Scotland but continuation of the parish system. Scotland seemed to have stiffer qualifications for relief yet was prepared to allow much more outdoor relief. Awareness that in practice the experience of the poor in large urban Poorhouses in Scotland was very similar to that of the poor in England. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will examine the different reasons leading to new Poor Law legislation in both England and Scotland – English anxiety about rising poor rates and pauper numbers; collapse of the Scottish relief system after the Disruption of 1843. Awareness that though the Scots' system seemed more harsh (requiring sickness and destitution) there was no deliberate intention to create a deterrent poorhouse system at first. Yet after 1850 the Scots Board of Supervision encouraged the use of the Poorhouse as a test and conditions for inmates in both countries were very similar. There will be clear evidence of understanding of different historical interpretations.

Question 3

Why was the repeal of the Corn Laws in 1846 such a significant political event?

A Pass answer (13-14 marks) would show reasonable and accurate knowledge of the events surrounding the Corn Laws debate in 1846 and would be aware that more than the Irish Potato famine was at issue here. Some discussion of the free trade arguments of the period should be made and knowledge of the Anti Corn Law League's campaign should be present. The position of Peel and the Tory party may be considered. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would provide accurate information on the events of 1846 and on Peel's actions. It would analyse the benefits and drawbacks of free trade for various groups in British society, would assess the persuasive powers of the ACLL and would examine some of the effects in British social and political life of repeal. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would provide a detailed analysis of the events of 1846. It would examine the growing popularity of economic liberalism and would be aware of class and party division on this matter. The campaigning, organisation and influence of the ACLL would be assessed and the reasons for Peel's decision examined. Political repercussions to the Tory Party and the future economic development of Britain would be analysed. There will be clear evidence of understanding of different historical interpretations.

Question 4

Has the impact of railways on British society been exaggerated?

A Pass answer (13-14 marks) would provide accurate information about the development of the railway network. Contrast between the advantages of rail and the possibilities of other modes of transport (road, canal). Consideration of the way railways enabled goods transport as well as simply passenger movement to develop. Will be aware that other factors (financial and economic change, technical developments) were also important instigators of change. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will give detailed information about railway development. Will consider the indirect effect on employment and on other industries (coal, iron, engineering) as well as directly on goods and passenger movement. Mobility of the labour force and greater variety of goods for sale will be examined. But an awareness of the importance of other factors in causing social change in Britain must be present. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will discuss the above issues and provide accurate detail. Will consider the impact of the railway network on – ending rural isolation; encouraging movement to towns for work; influencing the growth of geographically distinct living areas for middle and working class workers. Will examine the link with new leisure activities and towns – eg holiday resorts. Must contrast these changes with a consideration of other reasons for social and economic change in Britain at the time. There will be clear evidence of understanding of different historical interpretations.

Question 5

Did living standards rise consistently through this period?

A Pass answer (13-14 marks) would provide a basic discussion of the effects of industrialisation on the working class, middle class and those in the agricultural sector. There would be some consideration of the economic peaks and troughs of the period and awareness that movements such as Chartism were closely connected to periods of economic downturn. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would have an accurate knowledge of the performance of the British economy during the period (eg Hungry Forties, Great Depression of the late 1870s) and would be aware that standard of living assessment would have to take into account developments in housing, health, workplace legislation etc as well as wage and price levels. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would be aware of the historical debate on the immiserating effects of industrialisation on the working class. Would explore the whole issue of assessing standard of living – ie that working conditions/hours, public health and housing, food and education levels etc must be considered as well as prices and wages. Would give some attention to the situation of the middle and upper classes and not the working class alone. There will be clear evidence of understanding of different historical interpretations.

Question 6

How far did a financial revolution underpin the economic development of Britain between 1820-1880?

A Pass answer (13-14 marks) must provide an account and analysis of the economic development of Britain during the period – especially the expansion of textiles, metal trades, railway construction; growing dominance of steam power; larger scale of production. Will show that these changes required more capital investment and will give information on banking changes, especially the development of joint stock banking. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will give more detailed information on the changes in the British economy during the period – will describe inventions requiring larger scale investment and show reasonable knowledge of the limited sources of lending and instability of smaller banks in the early 19th c. Will be aware of changes allowing joint stock banking in England from 1825 (and that this had always been a feature of the financial landscape in industrialising Scotland). Will analyse the emergence of new industrial entrepreneurs and examine the wider investment by the public eg in railway shares in the 1830s and 40s. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will analyse the major economic changes of the period and will compare the move from the 18th c model of cottage industry to the mid 19th c development of large scale industrial enterprises. Will show how the provision of capital moved from smaller family/kinship groups and private country banks to large joint stock banking firms. Knowledge of the legislation of 1825 and 1844 to encourage and regulate these banks. Will examine the growth of share holding in Britain. There will be clear evidence of understanding of different historical interpretations.

Marks Scheme

Part 2: The Economic Development of Britain 1820-1880: its Social and Political Impact

Question 1

How far does Source A explain the difficulties in securing public health in the nineteenth century? (12)

Points from Source

Origin

A primary source from the government's public health expert, Sir John Simon in 1865.

Possible purpose

An official report summarising the findings of the Medical Department and suggesting future action. Clearly an intention to press the government to take further legislative action on public health.

Content

Simon objects to the choice that may still be exercised by Local Authorities – to take action or to do little about public health. He advocates new laws to stipulate compulsory action by these authorities. His language is humble and persuasive ("venture to submit") suggesting the need to convince possible opponents amongst MPs. He ignores the merit of individualism/choice and gives a powerful definition of the real effects of such choice (it allows authorities to decide "whether that place shall be kept filthy or not"). Simon clearly recognises the difficulty of persuading free trade/individualist MPs of the value of compulsory action and though he avoids confrontational language, he opts to emphasise the horrific results of inaction.

Points from recall

Though the source does indicate the difficulties in making public health legislation comprehensive and compulsory against a background of government individualism, it does not deal with all important issues.

- It gives only the most general description of public health problems of the period. Detailed knowledge on the infectious diseases and the very high death rate of the period would probably be provided.
- Growing evidence developed during the 19th c to suggest a close link between dirty and overcrowded living conditions and infectious diseases – eg Chadwick's Report of 1842. But while this seemed to argue for further intervention, medical opinion on the matter was not at all clear even by 1865 – Lister was currently doing highly controversial experiments into antiseptics in Glasgow at the time.
- Knowledge of background legislation on public health, especially of the 1848 Public Health Act, will show how unwilling governments had been to insist on compulsory action by localities.
- Candidates may refer to specific public health issues and events, the 'big stink', 'the impact of Cholera, *Times*' view on right not to be told to be clean, setting up of local improvement committees.

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; a basic sense of context, but lacking clear structure; points made randomly, indicating little real grasp of the subject.
- 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.

Question 2

To what extent does evidence such as that contained in Source B illustrate the arguments over legislation affecting women and children at work? (12)

The candidate provides an assessment of the extent Source B's ability to illustrate all arguments over women's/children's legislation in terms of:

Source B

Origin

Primary source, Account of working experience of female underground worker recorded by the Children's Employment Commission in 1842.

Possible purpose

A Royal Commission was appointed by the government to collect evidence about a current problem and recommend future government action. Therefore, clear intention to show how bad life really was for female mine workers so as to justify legislative intervention.

Content

Describes the hardship of female work in mines; work continuing in pregnancy and close to delivery; the need for assistance from children because the women are so exhausted by their work.

Points from recall

- The nature of the evidence presented in Royal Commission Reports may be questioned. No effort to provide balance or thorough objectivity; many anecdotal accounts with dramatic effect.
- Conditions for men working underground were just as miserable, yet they were not helped by protective legislation. Men were deemed to be free individuals who could look after their own interests, while women (and children) were not seen in that way.
- Source B gives no sign that work in the mines was relatively lucrative at the period nor that few other sources of work were available to these women. The source does not show that there was considerable resistance to the exclusion of women and children from workplaces for this reason.
- There is no sign in the source of the strong arguments made by many employers to the effect that their profits and competitiveness would be ruined if the work of women and children were to be limited by statute.

Conclusion

The evidence in the source voices much of the argument of the period. There can be no doubt of the hardships of underground work but the exclusion of women and children there and in factories was based on assumptions about their weakness and unsuitability and it did not always produce direct benefit for them.

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; a basic sense of context, but lacking clear structure; points made randomly, indicating little real grasp of the subject.
- 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.

Question 3

Compare the views offered in Sources C and D as perspectives on the role of the Chartist leader Feargus O'Connor. (12)

Origin

Source C – is an (old) secondary source, dating from a 1918 history of Chartism

Source D – is from a modern historian (1982)

Possible purpose

Both wish to clarify the role of Feargus O'Connor but each has a very different standpoint.

Content

The two sources differ markedly:

Source C

Emphasises O'Connor's temperamental problems and gives emotive, judgmental description of his personality and actions (he was "unreliable"; his speeches were "clap trap"). The personal difference between O'Connor and the other leaders are seen as central to the weakness of Chartism.

Source D

Downplays the importance of personality and suggests that O'Connor was more active in genuine political work than has been usually accepted. Concludes that his great popularity was the result of his valuable work and not just a response to his charisma.

Points from recall and comparison

- Historiography of Chartism – early works from Gammage onwards were very critical of O'Connor while reappraisals from the 1960's onwards look at more than personal antipathies. Epstein is one of the latter. This is the key area. Candidates should be able to get involved in a discussion of the changing views of historians on O'Connor's significance and reputation.
- Later historians have access to much more research evidence eg about Chartism, about the importance of class etc while Hovell relied mainly on the autobiographies of Chartists themselves and on Chartist newspapers so is likely to opt for a more personal explanation of the movement.

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; a basic sense of context, but lacking clear structure; points made randomly, indicating little real grasp of the subject.
- 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.

Part 1: "The House Divided": USA (1850-1865)

Each question is worth 25 marks.

Question 1

"An armed truce". Discuss this view of the effects of the Compromise of 1850.

A Pass answer (13-14 marks) would take the question at face value. There will be discussion of why Compromise was necessary in 1850, with the application of California to become a state of the Union. There will be presented evidence on the attitudes of both the North and South to the issue and detail on how Compromise was reached (from Clay's omnibus measure to the work of Stephen A Douglas). The candidate will make some attempt at analysis of the quotation. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would, in addition, feature more on the consequences of the Compromise than on the causes. Focus here will be on the medium to long term results. Features may include the personal liberty laws passed in the North in response to the operation of the new Fugitive Slave Law. Discussions may ensue as to the effects the Compromise had on each side's perception of the other during the 1850's, with the resultant build-up of tension between the two. Some reference to the political impact – demise of the Whigs and the appearance of the Republicans is expected. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would take as a starting point, the quote from McPherson. Features would include the failure of the Nashville Convention and the lessons taken from this by South Carolina in particular. Reasons for Northern opposition to the Compromise would be discussed, featuring the development of sectional politics with the appearance of the Republican Party. There will be clear evidence of understanding of the views of different historians. These may include Holden Reid, McPherson, Brock, Parish et al over the effects of the Compromise.

Question 2

To what extent were the sections divided into an "agricultural" South and an "industrial" North during the 1850's?

A Pass answer (13-14 marks) will accept the premise of the question. There may be statistical evidence to suggest that this was the case, quoting outputs from both sections during this decade. Mention will be made of the lack of industrialisation and urbanisation in the South, due to the self-sufficiency of the plantation regime, and the comparative progress in both these areas in the North. Reference may also be made to the dominance of the North in the service sector of the economy. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) may challenge the question's accuracy. In addition to the above, there will be an attempt at balance, especially in relation to the North. Quantitative evidence will show that the North was overwhelmingly rural and agricultural during this period, despite the existence of large urban centres of population. The difference between the two sections will be explained by the North's potential to industrialise with the exploitation of her natural resources and her pressing need to develop a transport infrastructure to carry this forward. Greater account will be taken of different historical background interpretations.

A Very Good answer (18+ marks) would show that the question is not accurate. In addition to the above, the candidate may show an awareness of the qualitative differences between North and South but that the two sections had much in common in terms of their 'agriculture'. The candidate may well argue that this was the Southern view of the situation in the ante-bellum period. The candidate may also claim that, despite its rural base, the South was in fact leading the US economy at this time, by reference to average rates of pay, the impact of cotton and tobacco growing on gross domestic product and the income generated for the US in international trade of these two commodities. There will be clear evidence of understanding of the views of different historians. These may include reference to the views of Beard, Potter, Thomas and Roland.

Question 3

Discuss the view that the main cause of the war was the political failure of a "blundering generation".

A Pass answer (13-14 marks) will discuss how the "blundering generation" of Douglas, Davis, Rhett, Buchanan, Lincoln et al contributed to the outbreak of the war in 1861. Mention will be expected of other reasons advanced for the conflict, such as social incompatibility, economic causes of tension between North and South, a constitutional interpretation of the war and the issue of slavery extension. The candidate should reach an appropriate conclusion, taking into account all of the evidence. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would, additionally, feature interpretation of the above and an attempt will be expected to place the question in a wider historical context, with reference to issues such as abolitionism. The impact of western territorial expansion and the argument over slavery extension will also be addressed. There would be some discussion of the idea of an 'irrepressible conflict'. [Seward] Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would discuss the quote as part of the evaluation of the causes of the war. The candidate might argue that politics was now in the hands of a younger generation of politicians, with less experience and less willing to compromise, following the deaths of Clay, Webster and Calhoun. There may be wide-ranging analysis of the views of Randall (revisionist historian, seeking to remove issue of slavery from causes of war and leading proponent of the 'blundering generation' thesis), Beard, (economic differences between North and South led to collision between the two competing forces), a critique of the revisionist school of historiography (seeking to explain what did not happen ie peace and compromise, whilst trying to explain away what did happen, the outbreak of war) Nevins (the moral issues of slavery) Foner (the ideology of the Republicans at variance with Southern values) and others. Whatever; there will be clear evidence of understanding of the views of different historians.

Question 4

How effective was the leadership in the North and South during the Civil War?

A Pass answer (13-14 marks) will take the question at face value. Candidates may focus on just the military leadership and can get full credit from this approach. Alternatively, candidates may broaden their focus to three main areas – military leadership; political leadership and the leadership provided within the states during the war. Some comparison between McClellan, Hooker and Grant on the one hand and Lee, Longstreet and Johnston on the other should be included. Political leadership will centre on the role of Lincoln – pragmatic, flexible and with the common touch – and Davis – stiff, dry and inflexible. An assessment of their joint roles as President and Commander-in-Chief would be expected. The issue of conflict between state and national governments could also be cited. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would develop the above themes in greater depth. Examples of effective leadership by the military (eg Lee at Chancellorsville or Grant at Vicksburg) would be assessed and criticism of the leadership qualities of the generals expected. Similarly, the candidate could make a direct comparison of the leadership of Lincoln (eg the Emancipation Proclamation, reconstruction) and Davis (the draft, use of impressments and taxation) and assess how the leaders impacted on their respective populations. Specific examples of the centripetal tendency of the Federal government in the North and the states' rights controversy in the South should be explored. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) may argue that leadership was vital to the success of the war effort. Links between military and political leadership would be established and a critique of both would be developed. Candidates should show awareness of the views of historians such as:- Liddell Hart on Sherman (total war against South), Fuller on Grant and Lee (former under-estimated, the latter limited strategic and political objectives); McKittrick (unity of Lincoln's Cabinet versus divisions in the South); Monaghan (Lincoln a consummate politician); McPherson (Lee cost South dear in battle losses); Jones and Connolly (divisions in South over defence of East v West); Escott (Davis ignored problems of the ordinary people); and Potter (if North and South had exchanged Presidents, South might have gained their independence).

Question 5

Assess the challenges facing the Union in 1864.

A Pass answer (13-14 marks) may deal with the question either thematically or chronologically. Either approach is valid. The candidate may explain why the Union thought 1864 would see the end of the war – Northern military successes in 1863; increasing preponderance of all material and numerical superiority etc. Challenges would include military aspects – Grant's all-out offensive against the South, and the need for a draft; political – the presidential election and the issue of reconstruction; social – the impact of the Emancipation Proclamation and the human cost of the war. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would, additionally, further develop the above into an assessment of how the Union was waging the war in 1864 and the referendum on her redefined war aims which would come as a result of the presidential election. The impact of the war and its direct correlation to the political process would be developed – as would the tension within the Republican Party over reconstruction; Lincoln's veto of the Wade-Davis Bill and the Wade-Davis manifesto. The continuing effect of the Emancipation Proclamation would be explored along with opposition to the war in the form of the Copperhead faction within the Democratic Party. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) may take the view that the main challenge facing the Union in 1864 was the presidential election and see the other points above as factors contributing to this. The approach would be thematic – Lincoln's nomination and platform; the fortunes of war as a barometer of likely Republican success; the infighting over Reconstruction; the nomination of McClellan and his platform; the change in the fortunes of war and its impact on politics. Candidates may refer to the long term results of 1864 with reference to the acceptance by the North of the need to fight on to the end; the 13th Amendment etc. Candidates may offer the views of McPherson (Union fighting for duty and patriotism), Bell Wiley (no dominant ideology as a motivational force), Hesseltine (triumph of federal over state governments), McKittrick (two party system as way of managing conflict in the North); T Harry Williams (division between moderates and radicals in Republican Party); Donald (critic of Williams, arguing latter had exaggerated divisions with Republican ranks).

Question 6

How important was the issue of civilian morale in the defeat of the Confederacy?

A Pass answer (13-14 marks) would discuss the issue of civilian morale as part of a general discussion on the reasons for Southern defeat – military; political; social; financial and diplomatic. The answer will deal more with generalities than with specifics. Reference may be made to Southern assumptions about the fighting abilities of their men compared with the North. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would, additionally, tease out the above themes and may challenge the whole idea of the 'Solid South'. The debate about Confederate strategy (offensive versus defensive), the disputes between Davis and his Cabinet and the Southern governors and the failure of the Confederate government to win the hearts and minds of its population will also feature. There would be more discussion of the issue of states' rights as a cause of defeat as well as the failure of Southern diplomacy. Assessment of the financial effects of the war (inflation) on Southern will to resist may also be included. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would take the question as a starting point for a detailed critique of the reasons for Southern failure. The candidate may well argue that the South was caught in a trap of its own making regarding its ability to withstand punishment over a period of time (the Solid South) and the superiority of its farm soldiers over the North's factory soldiers. There will be clear evidence of understanding of the views of different historians. These may include reference to the accounts of Davis and Stephens and some other primary works (Chestnut's diary) as well as the interpretations of Roland, Thomas, Stamp, Donald (died of democracy) Owsley (states' rights), Gallagher (Southern morale held up well right to end of war and defeats like Gettysburg actually united the South behind the war effort) and Boritt.

Marks Scheme

Part 2: "The House Divided": USA (1850-1865)

Question 1

What light does Source A throw on the attitude of Lincoln to slavery? (12)

The candidate offers a structured evaluation of the extent to which Source A explains Lincoln's attitude towards slavery in terms of:

Points from source

Origin

Contemporary source from leading Republican politician in Illinois.

Purpose

To define differences between Republicans and Democrats on the issue of the expansion of slavery.

Content

Failure of popular sovereignty to end slavery agitation.

Belief that US cannot remain half slave and half free.

Expectation that US will cease to be divided.

Possible points from recall

- Lincoln's personal view on slavery; opposed it but not an abolitionist
- indicative of pragmatic approach to be adopted to issue of slavery after 1861 – actions on slavery only to benefit the union
- details of popular sovereignty
- effects of "bleeding Kansas" on Northern opinion
- implications of the Dred Scott decision
- belief in the 'Slave Power' conspiracy
- Lincoln's own political ambitions
- The Lincoln-Douglas debate

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; 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.

Question 2

What do Sources B and C reveal about differing interpretations regarding Confederate foreign policy? (12)

The candidate offers a structured evaluation of the extent to which Sources B and C offer differing interpretations on Confederate foreign policy in terms of:

Points from Source B

Origin

Primary source from a leading pre-Civil War Southern politician and supporter of 'King Cotton'.

Purpose

Propaganda to show the need for Southern cotton on a worldwide basis. To illustrate the importance of the South to the US economy.

Content

Southerners have become rich due to investment in cotton and other crops. Slave-holding South is now the most important power in the world. No country would dare defy the South and its cotton crop.

Possible points from recall

- Southern assumption of support for her cause
- Alleged support amongst upper classes of Britain and France
- Use of cotton as a negotiating point with North

Points from Source C

Origin

Modern secondary work based on recent research.

Purpose

To explain why South's cotton diplomacy failed.

Content

Southern belief in support for her cause.
World demand for cotton.
Idea inappropriate in world of Realpolitik.
Britain and France not impressed by Confederate diplomacy.

Possible points from recall

- Failure of France to act unilaterally
- French Mexican adventure
- Calculations of national self-interest
- Failure of cotton embargo
- Success of Northern diplomacy eg role of Charles Francis Adams in London
- Influence of Lincoln on Seward

Awareness of the views of Owsley (King Cotton diplomacy), Rowland (exertion of wrong pressure at wrong time), and Boaz (profit and patriotism) could also be included.

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; 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.

Question 3

How valid are the comments in Source D about the Northern conduct of the war? (12)

The candidate offers a structured evaluation of the extent to which Source D offers a valid explanation of Northern conduct during the war in terms of:

Origin

Primary source from commander of the Army of the Potomac to his Commander-in-Chief.

Purpose

To advise Lincoln on the political conduct of the war.

Content

Need to guarantee property rights.

Need to guarantee/respect civilian rights.

Advising Lincoln not to take any rash action over the slavery issue.

Possible points from recall

- antagonism between Lincoln and McClellan over conduct of the war
- political differences between two men
- differences over the nature of the war: war between professional forces with no political interference
- differences over the purpose of the war: McClellan's limited view of defeat of Confederate forces; Lincoln – war to preserve the union

Conclusion

Bias of author detracts from validity of comments.

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; 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.

Part 1: Japan: From Medieval to Modern State (1850s-1920)

Each question is worth 25 marks.

Question 1

What were the main obstacles to Japanese modernisation in the mid nineteenth century?

A Pass answer (13-14 marks) will give an account and analysis of some of the main obstacles to modernisation, to reach a basic conclusion. Reference to caste divisions, the lack of social mobility, the low status of merchants, bakufu attempts to exercise control and hostility to foreigners should be made. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will analyse the 1850s competently, showing a clear understanding of the caste structure, lack of social mobility, merchant status, samurai status and their view of honourable fighting methods, the rice-based economy, lack of foreign trade and attitudes to foreigners, the nature of the bakufu and its relationship with the daimyo. Awareness of changes will be evident to reach a sound conclusion. Greater account will be taken of different historical interpretations.

A Very good answer (18+ marks) will be as for a good answer, but will analyse the 1850s fully, showing detailed understanding of obstacles to modernisation and of historians differing interpretations. The role of beliefs in society will be referred to and awareness that society was not wholly static will be evident.

Question 2

How can the Samurai class's abolition of its own privileges during the Meiji Revolution be explained?

A Pass answer (13-14 marks) will provide an account and analysis of the actual abolition of samurai privileges and will explain this abolition in limited terms. The answer will include some reference to the impact of the shock of Western powers' arrival and to the appreciation by the leading anti-Tokugawa clans of the nature of those societies and of the need for social change in Japan too. Some account will be taken of historical interpretations.

A Good answer (15-17 marks) will make appropriate and accurate reference to the detail of the ending of samurai privileges within an answer that focuses primarily on explaining why this happened. The explanation will deal soundly with the impact on clan leaders of the arrival of Perry and subsequent foreign forces and of the ways in which clan leaders developed an understanding of the nature of technologically superior societies. The answer will touch on the changes already underway in pre-Meiji Japan and on the way in which the samurai retained power in the later nineteenth century. Greater account will be taken of historical interpretations.

A Very Good answer (18+ marks) will draw upon knowledge of the ending of samurai privileges in a well argued explanation of why this happened. The explanation will discuss and evaluate possible reasons including pre Meiji developments, samurai knowledge of Western societies and the effect of the impact of Western powers. The explanation will demonstrate understanding of the retention of power by ex-samurai despite the ending of privileges and consider the importance of the samurai power lying in warrior status and in office holding rather than in land ownership. The candidate will demonstrate a clear understanding of the views of different historians.

Question 3

How crucial was the role played by the government in the industrialisation of Japan in the second half of the nineteenth century?

A Pass answer (13-14 marks) will demonstrate some awareness of the need for government action given the effects of the Unequal Treaties. A number of examples of government activities will be indicated such as the stimulus to and eventual control over railways; the telegraph and telephone service; the setting up of textile mills; the support given to iron and steel and ship building. Some attempt will be made to place these activities in context and to note the late nineteenth century development of large-scale industries. Some account will be taken of historical interpretations.

A Good answer (15-17 marks) will show an awareness of signs of pre Meiji industrial development and will soundly survey the key areas in which government activity played a major role in the nineteenth century. The importance of the government's actions will be competently discussed and will demonstrate the problem Japan faced given the impossibility of enacting a tariff wall plus the need for investment, foreign skills and the development of an infrastructure in which industries could flourish. The shift in policy from the 1880s will be noted. Greater account will be taken of historical interpretations.

A Very Good answer (18+ marks) will effectively focus on the issue in the question, showing an excellent understanding of the industrial and infrastructure areas where the government was active and discussing the wider context of the relevance of social, educational and imperial policies. An appreciation of the value of the Tokugawa legacy will be evident as well as an understanding of the problems posed by the inability to pursue a protectionist policy and the need for foreign skills. There will be clear understanding of the views of different historians.

Question 4

"It was above all a desire for economic security that motivated Japanese imperial expansion up to 1910." Do you agree?

A Pass answer (13-14 marks) will demonstrate an adequate knowledge of the growth of the Japanese empire including the Ryukyu Islands, South Sakhalin, Taiwan, the Liaotung Peninsula and economic privileges in Manchuria. The motives for this expansion will be discussed in acceptable but somewhat limited ways in terms of Japan's need for markets and raw materials; economic motives will be set against at least one other factor such as fear of an expansionist Russia. Some account will be taken of historical interpretations.

A Good answer (15-17 marks) will focus on the reasons for the expansion of a Japanese empire, distinguishing between the different stages of that expansion. An appreciation of Japan's need for markets, for raw materials and for possible areas for emigrants to settle in will be weighed against several other factors. These other factors should include at least two from; the desire for prestige; Japan's view of Korea; concern over the possible consequences of Chinese weakness and instability; fear of Russian expansion; the desire to be rid of the unequal treaties. Greater account will be taken of historical interpretations.

A Very Good answer (18+ marks) will focus very effectively on the issue in the question, demonstrating excellent understanding of the stages of imperial growth and of the possibility of varying motives for it. The Japanese economy's needs at the time of rapid economic change will be evaluated as a motive along with the other various motives that led to imperial expansion, in order to reach an appropriate conclusion. There will be a clear understanding of the views of different historians.

Question 5

Why did left wing political movements meet with so little success in early twentieth century Japan?

A Pass answer (13-14 marks) will demonstrate a basic knowledge of the Japanese constitution, the role of the Emperor and the limited scope available for the political parties. The powers of the Home Affairs and the Police and their treatment of political demonstrations will be noted. Some knowledge of the coming Socialist organisations will be evident along with the responses to this development by the authorities. The candidate will refer briefly to the wider context of the Japanese working population and the proportion in it of peasantry. Some account will be taken of historical interpretations.

A Good answer (15-17 marks) will demonstrate a sound knowledge of the development of unions and socialist movements and of their treatment by the authorities including changes in the period marked by the coming of the Hara Kei government. The problems posed by the nature of the constitution and the prestige of the Emperor will be competently covered. The candidate will not only consider the hostile context in which left wing movements operated but also the lack of major support from the Japanese population given the size of the peasantry, the nature of many industrial operations, attitudes to women and the educational and religious influences. Greater account will be taken of historical interpretations.

A Very Good answer (18+ marks) will demonstrate a full knowledge of socialist and union organisations and of the events that indicate their lack of success. There will be an effective discussion of the constitutional context, the lack of female franchise, the powers reserved for the Emperor and the position of the armed forces. The very limited support afforded to left wing movements will be skilfully discussed in the light of the structure of Japanese society and the values developed by religions and by the educational system. There will be clear understanding of the views of different historians.

Question 6

To what extent did Japan benefit from the First World War?

A Pass answer (13-14 marks) would be aware that Japan joined the conflict on the winning side, acquiring Germany's Chinese sphere of influence in Shantung, extending its control of Manchuria and its overall influence on China and the Twenty One Demands in 1915. It would also be aware that Japan emerged on the winning side in 1918 virtually as a non combatant and without having incurred any of the costs of the war, unlike Britain and America. The war also confirmed Japan's position as a westernised nation when she participated in the Versailles Peace Conference. Some account will be taken of historical interpretations.

A Good answer (15-17 marks) would add that after 1915, Japanese industry underwent considerable expansion because it was able to capture markets from European powers actively involved in war. It would give examples of this, such as the Indian market for cotton goods that had been dominated by Lancashire producers before 1914. There would also be some account of the expansion of other Japanese industries besides textiles, for instance ship-building and heavy engineering. Greater account will be taken of historical interpretations.

A Very Good answer (18+ marks) would be aware that although there were benefits there were also some costs. The international economy was very unstable after the war and Japan was forced to trade in a very uncertain political world. It would also be aware that a lot of the growth that had taken place had only been possible because of the absence of competition and that on the return to peace Japanese industry suffered severe dislocation. In addition, not all workers had benefited equally as wages had not risen as fast as prices and high food prices led to Rice Riots in 1918. In addition Japan's Twenty One Demands on China in 1915 were interpreted by the West as an attempt to bring China under its control. There will be clear understanding of the views of different historians.

Marks Scheme

Part 1: Japan: From Medieval to Modern State (1850s-1920)

Question 1

How far do the attitudes in Source A represent a typical western perspective on relations with Japan? (12)

The candidate should offer a structured explanation of **Source A** as a summary of the West's view of mid-nineteenth century Japan after its more than two centuries of strict national seclusion, in terms of:

Points from the source

Origin

From *The Times*, which was published in London and was the West's most important opinion-forming national newspaper.

Purpose

To inform and warn a Western readership, which included among its number the most powerful and influential, of important international events.

Content

Refers to the proposed expedition of Commodore Matthew Perry's black ships to Japan in 1853. The extract makes indirect references to earlier attempts by another Asian country, China, to refuse any contact with the West. Stresses the likely military superiority of the West. Sees Western civilisation as superior to Oriental civilisation.

Possible points from recall

- Japan had long been isolated and had so far declined to have any formal contact with the West
- there had been friction over the Japanese treatment of shipwrecked Western sailors and its refusal to supply fuel to coal-burning merchant ships
- there is evidence of Western arrogance and hypocrisy in the presumption that it had the right to make contact with Japan regardless of the wishes of that country
- this was a time when the West strengthened its imperial control over the whole of Asia. As the industrial revolution gathered momentum, the search for foreign markets accelerated
- Great Britain, well on the way to becoming the 'workshop of the world', was steadily expanding into Asian markets such as India, where the British East India Company had control, and China, where British merchants traded manufactured goods legally and opium illegally.
- all that the West required was increased commercial contact because it believed this would benefit both parties
- there was some rivalry between the Western nations over who would be the first to establish relations with Japan and obtain commercial benefits from doing so
- here the doctrines of free trade and economic liberalism are being used to justify gunboat diplomacy
- there were no public voices in the West raised in opposition to this policy, even the religious lobby which had undertaken missionary activities in China would see benefits from the change of spreading Christianity to a fresh country

- the Japanese had been aware there was a threat from the West since the 1790s. Scholars, officials and feudal lords debated how best to deal with this and although most were sure the West was probably up to no good there was no consensus on how best to respond to their predatory advances.

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 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, but perhaps lacking analytical sharpness.
- 9-12** Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; ambitious and thoughtful levels of relevant analysis.

Question 2

How much does Source B reveal about the progress of political reform by the 1880s? (12)

The candidate should be able to provide a clear understanding of **Source B** as a stage in the complete process of Japanese constitutional reform that started after the Meiji Restoration of 1868 in terms of:

Points from the source

Origin

The candidate should realise this is an extract from a detailed piece of constitutional legislation drafted by the Japanese government and was one of the final parts of the process of political reform.

Purpose

To set out the qualifications of those who could elect representatives and be elected as representatives to the lower house (or House of Representatives) of the Japanese parliament.

Content

Refers to the age, sex, property, and residence qualifications necessary to be able to vote. It also establishes the age, sex, property, and residence qualifications of those who are eligible to stand as candidates for parliament. The Imperial household is specifically excluded from participating as candidates in the elections.

Possible points from recall

- the members of the upper house (the House of Peers) were chosen by different arrangements
- this was a bicameral parliament (known as the Diet)
- the constitution was not fully democratic as it did not grant universal suffrage
- women were specifically excluded from voting or standing as candidates
- the property qualification meant that when the first election was held in 1890 the lower house was chosen by those paying taxes of 15 yen or more – some 450,000 or only about five per cent of the adult male population
- the similar qualifications for voters and candidates meant that only middle class Japanese males participated
- by international standards of the 1890s the Japanese election rules were not particularly restrictive
- the constitution also safeguarded a whole series of popular rights such as the freedom of the press and political expression 'within limits not prejudicial to peace and order'
- other features of constitutional reform included: cabinet government; the Emperor as head of state; the new education system; a modern civil code.

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 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, but perhaps lacking analytical sharpness.
- 9-12** Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; ambitious and thoughtful levels of relevant analysis.

Question 3

Compare the different perspectives on Japan's progress since 1850 provided by Sources C and D. (12)

Points from the sources

Origin

The candidate should appreciate that Source C is a contemporary piece of jingoism published after Japan's successful war with Russia. Source D is mainly comment by present day historians on the internal state of Japan at the end of the First World War, supplemented by a quotation from a 1918 newspaper.

Purpose

Source C is a piece of propaganda meant for foreign consumption, and Source D states that uncertainties and anxieties felt inside Japan at the end of the First World War.

Content

Source C is an extremely optimistic statement of the success of Western reform. Source D contrasts the earlier optimism of 1905, or thereabouts, with the pessimism generated by the civil disorder in 1918. Whereas Source C stresses national unity, Source D places strong emphasis on the political and class divisions of Japanese society.

Possible points from recall

Source C

- after the Russo-Japanese war the yardstick used to measure the ultimate efficiency of reform was military success against a Western power, which confirmed Japan's acceptance as a modernised state
- this source reports the triumphant outcome for just one aspect of Japan's modernisation – the successful reform of its army and navy
- the modernisation of its armed forces was part of a total package of reforms designed to put Japan on a par with all Western nations
- this victory is not the only evidence of Japan's enhanced international reputation, as she had already got Western powers to agree to renounce the humiliating conditions of the unequal treaties imposed on her in the 1850s. On 1 July 1899 the extraterritorial provisions of these treaties were ended and new tariff levels on foreign trade were agreed. However, the national unity represented in Source C can be questioned as there were still strong class divisions within Japanese society, which become apparent in Source D

Source D

- after the establishment of the Constitution in 1889 the first political Japanese parties appeared, and the parties not in power adopted confrontational tactics versus the party of government
- the growth of more open class divisions was marked by the foundation of the Social Democratic Party in 1901 and various socialists' espousal of Marxist socialism and anarcho-syndicalism
- in 1911 the whole socialist movement was outlawed when some socialists were discovered in a plot to assassinate the Emperor
- however, these are seen as the forces at work behind the outbreaks of disorder reported in Source D
- social discontent was promoted by harvest failure in 1918 and because Japan's industrial workers were badly affected by inflation in the First World War
- the rice riots were triggered because wages did not keep pace with food prices
- the *Osaka Asahi* was the daily newspaper for Osaka, which was Japan's leading industrial city
- the 'dreaded final judgement' in Source D is a reference to the establishment of communist government in Russia following the Revolution of 1917 and the overthrow of the Tsarist regime
- the riots in Japan brought about the downfall of the Terauchi cabinet in 1918, and the final end of rule by oligarchs and the start of party rule
- the contrasting tone of the two extracts is all the more remarkable as Japan won the Russo-Japanese War and was also on the winning side at the end of the First World War
- in 1914 she had seized Germany's Chinese concessions and had earned substantial profits by 1918 from supplying markets that had been abandoned by the West

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 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, but perhaps lacking analytical sharpness.
- 9-12** Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material; ambitious and thoughtful levels of relevant analysis.

Part 1: Germany: Versailles to the Outbreak of the Second World War

Each question is worth 25 marks.

Question 1

Were the revolutionary events of 1918-1919 in Germany simply a result of military defeat?

Candidates might be expected to discriminate between:-

The pre conditions of revolution

- deep fissures existed in German society in 1914, the Kaiser's failed attempt at creating a civil truce, [Burgfrieden] with social and political conflicts put on hold.
- But "War did little to resolve the domestic strains" (M Fulbrook)
- Impact of total war in heightening social tensions
- *acute economic distress (eg inflation)
- urban unrest; hunger and flu
- efforts of the far left to heighten political consciousness [USPD and Spartakists].
- Impact of events in Russia 1917

The 'revolution from below'

- 31st October Kiel mutiny
- Nov. wave of political strikes – emergence of the soviets
- 8th November – Eisner proclaims Socialist republic in Bavaria
- 9th November – Republic proclaimed with Ebert interim chancellor
- * the frozen revolution
- 10th November – the Ebert-Groener pact cuts the cloth of the new republic's garments
- 11th November – armistice signed
- 15th November – Stinnes-Legien agreement: considerable concessions to organised labour
- January 1919 – Spartakist revolt brutally suppressed
- 19th January 1919 – elections

The precipitants of revolution

- the failure of the Easter offensive
- the failed gamble of victory made by High command
- 8th August 1918 'The black day of the German Army' [Ludendorff]

The 'revolution from above'

- frantic manoeuvrings of the High Command
- 29th September - the warlords recommend a new civilian government and an armistice
- 30th October - Prince Max's damage limitation exercise begins. Attempt to broker a peaceful transition to civilian rule

Candidates' reading on this area will be anything from the *Diaries* of Count Harry Kessler to the pioneering English language scholar A J Ryder, through to recent histories of Germany such as the work of Burleigh. A multitude of sources exists, enabling students to organise and prioritise the sorts of factor outlined above.

The emerging consensus might be that although it is labelled 'The November Revolution', there was no romantic German version of the storming of the Winter Palace, no collapse of capitalism; rather '*a weakening of the state power due to military defeat*' [A J Ryder].

A Pass answer (13-14 marks) should display a coherent understanding of the timescale of events and be aware of the peculiar features of the revolution, of its anti-war rather than anti-capitalism thrust. Such answers will be aware of key features such as the role of the High command and of spontaneous rank and file rebellion, but analysis may be uneven. Some account will be taken on different historical interpretations of the German revolution.

A Good answer (15-17 marks) will display the features of a pass answer but with deeper, more consistent knowledge and understanding evident of the discrete features of 1918-1919. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will weld narrative with historical analysis, displaying knowledge and understanding in depth of the contradictory features of the German Revolution, the revolutions from above and from below and their causation. Such answers will be written with fluency, articulacy and balance. There will be clear evidence of understanding of the views of different historians.

Question 2

To what extent did the new Weimar Republic succeed in reforming German social and political life between 1919 and 1923?

All candidates should recognise that the initial years of the Weimar Republic marked a period of substantial reform of German society and politics, this in spite of the many difficulties in which the infant Republic found itself. At the same time, candidates should show a keen awareness of those difficulties, and an appreciation of the extent to which they ensured some measure of continuity from the Imperial to the Weimar periods.

The question is cast in terms of "aims" and their realisation. Candidates should note that the major parties of the new Republic, the SPD and the Catholic Centre party, represented groups which were excluded from political responsibility before 1918. Both, and in particular the Marxist SPD, had social reform agendas. The aims of the new regime in terms of reform of German social life, then, included extending social welfare measures; gaining and preserving the eight-hour day for workers along with other measures to improve working life; enabling the extension of the franchise to women; and fostering greater freedom of expression. The SPD in particular remained a Marxist party dedicated (at least on paper, and until the late 1950s) to the revolutionary overthrow of the existing order and the common ownership of the means of production. Finally, the SPD in particular along with elements of other parties were interested in a more tolerant and inclusive culture than had been the case in Imperial Germany (cf. Peter Gay). Candidates should mention at least some of these aims.

In terms of political aims, candidates might consider A J Nicholls' contention that the SPD, the key political party behind the revolution and the Republic, in fact did not want a Republic – because of the fear of a royalist backlash. Nicholls holds that the SPD's immediate political aims could have been achieved through a constitutional monarchy. The extension of the right to vote to women by the new government might be mentioned, but most candidates will no doubt focus – along with Nicholls, Berghahn, and other scholars – on the key political document, the Weimar constitution. This brought about momentous changes, in part owing to the SPD's political aim of greater centralisation of political power in the federal government and greater democracy. The former was achieved with regard to most forms of taxation and, for the first time in German history, for the control of the army (Reichswehr), but there were also limits here, owing to continuities in the desire for states' rights. Thus, the federal structure remained intact, and Prussia continued to exist. With regard to democratisation, candidates could mention the constitution's establishment of a government which was responsible to parliament for the first time in German history. Candidates might also mention the desire of the framers of the Weimar constitution to enable broad freedom of expression through proportional representation. They and the early governments of the Republic were also interested in democratic civilian control of the military.

In discussing the extent of realisation of these aims, candidates should mention that many of the goals of the new government were enacted. But they should also note the difficult context within which this took place, and which served to place limits on the ability of the government to realise its aims. The best way to do this would probably be to frame the discussion in terms of continuity and change in society and politics. Social change, in the form of the extension of social welfare, gaining of many concessions for labour (including the eight-hour day), securing the franchise for women, and enlarging freedom of expression was indeed realised, and this marked a major change from the past. On the other hand, private property remained undisturbed. The same was true of traditional elite groups such as the middle class, the bureaucracy, and the army (the Kehr thesis, as espoused also by Berghahn, Feldman and other commentators). The traditional elite groups also tended to back – or at least to tolerate – groups threatening the stability (and very existence) of the Republic. Eventually this pressure, combined with the traditional elites' renewed self-assurance, led to rollbacks in some of the previous gains (such as the eight-hour day and other pro-trade union measures), as Berghahn indicates as a result of the troubles of 1923. Many candidates will also have come across the work of Peter Gay (Weimar Culture) and might, in the course of examining the realisation of the social aim of a more tolerant culture, consider his thesis that the "Republic created little; it liberated what was already there".

Most of the political aims, on the other hand, were both realised and remained in place throughout the Weimar period. The one major exception, of course, was the Republic's inability to gain civilian control of the military, which had been part of the price for securing the army's benign acceptance of the Republican government. Candidates might, though, mention that proportional representation had an undesirable side-effect, already in evidence by 1923, of fragmenting the political spectrum, making coalitions difficult, and allowing extreme parties a voice, an effect that was to grow over time. And the limited centralisation of political power left Prussia intact, which in the short term was controlled by left of centre, pro-Republican elements, but eventually formed part of the basis for the Nazi seizure of power.

A Pass answer (13-14 marks) should bring to bear some measure of relevant factual and chronological information, although that might be sketchy and inconsistent in coverage. At least some attempt should be made to describe some of the aims of the government, to discuss some of those which were implemented, and to describe some of the factors limiting the success of the government in realising its aims. Organisation may be weak at times. Some account will be taken of the views of different historians.

A Good answer (15-17 marks) will contain the basic material of a Pass answer, but the factual information should be more complete and accurate, and it should be more effectively organised. It should demonstrate some attempt to address the issues of continuity and change in German society and politics from the Imperial period to the early Weimar period. Greater account will be taken of the views of different historians.

A Very Good answer (18+ marks) will demonstrate all of the elements of a Good answer, but will demonstrate a much higher degree of familiarity and facility with both factual and historiographical material, which should be presented in a clear, well structured, well argued essay.

Question 3

"A remarkable period of recovery". Do you agree with this description of Germany, 1924-1929?

The middle years of the Weimar Republic from 1924-1929 were characterised by relative political and economic stability, which stood in stark contrast to what preceded and followed those years. Candidates will make efforts to examine why and how stability came about, how extensive this was, how it was maintained, and why it was so fragile.

Some candidates, on the other hand, may disagree with the description. If they do, they must confront the fact that there **was** relative stability and prosperity during this time. They will, for instance, have to examine the limits of the recovery (in many key areas of industry, for instance, pre-1914 levels of production were never reached during the 1920's even during this period of relative stability). And they should also emphasise the fragility of the apparent recovery.

In examining the causes of the "recovery", candidates may cover not just the currency reform which marked the end of the inflation period (Schacht's introduction of the Rentenmark in November 1923), but also the government's new commitment to fiscal responsibility (end to financial support for the passive resistance in the Ruhr; balancing the budget) and American loans (Dawes Plan of 1924).

Initially, stabilisation measures led to a substantial increase in unemployment levels, but these levels declined substantially as the recovery continued and were nothing like those seen later in the decade or in the 1930s. Industrial production increased steadily, and there was some recovery of export markets, although pre-World War I levels were generally not reached. Why this occurred, and how recovery was sustained, are questions that the candidates should address, if only briefly. With regard to the former, candidates might mention the positive effects of the infusion of capital from the United States, as well as the negative effects of protectionism (not least from the United States) on Germany in particular, which relied heavily on foreign trade. With regard to the factors sustaining recovery, there should be some attempt to link economic stability to relative political stability, in particular through the person of Gustav Stresemann and through his policy of fulfilment of the Treaty of Versailles and rapprochement with the French.

Candidates may also, however, recognise to some degree the fragility of this system, which was based on the short-term loans from private American bankers, and which did nothing to resolve fundamental issues relating to reparations and Allied war debts.

A Pass answer (13-14 marks) should bring to bear some measure of relevant factual and chronological information, although that might be sketchy and inconsistent in coverage. At least some attempt should be made to indicate how and why the recovery came about, how it was sustained, and what were its weaknesses. Organisation may be weak at times. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will contain the basic material of a Pass answer, but the factual information should be more complete and accurate, and it should be more effectively organised. A clear indication of the causes of the recovery, the reasons for it being maintained for approximately five years, and its fragility should be given. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will demonstrate all of the elements of a Good answer, but will demonstrate a much higher degree of familiarity and facility with both factual and historiographical material, which should be presented in a clear, well structured, well argued essay.

Question 4

"Hitler, the people's choice." Is this a sufficient explanation of the Nazi takeover of power in January 1933?

Candidates may frame their response within the broad parameters of ideas, circumstance and chance. But, whatever, they will cover a range of the factors that led to the Nazi takeover. These may include analysis of the core ideas of Hitler and the NSDAP which provided them with electoral appeal, the factors that enabled the transformation of the Nazis from a fringe political party to mass movement. Then, what factors outwith his control worked to Hitler's advantage, especially in January 1933? Was Hitler the fortuitous beneficiary of a trend apparent since 1929 to find an authoritarian solution to the economic, social and political crisis battering the Republic?

*Ideas	*Circumstance	*Chance
Nazi millenarianism - the culture of despair	the nature and depth of the economic crisis – energising Hitler and Nazism	the mistakes of the Nazis' political opponents non-appearance of a popular front against Nazism
Hitler's messianic appeal to millions of voters. Appeal of anti-Communism Economic policies	meltdown of Weimar's Conservative parties	role of the conservative elite – rival plans for the authoritarian reconstruction of the Reich – their catastrophic miscalculations on how to exploit/manipulate Nazism
		<i>'levered into power'</i> [Ian Kershaw] ... at a time when Nazism was on the wane.

Analysis of 'Hitler; the people's choice'.

*sophisticated analysis by candidates of the weasel phrase, 'the people's choice':- who voted Nazi and why; the decline in popular support by the end of 1932.

*Hitler in 1932 as arbiter of German politics

A Pass answer (13-14 marks) would display reasonable analytic powers but not in a consistently rigorous way. Such essays might be uneven in quality across the contextual range. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will display sound knowledge to a fair depth of relevant content and context. Such candidates can be expected to discuss the question components with clarity and competence. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) can be expected to display both assured command of a very secure knowledge base and incisive analytical skills. Candidates should write with articulacy and balance, supported by very sound use of historical interpretation.

Question 5

To what extent were National Socialist policies responsible for Germany's recovery from the Great Depression?

Generically, there are three categories of answer to this question: very little to not at all; to some degree; and to a large degree or even completely. The extreme categories are most difficult to argue convincingly, although it is likely that some candidates will favour the case for "to a large degree or even completely".

Whichever case the candidate chooses to argue, attention must be paid to three key sets of issues:

- (1) pre-1933 attempts to deal with the ravages of the Depression and the extent to which there is continuity into the Nazi period;
- (2) the specific policies embraced by the Nazis to promote economic recovery; and,
- (3) the extent to which these policies were effective in promoting recovery.

Candidates should note, at least in passing and regardless of which thesis they argue, that there were attempts by the Weimar government to address the problems posed by the Depression through a variety of work programmes and welfare measures, and that, furthermore, the National Socialists simply continued many of these programmes in the initial months after they came to power. Those who wish to argue the "very little to not at all" case would be expected to rely heavily on such evidence, although they would have to demonstrate that the novelties in terms of policy introduced by the National Socialists were not to some degree responsible for recovery. The most sophisticated answers, especially those arguing this "very little to not at all" case, might emphasise the contention of many historians that cyclical recovery was already underway in 1932, in Germany and elsewhere, and that this was owing to the laws of economic development rather than governmental policy. The main sticking point to this tack in argument is that this incipient recovery was *sustained* in Germany through the 1930s, whereas it was not in other countries, eg the United States. It was also much stronger in Germany. But, it is true that the economy was on a financial knife edge, with very little currency or gold reserves by 1938.

Any number of specific policies might be mentioned under the heading of specific National Socialist policies promoting recovery. But it is useful to categorise them in some way, and the most useful way is probably that proposed by Richard Overy in *The Nazi Economic Recovery*, ie construction, motorisation and rearmament. Overy argues that construction and motorisation programmes were initially much more important than rearmament, with the latter becoming especially prominent only after 1936. Here two points might be made or hinted at by candidates. First of all, motorisation and rearmament programmes proved to be especially helpful not only in promoting recovery, but also in sustaining it. And, secondly, there was change over time in National Socialist policies with regard to combating the Depression.

The issue of effectiveness of National Socialist policies is a difficult one, but candidates could point to increasing rates of industrial production and decreasing unemployment throughout the period after 1933. Still, some casual connection between National Socialist policies and these indicators of recovery must be made, especially given that some degree of additional recovery from the Depression happened in 1936/7 in all industrialised countries, apparently regardless of the policies they pursued. In this context, however, candidates should mention that the refusal of the National Socialist government to curtail spending when the recovery had begun in the mid-1930s, and its insistence instead on increased levels of spending, mostly on autarky and rearmament programmes, was probably a factor in Germany's sustained recovery from the Depression.

A Pass answer (13-14 marks) should bring to bear some measure of relevant factual and chronological information, although that might be sketchy and inconsistent in coverage. At least some attempt should be made to indicate that there were attempts by the government to deal with the Depression before 1933, and to present more or less systematically some of the National Socialist programmes. Some awareness of change through time should be demonstrated, although organisation may be weak at times. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will contain the basic material of a Pass answer, but the factual information should be more complete and accurate, and it should be more effectively organised. A clear indication of Weimar programmes promoting recovery, of National Socialist extensions and expansions to those, and to the effectiveness of the National Socialist programmes should be given. Awareness of change through time should be clearly demonstrated. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will demonstrate all of the elements of a Good answer, but will demonstrate a much higher degree of familiarity and facility with both factual and historiographical material, as well as a clear mastery of types of programmes and change through time. The answer should, in addition, be presented in a clear, well structured, well argued essay.

Question 6

How far had Germany become a racial state by 1939?

A core Nazi policy was the creation of 'Volksgemeinschaft' [Community of the people], a German society purged of 'alien' elements. To achieve the goal of a racially pure community would encompass not only solving the so-called 'Jewish question' but also would involve the eradication of 'inferior' human material through extermination and euthanasia.

While a racist world view and rabid anti-Semitism were central to Nazi ideology, 'the NSDAP absorbed many prejudices long prevalent among broad sections of German society' [Lothar Gall], and eugenics found advocates and practitioners across Europe in the inter-war period. Many candidates might focus on Nazi policy towards the German Jewish community 1933-39, but the best essays should deal with Nazi eugenics policy as 'the first people to be exterminated were not Jews but unhealthy Germans' [David Welch] with the promulgation of the Law for the Prevention of Hereditarily Diseased Offspring.

Candidates should display knowledge and understanding of the development of such policies as compulsory sterilisation and child euthanasia, leading to the creation by 1939 of Aktion T-4.

In three major campaigns against the 500,000 German Jews, the Nazis strove to translate ideas into practice, viz

1933	The boycott of Jewish businesses
1935	The Nuremberg Laws
1938	Kristallnacht and the Aryanisation of Jewish businesses

By 1939 large numbers of German Jews had fled.

Candidates may refer to the construction of the Fuhrer myth and the creation of the 'volk' by acolytes such as Goebbels and jurists such as Carl Schmidt and Hans Frank, with their talk of Germany as a 'racially determined entity'. From 1933 the Nazis were able to translate undercurrents of prejudice and resentment into aggressive, coherent programmes with the force of law. By 1939 such social atavism had engulfed liberal opinions.

Candidates should refer to the historiography of Nazi racial policies by referring, for example, to the analysis of scholars such as M Burleigh and W Wippermann, I Kershaw and D Welch. Candidates may refer to the intentionalist/structuralist debate over the creation of the racial state and the dynamics of increasingly racial policies.

Answers might also examine the gulf between Nazi theory and practice, eg between the sloganising of Nazi propaganda campaigns and the indifference of a de-politicised people who had retreated unto private lives and the family unit.

A Pass answer (13-14 marks) will be built on a reasonably firm chronological foundation and reasonably wide knowledge base. Such essays might be uneven, with shallowness/generalisations/omissions/imbalance in evidence. Some account will be taken of different historical evidence and interpretations.

A Good answer (15-17 marks) will contain the basics of a pass answer but will display a deeper, more consistent knowledge and understanding of the range of policies pursued by the Nazis in their attempt to build a racial state. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will be notable for coherency, comprehensiveness and assured overview of the complex and inter-twined range of factors outlined above. There will be clear evidence of understanding of the views of different historians.

Marks Scheme

Part 2: Germany: Versailles to the Outbreak of the Second World War

Each question is worth 25 marks.

Question 1

How fully does Source A explain the social and economic effects of the Great Inflation of 1923 on Germany? (12)

The candidate provides a structured evaluation of **Source A** on what sort of explanation it offers of the social and economic effects of the Great German Inflation in terms of:

Points from source

Origin

Retrospective (post World War II) assessment of impact of inflation.

Purpose

Bonn emphasising the revolutionary social consequences of the inflation.

Content

- Inflation as agent for social transformation, with "steady middle class" "proletarianised" and working class moving towards middle class
- Inflation has greater impact on German society than revolution of 1918

Points from recall

- **Chronology:**
 - Inflation begins already during war, but intensifies in post-war period owing to political uncertainty and heavy government spending
 - Hyperinflation begins in mid-1922, after assassination of Foreign Minister Walther Rathenau
 - Inflation culminates in mid-November 1923, with mark's value at low of 4.2 trillion to one US dollar
 - Stabilisation involves introduction of new currency, curbing government spending, and infusion of loans from United States
- **Context:**
 - Inflation's impact on savings, on which "steady middle class" more likely to have than working class, and more likely to rely upon than the upper middle class and upper class
 - Inflation's impact on wages and salaries, with former less affected than latter
 - Dramatic political unrest of period of inflation and the psychological and social impact of that
 - Importance of inflation in promoting dissatisfaction with the Weimar Republic among "steady middle class"
 - Importance of "steady middle class" in support for National Socialism and other extreme right-wing political parties, in no small part owing to inflation

Does not examine impact of inflation on other segments of society (eg other parts of the middle class; peasantry; upper classes) or people who did well.

Does not explicitly explore casual connection between working class readiness "for incorporation into the middle class" and the inflation.

Does not indicate the long-term impact of the inflation on German economic policy.

Marks

- 1-3** Vague evaluation; uses several points from source, but weak on context and does not answer question.
- 4-5** Deficient in terms of contextual awareness; more structured analysis drawing a range of evidence from the source, but weak on recall.
- 6-8** Basic context and analysis supported by evidence on origin, purpose, context and content of source; candidate reaches a supported conclusion.
- 9-12** Clear, structured analysis which accurately interprets the evidence in the source and uses relevant recall to make a balanced evaluation and reach a well-supported conclusion.

Question 2

Compare the views in Sources B and C as perspectives on the nature and conduct of the foreign policy of the Third Reich. (12)

The candidate provides a structured comparison of the views in **Source B and C** as perspectives on the nature and conduct of the foreign policy of the Third Reich, in terms of:

Points for Source B

Authorship

German Jewish philologist with self imposed mission of recording the nature and features of Nazi Rule. Dated at the end of the Berlin Olympiad of summer 1936.

Content

The politicisation of sport; the acceptable face of the Third Reich to the outside world. Demonstrated a revived German community but one wedded to peace, downplaying of racist politics by Nazis for duration of the Games [political expediency].

Points from Source C

Authorship

The Fuhrer's secret speech to Foreign minister Neurath, leading Army Generals and others. Dated 5th November 1937.

Content

Hitler's concern to set the parameters of long term German foreign policy.
Notion of the German 'racial community' and need for 'living space'
The role of force in solving Germany's problems.

Possible points from recall or for development

- Both sources were secret. Klemperer's diary known only to himself and his wife. The military adjutant wrote down a record of the proceedings of 5th November 1937, only after the meeting.
- Some candidates may refer to the controversy over the accuracy and truthfulness of the Hossbach Memorandum
- But the sources differed in purpose. Klemperer's self imposed duty was recording 'Nazism's decent into barbarity' in all areas of German life. Controversy exists over the purpose lying behind Hitler's testimony of 5th November.
- In 1936, Nazi foreign policy triumphed in the Rhineland, but followed by the propaganda coup of the Berlin Olympics. By November 1937, is Hitler, along with his inner circle, preparing for a new phase of expansionist goals to be realised?
- Foreign policy up to and including 1936 is 'moderate' and is not viewed as threatening the security of Europe. After Hossbach, German foreign policy becomes increasingly radical.

Candidates might be expected to comment on the controversy surrounding the origins and purpose of the Hossbach Memorandum, reflected in the historiography surrounding the document. The Hossbach Memorandum is now seen as being much more than a piece of Hitlerian 'day dreaming' (AJP Taylor 1961). It is now commonly regarded as a turning point between revision and expansion, between the outward restraint of the 1933-36 period and the expansionist policies commencing in 1938. With Hossbach, foreign and racial policies became intertwined.

Factors driving the Nazis towards a dynamic foreign policy – its goal European hegemony – include:

- military – fear of potential rivals catching up on a rearming Germany
- economic – the dangers of over heating given the emphasis on 'guns before butter' – expansion and war a necessary safety valve
- Britain no longer considered a potential rival
- Conviction of Hitler and his cronies of the inevitability of a reckoning with Bolshevism
- Power struggle within the governing elite – marginalising of the conservatives [von Neurath, Blomberg and Fritsch]

The views of the Kershavian, Laurence Rees encapsulate current 'functionalist' interpretation of Hossbach; *'it may not be a complete blueprint for a war but it is clear statement of expansionist intention. It is evidence of a foreign policy [offering] the rest of the world a simple choice – capitulate or fight'*.

Marks

- 1-3** Vague evaluation; uses several points from source, but weak on context and does not answer question.
- 4-5** Deficient in terms of contextual awareness; more structured analysis drawing a range of evidence from the source, but weak on recall.
- 6-8** Basic context and analysis supported by evidence on origin, purpose, context and content of source; candidate reaches a supported conclusion.
- 9-12** Clear, structured analysis which accurately interprets the evidence in the source and uses relevant recall to make a balanced evaluation and reach a well-supported conclusion.

Question 3

How valid is the interpretation offered in Source D of the way government operated in Nazi Germany? (12)

The candidate provides a structured evaluation of the interpretation offered in **Source D** with respect to the way government operated in Nazi Germany, in terms of:

Origin

Secondary source assessing the dynamic of government in Germany after 1933. Author – a German historian.

Purpose

To isolate peculiar features of Nazi government post-1933 which created a radical momentum, and to encapsulate the role of the Fuhrer.

Content

'power struggles', 'conflicts', 'frictions', 'inefficiency', leading to 'administrative chaos'. In this 'vacuum' policies become increasingly 'radical'. Part played by Hitler – able to be influenced by 'leading figures'.

This passage of less than 70 words provides readers with the essential ingredients of the interpretation of Nazi Germany advanced by the 'functionalist' school. Ian Kershaw is the leading English language historian of this school.

In putting flesh on the bare bones of the passage, candidates, refer to the Keshavian notion of 'chaos and consent'.

They might seek to illustrate examples of the development of key Nazi policies, viz,

Racial state - anti-Jewish legislation; eugenics, role of Bouhler in initiating euthanasia policy (through method of 'working towards the Fuhrer').

Economic policy - sidelining of the economics expert Schacht.

Foreign policy - expansionist drive – role of Ribbentrop.

Answers might feature specific episodes

- eg Kristallnacht role of Goebbels
- Anschluss 13 March 1938 – Had Hitler intended a full scale takeover?
- The barbarism of the Night of the Long Knives – power struggle won by Himmler.

Candidates can be expected to write on the Fuhrer – appearance and essence. In appearance all powerful, in actuality chronically idle, likely to be persuaded by the person putting the most radical gloss on Hitler's core ideas.

Candidates may compare the 'functionalist' and 'intentionalist' interpretations of Nazi Germany, noting 'intentionalist' view of Hitler as latter-day Attila, imposing his social atavism on a cowed, fearful populace.

It is possible that many candidates might offer an uncritical acceptance of the essential correctness of the 'functionalist' school. Credit should therefore be given to writers who point out the shortcomings and deficiencies of writers such as Kershaw. One historian who might provide them with ammunition is Michael Burleigh.

Marks

- 1-3** Vague evaluation; uses several points from source, but weak on context and does not answer question.
- 4-5** Deficient in terms of contextual awareness; more structured analysis drawing a range of evidence from the source, but weak on recall.
- 6-8** Basic context and analysis supported by evidence on origin, purpose, context and content of source; candidate reaches a supported conclusion.
- 9-12** Clear, structured analysis which accurately interprets the evidence in the source and uses relevant recall to make a balanced evaluation and reach a well-supported conclusion.

Part 1: South Africa (1910-1984)

Each question is worth 25 marks.

Question 1

Examine critically the consequences of the migrant labour system for the South African economy c.1910-1970.

The migrant labour system initially provided a cheap labour force in South Africa's mines. Candidates should explain what is meant by migrant labour and identify the close links in South African history between segregation and the migrant labour system. They should be able to relate this information to the well-known views of Marxist/revisionist historians such as Legassick and Wolpe. Writing in the 1970s, revisionists argued that migrant labour was encouraged by capitalist mine owners, since wages would only have to provide for the adult male worker, as his wife/family could maintain themselves through subsistence agriculture in the reserves during his absence. This is referred to as the 'reserve labour subsidy' theory. Segregated by the South African state into native reserves, the black migrant labour workforce represented an exploited class of workers who provided cheap labour, enabling capitalists to maximise profit. The Natives Land Act of 1913, which prohibited purchase or lease of land by Africans outside the reserves forced many Africans who had so far managed to resist being incorporated into the migrant labour system, to join the rank of migrant labourers. Arguably this legislation was intended to make African labour more readily available to the alliance of 'gold and maize'. At the same time, it effectively ended the growth of market-orientated African agriculture, leaving white farmers free to dominate the market place.

Yudelman argued that between 1902 and 1939, the Chamber of Commerce and the South African state made common cause. Candidates would be expected to know about the centrality of mining- especially gold – within the South African economy until the 1940s, when manufacturing industry became the most important sector.

Wolpe and others in the 1970s argued that apartheid represented an attempt to extend the benefits of migrant labour to the increasingly significant manufacturing industry through a strict system of 'influx control' and industrial decentralisation of factories to areas near to the reserves. With more of the African population confined in the reserves, agriculture would also benefit. Others, notably Posel, claim that apartheid was not as systemised as Wolpe suggested and that during the 1950s, a degree of labour differentiation was allowed. After 1960, however, the government was increasingly committed to total separation, and new forms of migrant labour were envisaged, although for political rather than economic reasons.

Candidates should also know that ironically, an ever increasing proportion of the migrant workers in the mines came from outside South Africa, rising to 80% in 1972. Labour migrancy also had adverse economic effects. Depressed wages, and a very low standard of living meant that Africans – the majority of the population – did not provide an expanding market for manufactured goods. Liberal historians in the 1960s believed that apartheid would ultimately fail because an exploited working class would be incompatible with the demands of a growing economy. Yudelman took a more pessimistic view, arguing importantly that the migrant labour force was unskilled, temporary and under-educated, whereas manufacturing industry needed a skilled, stable workforce. However, by the 1970s the problems of manufacturing industry would eventually force change on the government and Merle Lipton has argued that apartheid and labour migrancy were no longer appropriate to South African capitalism, contributing to the reforms of the later 1970s and early 1980s.

A Pass answer (13-14 marks) will explain the most obvious consequences of the migrant labour system for the South African economy, probably concentrating mainly on ways in which mining profited from the exploitation of migrant workers. There should also be some awareness of the differing needs of manufacturing industry and the fact that the needs of this sector were not easily met by migrant labour. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will develop the argument more fully and can be expected to refer to agriculture as well as mining and manufacturing industry. At this level candidates should recognise that economic pressures changed over time and that by 1970 a migrant labour workforce was no longer so highly prized by employers. They should also know that, by the 1970s, the majority of the migrant labour workforce came from outside South Africa. Greater account will be taken of historical interpretations and there will be more awareness of the centrality of the revisionist interpretation of labour migrancy.

A Very Good answer (18+ marks) will provide a full and well argued explanation of the consequences of the migrant labour system. At this level candidates should be able to identify some of the adverse economic effects of labour migrancy and there will be clear evidence of understanding of different historical interpretations, for example, a thorough grasp of Wolpe's argument as well as of the ways in which other historians have disagreed with his conclusions.

Question 2

How valid is the claim that the formation of Hertzog's Pact Government in 1924 marked a "turning point" in South African history?

Candidates are asked to compare the record of Hertzog's Pact government with that of the Botha-Smuts administration which preceded it. A good answer is likely to consider the key areas of relations with capital and labour; race relations and segregation, the arguments about the 'two stream' approach to ethnic differences within the white community and relations and the Imperial connection with Britain.

For many years historians saw Hertzog as being very different from Smuts and therefore the formation of the Pact government in 1924 led to a change of policies which favoured the white workers and Afrikaners. Hertzog tended to be vilified as the advocate of Afrikaner nationalism. More recently, however, historians writing about the inter-war years (Davenport, Barber) have tended to emphasise the elements of continuity and portray Hertzog in a more moderate light.

The Pact government was elected largely because Smuts and the South African Party had lost all credibility with white workers after his handling of the strikes of 1922. His government was accused of being the 'tool' of Hoggenheimer. Because Hertzog had an electoral Pact with the Labour Party it was assumed that his government reversed the balance of power between organised labour and mining capital. This view has been dispelled by Davies and Yudelman who have shown that the government was trying to balance the interests of three different groups: capital, organised labour and the poor whites. Hertzog's government provided support for industry, including mining, as well as protection for white workers. The introduction of the 'colour bar' and job reservation in skilled trades weaned white labour away from industrial action.

The Smuts government laid down the basic tenets of segregation, building on principles established by Milner and SANAC before 1910. By 1924, the Mines and Works Act, the Natives Land Act and the Natives (Urban Areas) Act had been passed. However, although those historians who emphasise the economic explanation of segregation see considerable continuity before and after 1924, others, notably Dubow, argue that segregation became more firmly entrenched and more overtly racist in the 1920s. There was a new emphasis on retribalisation and segregation was seen as a way of preventing the development of a black proletariat. The 'black peril' election of 1929 reflected these new values.

Hertzog's resignation from the pre-war Botha government had been occasioned by his outspoken advocacy of Afrikaners and this ethnic mobilisation was to be a vital aspect of the National Party contribution to the Pact government. As a result, the social, cultural and economic status of Afrikaners was advanced very considerably, marking a distinct break with the policies of the Smuts government. Smuts believed that there should be a single white 'stream' in South Africa while Hertzog was committed to 'two streams'. However, Barber argues that Hertzog himself did not favour the exclusive form of nationalism which was espoused by the Broederbond and, later, by the Purified National Party, and that his party – the National Party – attracted more extreme views about Afrikanderdom than he himself held.

Hertzog had opposed Smuts' interpretation of South Africa's Imperial links and therefore he came into office determined to remove the ambiguities which clung to South Africa's status. But once the Balfour Declaration had been accepted, he was satisfied and declared the reformed Empire to be a genuinely 'free association'. While more radical National Party colleagues demanded South African withdrawal and a republic, Barber argues that Hertzog's position was in many ways closer to that of Smuts.

A Pass answer (13-14 marks) will contrast Hertzog with Smuts, concentrating mainly on Hertzog's espousal of the Afrikaner cause and on the increased emphasis on segregation. At this level, candidates should demonstrate knowledge of the main political developments of the period and of the emergence of the National Party as a result of Afrikaner dissatisfaction with Smuts. Some account will be taken of different historical explanations.

A Good answer (15-17 marks) will explain the differences between SAP and the NP more fully, showing understanding of at least one of either the issue of relations with the Empire or the question of relations with capital and with labour. There will be some awareness of continuity as well of change. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will provide an analytical examination of the key areas of difference between the SAP and Hertzog's NP. There will be greater awareness of the significance of the Pact with the Labour Party, and of the legislation introduced by the Hertzog administration. 'A' grade candidates should also be aware of common principles shared by the two administrations, and of the shared belief in white supremacy. There will be clear evidence of understanding of different historical interpretations.

Question 3

To what extent were National Party policies in the 1950s driven by beliefs about race rather than by economic interests?

This question asks candidates to consider NP policies in the 1950s in the light of two possible explanations. The first focuses primarily on race, and is closely identified with the Afrikaner intellectuals and Ministers in the Dutch Reformed Church as well as with key individuals such as Eiselen and Verwoerd. Afrikaner beliefs in their ethnic and racial exclusivity had made a vital contribution to the evolution of apartheid ideology before 1948. Afrikaner intellectuals advocated 'total separation' along racial lines in order to ensure the continuing survival of the 'volk'. These ideas were embedded in the Sauer Report and much of the legislation of the 1950s can be explained in terms of the desire to maintain the purity of the white race and to ensure that control over the state remained in white hands. Since the long-term goal of apartheid society should be separate development, the numbers of Africans permitted to live in towns was to be severely restricted. Although lip-service was paid to the needs of other racial groups within South Africa, safeguarding the white race was in effect closely identified with white supremacy.

Others, historians have however focused more on economic explanations of apartheid policies. Wolpe, writing from a revisionist standpoint, argued that class, rather than race was all-important. According to Wolpe, maintaining the migrant labour system was central to apartheid. The government wanted to extend the economic and political advantages of a cheap, controlled labour force to the growing manufacturing sector. As the reserves were no longer able to support the bulk of the African people other methods such as tighter influx control and decentralised industries were needed to inhibit the development of a black urban working class. Deborah Posel has also acknowledged the economic pressures which helped shape apartheid in the 1950s, although she recognises that other, non-economic forces were also at work. She talks of 'practical apartheid', contrasted with 'total separation'. Practical apartheid acknowledged the needs of manufacturing industry and agriculture and recognised that it was not possible for these sectors of the economy to manage entirely without black labour. Consequently Africans with Section 10 rights were permitted to stay in towns and, throughout the 1950s, influx control was not rigorously implemented although it was officially central to government 'policy'.

Posel points out that there were other factors which shaped 1950s apartheid policies. The NP was not sufficiently secure in electoral terms, and as yet did not have enough control of local municipalities, so that ministers were reluctant to implement the large-scale urban removals which they would undertake in the 1960s and 1970s.

When conditions changed in the 1960s, apartheid entered a 'second phase', leading to more draconian policies.

A Pass answer (13-14 marks) will give an account of ways in which NP policies in the 1950s were driven by beliefs about race. At this level, candidates will be able to describe the key pieces of legislation such as the Population Registration Act, the Group Areas Act and the Bantu Education Act, and relate these to Afrikaner ideology. Answers will also refer to some of the economic advantages of apartheid, associating apartheid with the exploitation of black workers who had no rights, and who were thus unable to defend themselves. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will analyse more fully the links between apartheid legislation and beliefs about race. Answers at this level will display a sound knowledge of apartheid legislation and of its consequences, linking these to Afrikaner racial theory. There will probably be some awareness of the contribution intellectuals made to apartheid ideology, and of the differences contained within the concept of 'apartheid', especially before 1960. There will also be greater awareness of the arguments linking apartheid to economic needs. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will provide a full and convincing analysis of the links between apartheid policies and Afrikaner beliefs about race. At this level candidates should be aware of alternative explanations of apartheid, especially those views put forward by revisionist historians and the post-revisionist views of historians like Deborah Posel. Some reference may also be made to the NP's support base among the poorer Afrikaners and therefore the need to meet their economic aspirations, for example by ensuring that Afrikaners were given greater access to certain sectors of the economy, resulting in the virtual disappearance of 'poor whites'. There will be clear evidence of understanding of different historical interpretations.

Question 4

Does the African National Congress deserve its reputation as the dominant force within African resistance from 1948 to 1960?

The question requires candidates to evaluate the role of the ANC during the period 1948-1960 and to compare it with other forms of African resistance such as rural protest and the Africanist approach of the PAC. Candidates are expected to demonstrate an understanding of the main manifestations of African resistance during the period and to reach a balanced conclusion based on that evidence.

Much of the history written about the ANC has tended to be polemical, and therefore any assessment of the ANC's role at any particular period in the past is subject to particular difficulties. Many of the more obvious sources of information about the period (especially Mandela's 'Long walk to Freedom') have been produced by leading members of the ANC while texts such as Meli and Pampallis are written from the ANC perspective. Even Beinart's recent pocket history of the ANC – a book which most candidates are likely to have read – is deliberately focused on the ANC and so reinforces the assumption that the ANC was the dominant force within African resistance.

Candidates are likely to focus on the ANC's contribution to African resistance during the period, starting with the ANC's Programme of Action which set the stage for the political campaigns of the 1950s. They should also mention the key developments of the period 1948-60; for example, the Defiance Campaign and the later bus boycotts; the Congress of the People, the Freedom Charter and the Treason Trial. Candidates should however also be aware that the ANC was certainly not in control of resistance throughout South Africa. In particular, the ANC was out of touch with rural resistance. Colin Bundy has drawn attention to substantial rural protest which was local in origin and which the ANC was unable – or unwilling – to spearhead. Tom Lodge has also argued that the two most successful resistance movements of the time were rural peasant resistance (for example, in the Transvaal in 1957, where government-appointed chiefs were deposed) and the women's campaign against passes. In the first case, the ANC was not the main dominant force involved; in the second, the resistance was entirely local. As the 1950s progressed, and especially after the adoption of the Freedom Charter, the PAC provided a clear alternative to the ANC, aiming – like the ANC – at the creation of a mass movement for Africans. The ultimate failure of the PAC should not undermine its appeal in 1959. When the South African government banned both the ANC and the PAC in the wake of Sharpeville, it was a way of recognising that both movements appeared to pose a threat to white supremacy.

Other historians have argued that the ANC fell far short of achieving mass mobilisation during the 1950s. Fines and Davis, writing in 1991, argued that many local campaigns were not supported at all by the ANC and E Feit has claimed that within Sophiatown the ANC leadership pursued policies which were in the interest of better-off Africans.

A Pass answer (13-14 marks) will mention the main developments of the period, including Defiance and the Freedom Charter, as well as the Treason Trial and the ultimate banning of the ANC in 1960. There will also be some attempt to evaluate the significance of the ANC within African resistance movements. Some accounts will be taken of different historical interpretations.

A Good answer (15-17 marks) will assess these developments in more detail and will show greater awareness of their contribution to the resistance movement. There will be a greater awareness of other sources of resistance and a greater willingness to question the claim that the ANC dominated the African resistance movement at this time. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will demonstrate detailed understanding of the main developments of the period and provide a sustained analysis of the significance of these developments within the resistance movement. Answers will reach a balanced conclusion taking account of alternative forms of resistance and may relate them briefly to subsequent developments. There will be clear evidence of understanding different historical interpretations.

Question 5

"Adapt or die." How far does P. W. Botha's statement explain National Party policy between 1978 and 1984?

The question requires candidates to contextualise Botha's statement about the future of the apartheid state. He was warning white South Africa that internal reforms were essential to ensure the long-term security of the white state. When he made this statement in 1979 he claimed that he was simply adjusting traditional NP policies and methods to suit the times. Botha himself had previously been in charge of Defence and, when in power, his policies were shaped by his perception of the dangers posed by international communism and the ANC. Candidates are likely to explain 'adapt or die' policies in terms of the total strategy Botha's government developed (ie internal reforms combined with increased security) and which he considered essential if South Africa was to survive the 'total onslaught' it faced from the twin 'evils' of communism and African nationalism.

Candidates should consider the reasons why the Botha administration introduced the package of reforms and security measures which were intended to adjust apartheid but retain a white monopoly of power. They should explain these policies in the context of developments within South Africa but they will also need to consider the wider African and international situation during the 1970s.

Merle Lipton has suggested that the driving force behind the reforms was economic. Manufacturing industry needed more stable, skilled workforce and only reforms to the system of apartheid could achieve this. Worden points out that during the 1970s, black worker militancy had increased and from the time of the Soweto uprising onwards, township anger caused problems for the government and threatened economic stability.

Worden identifies three other factors which contributed to Botha's reforms. Changes had taken place in the NP's power base. Afrikaners were now fully integrated into capitalist industry and agriculture. Botha himself came from the Cape, not the Transvaal, and so was less ideologically committed to the Afrikaner cause and more prepared to listen to the demands made by industry. The formation of the breakaway Conservative party, led by Andries Treurnicht, attracted blue collar workers away from the government and action was needed to ensure a new power base for the NP. The growth in black resistance during the 1970s forced a change of policy on the government and reforms were an attempt to create a prosperous class of black workers who would be loyal to the government. It was also hoped that the reforms would win over the townships.

At the same time, developments elsewhere in Africa, notably in Mozambique, Angola and in Namibia, created new problems for the South African government. Increased security measures were needed and the armed forces were given a more significant role. The State Security Council has been described as an 'alternative cabinet' and there was a deliberate campaign to destabilise those African countries which were hostile to the white government in South Africa. At the same time, unsuccessful attempts were made to promote closer trade links with the 'front-line' states. Ross emphasises the part played by Cold War fears and the apparent threat from Soviet inspired and funded international communism, personified by individuals such as Joe Slovo and Chris Hani.

A Pass answer (13-14 marks) will explain Botha's statement and outline some of the measures passed as part of the reform programme. Candidates should also be able to outline some of the security measures which accompanied the reforms. Changes in policy will be related to some of the developments both at home and beyond the Republic of South Africa. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will show greater awareness of the range of developments at home and in the rest of Africa which help to explain NP policy at this time. Answers at this level will be able to relate internal reforms to developments within both black and white communities and increased security measures will be more fully explained in terms of developments in the frontline states, and the support that these states gave to the ANC in exile. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will provide a full and detailed explanation of NP policies during these years in the light of Botha's 'adapt or die' statement. A wide range of developments within South Africa will be considered and the need for the increased security will be set in the context of developments within the Frontline states and the end of Portuguese colonial rule, as well as Cold War concerns about the spread of Communism in Southern Africa. There will be clear evidence of understanding of different historical interpretations.

Question 6

"Strong in rhetoric, weak in substance." How far do you agree with this assessment of the impact of international opposition to apartheid in the period from 1960-1984?

This question requires candidates to assess the impact of international opposition to apartheid between 1960 and 1984 and to reach a conclusion as to whether that opposition achieved anything significant. Answers should demonstrate knowledge of world wide anti-apartheid sentiment as well as an understanding of the main factors which determined the nature of international opposition and which influenced the foreign powers most directly involved.

1960 is significant because it was in that year Macmillan acknowledged the changes taking place in Africa by referring to the 'wind of change' in a key speech to both of the South African Houses of Parliament. The transfer of power to black majority rule was taking place throughout Africa therefore theoretically the former colonial powers were more sympathetic to demands for an end to white minority rule in South Africa. During the later 1960s and 1970s the anti-apartheid movement attracted a great deal of popular support and South African activists in exile spread their message to a receptive audience. From the Soweto uprising onwards, the western media contributed to the anti-apartheid message. The issue was raised frequently in the UN but, as a result of vetoes in the Security Council, it was not until 1977 that an arms embargo was imposed.

Popular anti-apartheid sentiment on its own could achieve little and there were a number of reasons why international opposition was so muted. As far as the African countries were concerned, although the Organisation of African Unity provided support for the ANC in exile, they were economically and militarily dominated by South Africa.

The key players were Britain, the USA and Western Europe. One of the main reasons why these countries did not do more was their conviction that the South African government had a key role to play in the Cold War struggle against the spread of communism. Successive South African governments worked hard to convince the west that only a stable, white minority government could resist communism getting a hold in South Africa. The USSR was indeed supplying arms to the resistance movements but her involvement may have been exaggerated as a result of the Cold War paranoia. As more becomes known about the role of the Soviet Union in Africa during the Cold War, these views may change.

South Africa was also of enormous economic importance to the west. Not only did the USA, Britain and Western Europe look to SA to supply them with valuable minerals but she was an important trading partner, buying machinery and technology not available in South Africa. Above all, however, large amounts of western capital - over \$26bn – was invested in SA. As a result, powerful interests in the USA and in Western Europe were loathe to upset the status quo. [See also sport's boycotts and D'Oliviera affair].

Between 1965 and 1980 British governments were more preoccupied with Rhodesia. Even the Labour governments of the 1970s were not prepared to support UN calls for sanctions and with the election of the Thatcher administration, Britain continued to oppose sanctions. The USA followed a largely pro-South Africa policy for much of the 1970s; only the Carter administration was more favourable to black South Africa. With the election of Reagan, the South African government was considered to be a key player in the struggle against the Soviet Union, and the US government sought a 'constructive engagement' with South African government.

It was only in the mid 1980s, with daily coverage of township violence and of the brutality of the security forces' response, that there was a significant change in international opinion.

A Pass answer (13-14 marks) will mention the anti-apartheid movement and the attitudes of major powers. There will be some understanding of the significance of both the Cold War and economic interests as reasons why international opposition was so limited. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will be more knowledgeable about developments in these years. A number of different reasons for the lack of action will be considered and in each case, historical evidence will be used to substantiate the argument. At this level, candidates should also have a better grasp of the significance of events within Africa during this period, and the effect that those events had on the 'front-line' states. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will provide a detailed analysis of the reasons why international opposition was so ineffective, despite the widespread condemnations of the SA government and support for the anti-apartheid movement. At this level, candidates will have a detailed understanding of the attitudes of the main countries involved and of the policies of particular administrations. Answers will also analyse the role of economic factors, with reference to accepted economic indicators of inward investment etc. Candidates may recognise that many Marxist influenced activists in the 1970s, some of whom found work in British and US universities, emphasised these economic factors. The conclusion may well hint at the changed international response of the mid 1980s. There will be clear evidence of understanding of different historical interpretations.

Marks Scheme

Part 2: South Africa (1910-1984)

Question 1

How fully does Source A explain the appeal of Afrikaner nationalism before 1948? (12)

The candidate offers a structured evaluation of the extent to which **Source A** explains the appeal of Afrikaner nationalism in terms of:

Origin

Primary source from the 1940s, a decade which saw the very rapid growth of Afrikaner nationalism, culminating in the election of the HNP, led by Malan, in the elections of 1948.

Die Burger was an Afrikaans language newspaper, published by the Nasionale Pers publishing house which had been established using Afrikaner capital in 1915. Daniel Malan had been the founding editor of Die Burger.

Purpose

To give wider circulation to those beliefs that Dunbar Moodie has described as the Afrikaner 'civil religion', based on the teaching of the Calvinist Dutch Reformed Church.

Content

The Afrikaners are a chosen people with a distinct language and culture. It was pre-ordained that the Afrikaners should occupy Southern Africa. Afrikaners should guard what God has granted to them.

Possible points from recall

- The origins of these beliefs about Afrikaners in DRC/neo-Calvinist theology
- The distortion of Afrikaner history to justify such beliefs
- Examples of the alleged status of the Afrikaners as a 'chosen' people ie God's Covenant with the Voortrekkers at Blood River in 1838
- The language movement and the way in which Afrikaans was used to create and increase a sense of national identity and exclusivity
- The activities of the Broederbond and the FAK
- The emergence of Afrikaner nationalism as a political force with appeal to 'poor whites' and the white working class
- The significance of Malan's Purified National Party
- Alternative explanations of the appeal of Afrikaner nationalism, including O'Meara's economic, class-based explanation put forward in *Volkskapitalisme*
- Hermann Giliomee's emphasis on ethnic mobilisation

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.

Question 2

How much light does Source B shed on the nature of white opposition to apartheid, 1955-1980?
(12)

Origin

Trevor Huddleston was an Anglican priest working in Sophiatown in the 1950s. As a result of his experiences in South Africa, he became an outspoken opponent of apartheid and was later to be heavily involved with the anti-apartheid movement.

Purpose

Naught for your Comfort was written to draw the attention of the English speaking world to the suffering and hardship which were being caused by the implementation of apartheid.

Content

Many otherwise decent white South Africans try to present Nationalist policies in a favourable light. They attempt to justify what is happening in South Africa in terms of the allegedly unique nature of South African society. It is important that people should be prepared to speak out against racist ideology. Most white South Africans know little about the lives of urban Africans.

Possible points from recall

- The United Party's opposition during the 1950s focused on the way in which apartheid was implemented since they too rejected the principle of racial equality
- Support for the United Party waned during the 1950s and 1960s as the prosperity of white South Africa under the Nationalists increased the latter's popularity
- The break away Progressives did not accept the principle of a non-racial franchise
- The Liberal Party associated with Alan Paton was tiny and largely ineffective, never securing representation in Parliament
- Extra-Parliamentary opposition was more effective with organisations such as the Torch Commando capable of mobilising large scale support – for short periods of time
- The Torch revealed its internal contradictions when it refused to permit coloureds as members of the organisation
- The Congress of Democrats worked fairly effectively with the ANC and the SAIC prior to the Congress of the People but created alarm among Liberals because of the involvement of the SACP
- The Black Sash mobilised some middle class women over the issue of constitutional rights
- In the 1960s and 1970s white opponents of the regime were confronted by an increasingly hostile regime
- White opposition was intensified by the events in Soweto
- Those who dared speak out were dealt with in a draconian fashion and were often forced into exile overseas, where individuals made an important contribution to the anti-apartheid movement
- Members of the SACP such as Joe Slovo joined the underground movement and then worked from outside South Africa to try to overthrow the regime using armed resistance.

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.

Question 3

Consider the differing perspectives offered in Sources C and D on the consequences of the Rivonia trial. (12)

The candidate explains the views in **Sources C and D** and offers a structured critique of the reasons why the two sources differ in their assessment of the consequences of the Rivonia trial in terms of:

Points from Source C

Origin

Illegal flyer published by the ANC, a banned organisation, shortly after sentence had been passed on the accused.

Purpose

To defy the government and call on Africans to continue the struggle the Nationalist government and white minority rule in South Africa.

An attempt to rally support at a time when ANC fortunes were at a very low ebb.

Content

The struggle to achieve justice will continue. Africans have world wide support and white supremacy is doomed. The Rivonia trial and the life sentences passed on the accused will serve to strengthen the cause. It is the government which has provoked the call for revolution. All Africans are called upon to resist the white government and its policies.

Possible points from recall

- The armed struggle within South Africa was unsuccessful until after 1976
- The ANC was in disarray and unable to operate within South Africa.
- See also below.

Points from Source D

Origin

Written in the mid 1970s when the prospect of change in South Africa seemed remote. Much of the primary source material collected by Drs Karis, Carter et al was banned in South Africa. Their detailed editorial comments reflect the concerns of many opponents of the Nationalist government in the 1970s.

Purpose

To provide an editorial comment on the results of the Rivonia Trial from the perspective of 1970s. The authors were well known for their scholarly interest in the African resistance movement at a time when it was not possible to publish such documents within South Africa.

Content

The leadership of the ANC is either imprisoned or in exile, as is the leader of the PAC. The South African government has become increasingly repressive and the existence of police informers makes it difficult to discuss past resistance. Less and less is known about the leadership prior to 1963. There is little prospect of change in the future.

Possible points of recall relevant to both sources

- The optimistic tone of Source C was typical of ANC propaganda in the 1960s and 1970s
- Even now much for history is written from the perspective of the ANC and there is still relatively little objective evidence about the nature and extent of resistance at this time, or about the status of the ANC between 1963 and the later 1970s
- Saul Dubow argues that the ANC's leadership of the resistance movement was not guaranteed during the first part of this period
- Oliver Tambo played an important part in international diplomacy, balancing Communist block support with a determination to retain western sympathies
- The Morogoro Conference of 1969 tried to resolve the issues raised by white and coloured participation in the armed struggle and established a largely acceptable framework for subsequent resistance
- Only in the later 1970s did the ANC emphasis change from armed struggle to political activism

The pessimism of Source D is also rejected by more recent historians. James Barber concedes that after Rivonia, African nationalist parties were in disarray. At the same time the South African economy recovered from the setback after Sharpeville and the NP was more popular than ever with the white electorate. However, he argues that from 1963 onwards, fear of African resistance increasingly determined NP's policies. The NP was more preoccupied with security. Expenditure on policing and the armed forces was increased. The emphasis on independence for the homelands increased to enforce the principle that blacks had no rights in SA's cities. SA foreign policy was increasingly shaped by the search for credibility in a more hostile environment.

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.

Part 1: Soviet Russia (1917-1953)

Each question is worth 25 marks.

Question 1

"The February Revolution came more from below than above". Discuss this view of the origins of the February revolution.

A pass answer (13-14 marks) will give an account and analysis of the events surrounding the February Revolution including a discussion of the main areas involved: This may take the long term picture as far back as events in Russia at the turn of the century, the effects of the Stolypin reforms and Dumas, and the rise and activities of revolutionary parties. There may be some briefish discussion on Tsarism and its perceived weaknesses and the deterioration in the condition of life of the mass of the people and the failure to modernise society and economy. These tensions came to a peak under the strains of war, which then provided a major impetus for revolutionary change. There may be detailed discussion on the precise nature of the war's impact in mobilising the urban working classes, leading to the creation of the Petrograd Soviet.

Conversely, the candidate may argue about the influence of the 'above' in bringing about the events of February 1917 [referring to the earlier role and death of Rasputin; Tsar and Tsarina's role; their own lack of competence to govern; the Duma and the progressive bloc during the war; the role of the Generals] in leading to the Tsar's abdication as the props of power were either kicked away or removed themselves. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will consider the events as above but will have a more sophisticated line of argument which might be as follows: That 1917 has been viewed as a failure of Russian liberalism to transform Tsarism into a constitutional monarchy, noting the monarchy which insisted on maintaining its leading role. There may be examination of the role of the revolutionaries in providing propaganda, undermining traditional loyalty to Tsarism but noting that most were in exile, but acknowledging who was in the street [Schliapnikov, labour organisations etc]; the role of Mensheviks and SR's.

There may be deeper discussion of the impact of WW1 and stating that there is debate, key being that loyalty to Russia need not necessarily involve loyalty to the Tsar. Looking at in more detail; the impact on the Russian army from the outset to the crisis of 1916 highlighting withdrawal of support from Tsar by top commanders. Looking at the impact on government finance, the fall in revenues combined with spiralling expenditure, and lack of foreign trade (Germany). Looking at the impact on the Home Front, [Putilov workers, International Women's Day etc] disruption in communications, food shortages and need to increase productivity. Looking at the impact on Nicholas' position as Tsar, as commander in chief and mistakes, plus wife at home and Rasputin. Candidates should show an awareness of the revolution coming from both upper and lower strata of society. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will include all of the above but will provide a searching critique which really evaluates the relative merits of each explanation and shows how these may or may not be reflected in the actual detail of February. There will be clear evidence of understanding of the views of different historians which may reflect knowledge of the changing interpretations from the pre-1960s, the 1960s as Cold War declined, the impact of glasnost since 1985.

Question 2

"Peace, bread, land". Is this an adequate explanation of the October Revolution?

A Pass answer (13-14 marks) will demonstrate knowledge of the events of the October Revolution and suggest its main causes in a reasonably thematic or organised way. Candidates should tackle the three points of the quote and should be able to cite its origins. In this way they can evaluate the events leading up to the coup. These should include Lenin's April Thesis, June Offensive, Kornilov's 'abortive coup'. It will address with the failure of the Provisional Government to deal with particular concerns. Here the link to peace, bread and land can be easily drawn, by discussing for example, diplomacy and war, supply of food and agricultural developments transport and loyalty, and the issue of peasant ownership. The changing relationship between the key players [Lenin and Bolsheviks, Kerensky and Provisional government, the Petrograd Soviet and the urban population] can then be considered. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will take a more thematic approach and will include all the detail above but will also demonstrate an awareness of the myth of October and debate the political nature of the revolution regarding the Bolshevik 'coup' as well as the reasons for the attraction of peace, bread and land. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will look at all of the above but might examine more consistently the nature of the revolution, the Bolshevik 'coup' considering the main participants eg Trotsky and the Petrograd Soviet, Kerensky and elections, Zinoviev and Kamenev, Lenin and Central Committee. It will also look at the revolution outside Petrograd and Moscow. Candidates should draw some final conclusions suggesting that finally peace was the main stumbling block. There will be clear evidence of understanding of the views of different historians.

Question 3

To what extent was the "heroic vision" of Bolshevism realised by the time of Lenin's death in 1924?

A Pass answer (13-14 marks) will include a consideration of the 'heroic vision' of Bolshevism building on the February Revolution sweeping away the old order 'pillars of Tsarism', also rejecting the liberal democracy as represented by the Provisional Government and would-be Constituent Assembly in favour of proletarian democracy through soviets and the leadership of the Party and establishing the basis of a new system from which communism would develop.

Evidence discussed would include detail on the role of the Tsar, the aristocracy, bureaucracy, army, secret police, Church and the more modern equivalents, and impact on the industrial worker and peasantry, removal of freedoms granted by the Provisional Government, control imposed over the Soviets, creation of a one party state, destruction of the Constituent Assembly, destruction of other political parties, establishment of central control, party control over the State, dealing with party dissent, use of terror and the Soviet Constitution. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would include all of the above detail but would provide greater analysis by adopting a more thematic approach by considering actions taken in political economic and social spheres. Here the consolidation of power might drive the piece, politics covered via Constituent Assembly, Party bureaucracy and the use of Terror, the Civil War; economics with the move from War Communism to NEP and 1921, socially with the role of women, culture and the arts, religion, the best answers even mentioning futurism and technology [eg electrification]. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will include all of the above but will debate the heroic vision versus the totalitarian regime throughout. State control over economy, communication, large scale use of terror, ousting by the population of 'enemies', imposition of a single ideology and the adulation of a single leader. A clear awareness of historiography will appear throughout.

Question 4

Why did NEP come to an end?

A Pass answer (13-14 marks) will give an account and analysis of NEP. Candidates may see the reasons for why NEP came to an end from two perspectives; firstly that the circumstances had changed since the time of its introduction [therefore discussing reasons for its introduction in 1921 and how these were different by the late 1920s] and then the relative success or failure of the different component parts of NEP as it actually operated [the agricultural, industrial and political dimensions].

They may therefore start with the reasons (aims & objectives) for it's being set up [failure of war communism including the refusal of the peasants to give up their produce; need to raise agricultural production and the handover of this output]; Lenin's view of NEP as a temporary "retreat", and move on to analysis of its successes and failures [details on rise in agricultural output and re-establishment of industrial production, role of NEP men BUT scissors crisis and resultant failure of peasants to make their produce available]. They may then come onto the reasons for and circumstances of its ending, in terms of the reasons for its being dismantled [realisation that peasants can produce a surplus which the State needs but is being diverted to the market-hoarded/vodka; renewed Communist Party will to develop industry needing State control of food supply to towns and increased foreign earnings, its use by Stalin as part of the struggle for power which he had now won]. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will give an account and analysis of NEP, as above, but may include sounder detail; possibly referring to the need to develop foreign trade; a need to overcome decline in morale of Communist Party due to ideological retreat eg Platform of 46 and provide new targets for revolutionary communism [linked to incoming 5 year plans]. There might be more detail and analysis on the circumstances of the late 1920s with the concern over the rise of class differentiation due to Nepman and Kulak exploitation of NEP's opportunities; renewed Communist Party will to develop industry buoyed up by bumper harvest of 1926-27 followed by grain procurement crisis of 1928 as peasants withhold product; [Stalin's realisation that coercive methods can still work] goods famine makes peasants even less likely to part with their product and renewal of the revolutionary agenda and control of petty bourgeois peasants. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will give an account of NEP, as for a B answer, but will give greater and more sophisticated detail including recognition of the opportunity to woo peasants towards party including establishment of control over them via expansion of party membership; increased role of co-ops and expansion of party-driven administrative system; also need to appease foreign critics in age of expansion of foreign trade and drawing up of foreign trade agreements. On the political dimension, candidates may refer to concerns within party that NEP is more of a natural development of pre revolutionary and pre war economy than was War Communism BUT divisions over economic theory arise within the Communist Party [Bukharin and Left Opposition]; also re-emergence of petty capitalists [Nepmen and Kulaks].

Once Stalin was in power, a hard line was taken, using fears of kulak domination of Communist Party and local administration (milking system for themselves) as evidence of need for change. Renewed Communist Party will to develop industry as development of security anxieties [need to counter Nepmen's competition against the State for resources]; for Stalin, this was a way to consolidate his pre-eminence in the party as Lenin's heir; goods famine pushed surplus purchasing power into the arms of the market and led to speculation in State produced goods. There will be clear evidence of the understanding of the views of different historians.

Question 5

To what extent was Stalin's Russia a totalitarian society?

A Pass answer (13-14 marks) will give an account and analysis of the nature of the Stalinist State, by looking at Stalin's control over the Communist Party, the Soviet Constitution of 1936 – myth and reality in terms of freedom - failure of institutions to have any real influence, the structure of the Communist Party (politburo, Central Committee, Party Congress) the use of terror. In addition, it may give some detail on the nomenklatura system, the purges and gulags, cultural aspects in art and writing, the educational system and curricula, the church, and everyday aspects of the life of the ordinary soviet citizen. There may additionally, be reference to the imposition of the command economy through collectivisation and the 5-year plans, as evidence of the centralising, totalitarian nature of the state. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will adopt a more directed approach and look at the political, economic and the social. The good candidate may additionally start their discussion by postulating what issues of totalitarianism are under debate [intentionalist versus revisionists] or the elements of a totalitarian state that need consideration [Graeme Gill's analysis]. Looking at the overt dictatorship alongside the idea of the total Communist society and the extent to which that was perceived as believable and desirable. Also there may be a consideration of the limitations on Stalin's powers including his personal limits, limits at leadership level within the Party and limits at rank and file level. The idea of the second generation and the release of talent from lower orders who through fast-tracking have to thank the Party for their position. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) may do as for the Good answer above, but see it in more sophisticated terms; considering perhaps why the Soviet Russian state moved the way it did the idea of totalitarian in terms of either a betrayal, of the original idea that after the initial stages of the revolution that the role of the state would wither away, and the dictatorship of the proletariat would be the outcome, and what happened was in fact a personal dictatorship by Stalin. Or that the regime was in fact total and that it did dominate all thinking. In both interpretations the debate on the extent of 'Stalinism' will be constantly considered and some of the latest works will inform the discussion. These may include Fitzpatrick's *Everyday Stalinism*, Brooke's *Thank you Comrade Stalin*. Candidates here should show that complaints were tolerated and the credibility of the regime was questioned. Also there might be a discussion of 'willing control' ie a complicity from certain sections of society (fast-trackers) or in key areas (the threat from the foreigner). There will be clear evidence of the understanding of the views of different historians.

Question 6

“The 1940s saw the Soviet Union emerge as a superpower.” Discuss.

A Pass answer (13-14 marks) may include a discussion of the following: Victory in WWII [fighting methods, size and capability of Soviet armed forces, conquest of Eastern Europe right to Berlin] and its effects as international relations developed through the war conferences; [detail on Yalta and Potsdam, with Stalin’s demands, attitudes and what he gained] the ultimate take-over of Eastern Europe; [events in Poland and other ‘people’s democracies’, Finland, Czechoslovakia etc], relative decline of Western Europe in the face of the rise of the USA; USSR enforcing division of Europe into West and East; [Berlin blockade] building of the A-bomb in 1949; maintenance of major conventional armed forces with proven track record in Eastern Europe. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will be as for a Pass answer, but may include detail on perceived global potential of ideological threat (especially by USA); perceived rate of military recovery between 1941 and 1945; comparison of Stalin and Hitler in terms of ruthlessness, ambition and charisma; American reluctance to accept the USSR as co-victor, antagonising Stalin; large size of USSR and its resource base; Stalin’s domestic (and foreign) popularity as war hero. There may be reference to economic factors as part of Soviet great power status [refusal to accept Marshall Plan, defiance against Truman doctrine, building up Cominform in 1947 and Comecon in 1949.] Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will include most of the issues addressed above but will offer greater sophistication of analysis, and possible more detailed evidence; which may include a questioning of whether the USSR was ever really a super power, [paradox of the post-1945 exhausted and vulnerable Soviet state, but at the same time perceived and accepted as a world player] or was the world power status more a product of Western anxieties; [Churchill’s ‘Iron Curtain’ speech]? Korean War and Warsaw Pact are outside the question dates, but may be referred to by candidates as concluding evidence of the immediate post-1940’s status of Soviet Russia in World and European affairs. There will be clear evidence of the understanding of the views of different historians.

Marks Scheme

Part 2: Soviet Russia (1917-1953)

Question 1

What do Sources A and B reveal about different perspectives on the outcome of the Civil War?
(12)

Candidate offers a structured comment on the significance of **Sources A and B**, in terms of:

Points from Source A

Origins

Speech by General Wrangel, White leader, primary source.

Possible purpose

To marshal allegiance of various sections of society. To highlight the reasons for the Civil War and to make it appear that he supports the peasants in their bid to free themselves and to return to honest labour and stability

Content

Reference to – violated faith, Holy Russia, appealing to the faith of the peasants. Communists, tramps and criminals, giving names or explanation here. Peace bread and land – key point here, link to Lenin’s speech. Acknowledging the issues but seeing the future as open.

Possible points from recall

- ‘peace bread and land’ here trying to adopt the Bolshevik stance in 1917
- To gain support
- White Generals tended not to be political but here ‘choosing a master’ is alluding to democracy (whether meant or not is another matter)
- Wrangel at this point was looking for foreign help
- Highlighting this as one reason for the outcome of the Civil War and adding others on Red/White division
- Also should mention the White divisions, and failure to produce a coherent political plan
- Might also state that the Whites were top heavy in that they had too many officers. Reference to Gadj’s criticisms of corruption and depravity of White officer corps.

Points from Source B

Origins

Modern analyst, specialist in the field, who has an open mind to the Debate.

Possible purpose

To synthesise opinion and to question and to state the limits of Wrangel's Land Decrees.
To consider the reasons for the outcome of the Civil War.

Content

Lincoln – that Wrangel had to force concessions on reluctant aristocrats regarding land

Lincoln – stating one opinion that this did mark a shift in politics and the fortunes of the Whites would have been different

Observer – stating that if this had happened 2 years earlier, when foreign intervention was at its height then the outcome would have been different

Lincoln – states that would not have been the case even then, the Masses have rejected old models

Lincoln – showing Wrangel's appeal (even an earlier one) is over-stated, that the whites did not have an impact because they refused forward from the idea of old Russia and needed to build on new ideas and use them for themselves

Lincoln – stating that the future was not therefore open – even 2 years earlier

Possible points from recall

Sources tend to give an analysis of Whites losing because of leadership weaknesses. Candidates can go on and develop detailed recall of these or additional weakness; Kolchak, Yudenich and other White armies, role of allied intervention and provision of supplies and weapons, role of Czech legion, lack of wider support from peasantry, weakness of any White civilian political administration, especially after dismissal of Komuch and Directory. Then, there is still plenty of recall on various Red strengths that can still provide a perspective on ultimate white failure.

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.

Question 2

Comment on the significance of Source C in the light of economic and international developments between 1931-1945. (12)

Candidate offers a structured comment on the significance of **Source C**, in terms of:

Origins

Speech to leading industrialists who are responsible for putting theory into practice and putting the 5 Year Plans into action.

Possible purpose

To hail the future, to motivate and perhaps to threaten.

To accelerate the 5 Year Plan, to push ahead by raising the spectre of foreign aggression.

Content

Refers to plight of old Russia

Notes military, cultural, political, industrial and agricultural backwardness compared to the West

The fight is against the capitalist west, using this to enforce genuine Bolshevik tempo, persuading in his way of the need to improve production

Possible points from recall

- Showing Leninist roots, as means of persuasion
- Reference to Stalin's position in 1931
- 15 years is significant because includes, 5 Year Plans, War threat, fight against capitalism
- Reference to date in global context – Great Depression
- Role of the war in completing the prophecy made by Stalin [war as accelerator of change]
- Candidate could include reference to the nature and extent of the industrial transformation in the 5 year plans [growth in size, type, investment, geographic location of industrial areas plus their importance by World War 2.
- Names of major concerns; Magnetogorsk, Gorky, Kuznetsk etc.
- Stalin avoids talking about foreign aid in all this but it was there: role of Americans, [Ford] British firms [Metro Vickers]
- Work methods: storming, socialist competition, Stakhanovism etc - echoes the tone of his speech
- Acknowledgement of accuracy of Stalin's prediction: Russia totally out produced Germany by the middle of war

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.

Question 3

Does Source D give an adequate explanation of the Great Purge?

(12)

Candidate offers a structured comment on the significance of **Source D**, in terms of:

Origins

Memoir; a distant reflection of 1937 by a leading member of the Party in the Foreign Ministry. Might mention the Nazi-Soviet Pact. Stalin's ally. A loyal member of the regime. Signed many death lists himself!

Possible purpose

To justify, give a rational explanation for the Great Purge.

Content

1937: the move from Show Trials to Purges

Rehabilitation by Krushchev more about him establishing his regime, and so suggesting that the purge of the military was necessary

Discussion of the roles of Tukhachevsky and Zinoviev

Suggesting their betrayal but is in actual fact really giving excuses for their elimination and raising the truth of potential war at that time

The internal struggle is showing fear of key personnel dividing the country and the effect of that in a war situation

Refers to the much deeper division that might have resulted in society at large if opposition had been articulated

Possible points from recall

- Evidence of extent and numbers involved in the Purges.
- Evidence of the belief that they were justified. Siege mentality of Russians
- 1939 and War: impact of purges on minorities; the Chechens, Volga Germans, Katyn Poles, Crimeans etc
- Other possible motives; economic reasons, wreckers/saboteurs, de-kulackisation, Yezhovschina; details here on role of NKVD quota system.
- More on the show trials, detail on the pervasive nature; denunciations, splits in the Party eg Trotsky, and impact.
- Some gained! Rise of youngest governing elite of any major nation! But apparently wiped out effectiveness of army - debatable
- Stalin's megalomania and paranoia. Ending of purges.

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.

Part 1: The Spanish Civil War (1931-1939)

Each question is worth 25 marks.

Question 1

How serious a threat to the Spanish state were regional identities and tensions in the years leading up to the outbreak of the Civil War?

This question asks the candidate to consider the regional movements in Spain, especially those of Catalonia and the Basque country, and to make a judgement on how dangerous they were to the existence of the Spanish state.

A Pass answer (13-14 marks) would see a basic account and analysis of the reasons for the growth of separatism in Catalonia and the Basque territories. There may be a lot of narrative, covering the two areas and the parties in them that sought autonomy. The opposition to regionalism will be mentioned and the reasons for this. A simple judgement must be made as to the dangers these movements posed to Spain. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will expand on the above. More details will be given about the regional movements and their growth. Contrast should be made between Catalonia and the Basques. Attention should be given to the way in which feelings for autonomy were seen as threatening to Spanish unity. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will give a full account and analysis of the development and desire for autonomy in Catalonia and the Basque country since 1918. The hostility of the Central government should be described, including the actions of Primo de Rivera in 1923. The changing political nature of the movements for autonomy should be explained, from the Lliga in Catalonia to the Esquerra. The growth of hostility towards them by the Army should be dealt with. There should be a full discussion as to whether these movements posed any real threat to a united Spain or not. There will be clear evidence of understanding of different historical interpretations.

Question 2

"The failure of the agricultural reforms after 1931 in Spain was due almost entirely to lack of finance." To what extent was this true of the period 1932-1933?

This essay requires the candidate to examine the failure to resolve the agricultural problems facing Spain in the period 1932-3.

A Pass answer (13-14 marks) gives a basic account of background to the agricultural problems in Spain and the factors preventing her developing a modern agriculture industry. It should include details of the reforms introduced under the Left Republic 1931-1933. Mention should be made of the issues affecting the creation of an agrarian reform bill such as the lack of finance for compensation and the delaying tactics of the opposition. Reactions of peasants and landowners to these measures may also be discussed. There may only be basic analysis of the contributory factors. There may be some reference to other issues, which deflected governments from their agricultural policies such as the Church, the regional problems and industrial issues. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will present a more detailed account and analysis of events. There will be reference to such factors as the Institute of Agrarian Reforms moderation, the reaction to the limited nature of reform, such as Casa Viejas, the high expectations of the peasants and agricultural labourers, the role of FNTT leadership and the militancy of the CNT. Consideration may be given to other problems which distracted governments from their agricultural policies such as the dispute with the Catholic Church and the proposed army reforms. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will show thorough understanding of the events and provide more detailed analysis of the situation. References will be made to specific legislation. The actions and motives of the anarchists, socialists and right wing parties must be discussed. Mention will be made of the lack of support for the Republic in sections of Spanish society. A balanced conclusion should be provided relating to the scale of the problem, economic constraints and the role of individuals and political groups. There will be clear evidence of understanding of different historical interpretations.

Question 3

How true is it to say that "The Spanish Civil War came about due to the obstinacy of the left, rather than the strengths of the right."

This essay requires the candidate to examine the reasons for the outbreak of the Spanish Civil War.

A Pass answer (13-14 marks) describes the background factors and immediate events leading up to the outbreak of the Spanish Civil War in 1936. It should include details of the reforms introduced under the Left Republic 1931-1933, the counter measures initiated by the Right Republic 1933-1936 and the steps taken by the Popular Front Government of Feb-July 1936. There may only be basic analysis of the contributory factors. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will present a more detailed account and analysis of events. There will be reference to such factors as the reactions to the reforms introduced by both sides, the increasing hostility between Left and Right during the period and background factors such as the complications of the growth of regional feeling, economic difficulties, and the old fashioned nature of Spanish society. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will show thorough understanding of the events and provide more detailed analysis of the situation. The actions and motives of the anarchists, socialists and right wing parties should be discussed. Reference will be made to the development of confrontational politics, the attempted coups on both sides, the abandonment of legal methods and the resort to violence. Mention will be made of the lack of support for the Republic in sections of Spanish society and the wider European dimension. A balanced conclusion should be provided relating to the role played by both Left and Right in terms of the antagonism between the two sides arising from the willingness of the left to fight to protect their gains and the determination of the right to crush democracy. There will be clear evidence of understanding of different historical interpretations.

Question 4

"Franco's takeover of the Falange in 1937 was due to his need for a political ideology." Do you agree?

This essay requires the candidate to discuss the idea that Franco organised a move to take control of the Falange in 1937 in order to provide the military rising with a political ideology that it did not possess.

A Pass answer (13-14 marks) gives a basic account of the events in 1936-37 with some details of the various groups on the Right. The different aims of these groups should be touched on and an account of Franco's take-over of the Falange given. Some attention should be paid to Franco's personal beliefs and aims. Answer should consider what happened after 1937 – did Franco keep the Falangist ideology? Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will give a more sophisticated analysis of events. The aims of the various Rightist groups should be made clearer (CEDA, Carlists, Falange, Monarchists). Attention should be given to the question as to whether the army needed an ideology. If so, why? Franco's position should be made clear – did he aim to defeat potential rivals? How much ideology was adapted? Greater account will be undertaken of different historical interpretations.

A Very Good answer (18+ marks) will demonstrate clear understanding of the position in 1937. Franco's fortunate leadership of army and desire to remove any rivals. Need to be seen to emulate Nazis and Fascists with an ideology. Unrest among Falange. Defeat of Carlists followed by creation of "movement". Imprisonment of Hedilla. Falange ideology a sham? There will be clear understanding of the views of different historians.

Question 5

Do you agree that there existed an opportunity for peace in the summer of 1938?

The candidate is here asked to consider the possibility of a negotiated peace in the summer of 1938 – taking into account Yague's attack on the Germans and Italians and Negrin's speech laying down peace terms.

A Pass answer (13-14 marks) will give a largely chronological account and analysis of events in 1938. Mention should be made of the opening of the French frontier and Franco's consideration of asking the Axis powers to leave Spain. When Great Britain signed a treaty with Italy, Negrin made his speech offering terms; when a war was avoided over Czechoslovakia, Negrin gave up. Yague's speech shows unrest among the nationalist troops – but it is not an offer of peace. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will examine Franco's intentions – Did he ever seriously consider terms? Worried over France's attitude, but Blum's government fell. Franco had always insisted on no amnesty for communists. How realistic were Negrin's hopes? Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will look at events in 1938 critically. Franco wished unconditional surrender and although suggested that Axis troops might leave only did so to placate Great Britain and France. No evidence of any desire for a compromise. Negrin always hoped a European war would break out – it did not. There will be clear understanding of different historical interpretations.

Question 6

How valid is the argument that aid from the Soviet Union harmed rather than helped the cause of the Spanish Republic?

This essay requires the candidate to evaluate the role of Soviet aid to the Republic.

A Pass answer (13-14 marks). Assesses the impact of Soviet aid on events in Spain, stressing Stalin's motives, the amount of assistance given, the role of Soviet advisers in Spain and the effect on internal politics on the Republican side during the Civil War. This may largely take the form of a narrative account of events. Some discussion of the quote must be included. Is there any truth here? Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will provide a basic analysis of the impact of Soviet aid. An examination of any evidence to support the quote should take place eg Stalin's views, the price of Russian aid in terms of the destruction of the revolution, the political strings and the loss of gold reserves. In addition it may make reference to wider factors such as the existing internal divisions in the Republican camp, the role of the International Brigades and the effect on the Republic's relations with Britain and France and the role of the NIC. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) will provide a full and detailed analysis of the impact of Soviet aid as outlined above. Reference to factors such as the internal divisions in the Republican camp, the role of the International Brigades, and the effect on the Republic's relations with Britain and France will also be included. Comparisons may also be drawn with foreign aid provided by Germany and Italy for the Nationalists. A balanced conclusion with reference to the quotation will be provided. There will be clear evidence of understanding of different historical interpretations.

Marks Scheme

Part 2: The Spanish Civil War (1931-1939)

Question 1

Compare the differing perspectives in Sources A and B on the effectiveness of Anarcho-Syndicalism. (12)

The candidate compares the different views expressed in **Sources A** and **B** in terms of:

Source A

Origin

Secondary source, a standard text on Spain. Modern historian with access to a variety of primary sources.

Possible purpose

To present balanced view of issues relating to anarcho-syndicalism.

Content

Utopian vision of society. Reminder of a long lost past. Left wing alternative to Carlism. Fictional nature of promises.

Source B

Origin

Author a respected writer on Spain. Lived in Spain until Civil War. Almost contemporary.

Possible purpose

To give Brennan's view on events in Spain. To express reservations about anarcho-syndicalism.

Content

Limited achievements of Anarchist movement in countryside. More successful than Socialists in creation of revolutionary feeling among workers. Seeking to destroy political power so unlikely to succeed if revolution broke out. Success in revolution more likely to go to party prepared to seize power. Anarchists role in contributing to fall of Second Republic.

Possible points from recall

- anarchism a dominant force in Spanish politics
- tremendous influence on other left wing movements
- popularity of anarchism amongst poor
- varying regional support for anarchism
- role played by the CNT
- specific examples of anarchists role in contributing to fall of Second Republic
- impact of the anarchists on the Spanish Civil War

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.

Question 2

What insights are offered in Source C into the motives of those who supported the military rising in Spain in July 1936? (12)

Origin

Peman was a monarchist poet. This address appeared in ABC, a right-wing newspaper, alongside Franco's proclamation in July 1936, at the start of the Rising.

Purpose

To try and gain support from the traditionalists for the military coup.

Content

Peman talks of the importance of the struggle; how it is not just for Spain but for civilised values. They are not alone but have European history behind them. He lists all they are fighting for and declares that it is Communism that is the enemy. Their cause is that of the world.

Possible points from recall

- loss of election in 1936 had convinced the Right that violence was needed
- the election had been fought on the basis of civilisation versus barbarism
- the CEDA had declined and Sotelo (Monarchist) had gained support
- so had the Falange
- apparent communist support for the government caused alarm and the army was given the message that a coup might be the answer
- a struggle against communism and separatism
- coup was carefully planned by the army and was supported by the Falange, the monarchists and the Carlists
- all wanted a traditional Spain without liberal democracy
- of the supporters, the Falange was not likely to share Peman's views, being more radical
- the idea of a crusade and the defence of Christian values was popular on the Right. (Harking back to Spain's struggles against the Moors)
- individuals who supported the army would not necessarily agree with Peman
- Jose Antonio Primo de Rivera would not have done, as a Falangist
- Fal Conde on the other hand, would have, as a Carlist and a supporter of traditional values
- Machado would also, arguing as he did against liberty and for discipline
- Robles, although now sidelined, would have agreed

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 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 source in context, good grasp of facts and analysis reasonably well developed.
- 9-12** Accurate, wide-ranging, clear and convincing argument; solid grasp of context and significance of material. Well developed levels of analysis.

Question 3

How adequately does Romilly in Source D portray the beliefs of those who volunteered to fight in Spain for the Republic? (12)

Origin

A contemporary source from a book written by Esmonde Romilly, a volunteer fighting in Spain. An account of a skirmish in 1936 at which Romilly was present.

Purpose

Propaganda on behalf of the Republic and International Brigade.

Content

Praises the dead of Boadilla. No elaborate rituals, in fact not even any burials! Like Madrid, a symbol of resistance. Those who died at Boadilla represent all the wishes of the English in favour of Justice and Freedom.

Possible points from recall

Candidate may know something about Romilly himself:

- writer was a nephew of Churchill who cycled to Spain in 1936
- joined the Thaelmann Battalion, a Communist unit mostly German
- he wrote a book about the skirmish at Boadilla as propaganda
- only 6 volunteers killed. Commemorated by Christopher Caudwell in a poem
- Romilly's brother also fought in Spain

Candidates may fill in much more on wider motives for intervention:

- most British volunteers were working-class and Communists, who in fact organised the International Brigade
- most who went to Spain wanted to resist Fascism, whether Communist or not
- motives of volunteers summed up by Wild (leader of British Battalion)
- "they believed in trade unionism, humanity, social justice and efficiency"
- others thought it a crusade for a democracy – but most British people were not in favour of action in Spain
- a sizeable number of British supported the Nationalists
- more on motives of other groups [US, German, Italian, Tito and Marty]?

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 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.

Part 1: Britain at War and Peace (1939-1951)

Each question is worth 25 marks.

Question 1

Has Britain's lack of preparedness for war in 1939 been exaggerated?

A Pass answer (13-14 marks) would describe with basic analysis the degree to which the armed forces were ready for warfare by September 1939 and the extent of the development of Fighter Command, radar and anti-submarine devices. The conclusion will make reference to the reasons for any inadequacies in these areas. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will demonstrate a broader understanding of preparedness and would include a discussion of civil defence and an analysis of the extent to which the economy was equipped to meet the needs of war. A critical review of military readiness would be offered and a balanced conclusion would refer to the political outlook of the Chamberlain government and the record of pre-war diplomacy. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would provide a detailed analysis of British military strength in 1939, the extent to which a range of civil defence measures were in place and an analysis of the Chamberlain government's approach to the economy. A strong assessment of Britain's reluctance to involve itself in a European alliance system, particularly one involving the USSR, would be offered. It would have sustained analysis of both preparations and shortcomings in all respects of military re-equipment comparing the relative preparedness of Fighter Command, the army and the navy. There will be clear understanding of the views of different historians.

Question 2

How far was the outcome of the Second World War determined by the Battle of Britain?

A Pass answer (13-14 marks) would describe with basic analysis the conduct and outcome of the Battle of Britain. It would show knowledge of the Battle of Britain's alleged role in averting German invasion plans. The conclusion would include reference to the relative importance to the outcome of the war of other military campaigns and theatres. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would provide fuller assessment of the strategic and military impact of the Battle of Britain. It would link the conduct and outcome of the Battle more directly with preceding and subsequent military campaigns. It would demonstrate knowledge of debates about the relative importance of the western and eastern fronts in shaping the outcome of the war. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would provide a comprehensive analysis of the conduct and outcome of the Battle of Britain. It would discuss the greater pre-war readiness of Fighter Command, relative to that of the navy and the army. It would have a clear sense of historical interpretations about the impact of the Battle on the outcome of the war, including discussion of other elements of British military strategy and the relative importance of the eastern front. There will be clear understanding of the views of different historians.

Question 3

Assess the impact of the war on the British economy.

A Pass answer (13-14 marks) would give an account and analysis of the war's impact on industry and agriculture. It would discuss at a basic level the impact on overseas trade and investment. The conclusion would offer a basic discussion of the costs of the war in terms of lost assets and government borrowing. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would adopt a more analytical approach, examining the differentiated impact of the war on Britain's 'old' and 'new' industrial sectors and on labour issues and policies. It would include a discussion of the development in trade and investment of balance of payment problems. The costs and methods of paying for the war would be discussed in greater depth. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would engage with different historical interpretations of the economic impact of the war. This would involve a critical discussion of a range of issues, including the impact of war on industry and agriculture, the development and character of labour, taxation and fiscal policies, and the impact on Britain's external trading position. There will be clear understanding of the views of different historians.

Question 4

How successfully can Britain be said to have achieved its war aims by 1945?

A Pass answer (13-14 marks) would offer an outline of Britain's war aims and a basic assessment of the extent to which these were achieved. This may include a discussion of basic aims [keeping France in the war, and Italy out, deterring Japan from entering]. It may then move on to particular aims [prevent Hitler from gaining mastery of Europe and therefore instituting a 'New Age' in Europe, also preserving British naval superiority over everyone except the US navy, and preserving Britain's status as a global power]. There may be some discussion of military aims [by 1941, Churchill and Roosevelt had agreed that defeat of Germany took precedence over defeat of Japan. At Casablanca they agreed to press for unconditional surrender of Germany and Japan]. Finally, there was a moral dimension to Britain's war aims that includes reference to the Nazi treatment of the Jews, gypsies etc, and therefore a moral concern to bring those to trial that were deemed war criminals. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) will be as for a pass answer but would provide a fuller assessment of Britain's war aims. The transition from Chamberlain and Halifax to Churchill would be discussed. The American alliance would be examined in greater depth. The European, Asian and Imperial aspects would be discussed as would the sequence of international war-time conferences, culminating in Potsdam in 1945. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would provide a comprehensive analysis of Britain's war aims, involving the discussion of different historical interpretations. It would discuss critically Churchill's role in diplomacy and military strategy. It would analyse the character and consequences of the Anglo-American alliance and Britain's relations with the USSR. The conclusion would focus on the outcome of the war in Asia as well as Europe. There will be clear understanding of the views of different historians.

Question 5

Does Ernest Bevin deserve his reputation as an outstanding Foreign Secretary?

A Pass answer (13-14 marks) would offer a basic discussion of Britain's foreign policy aims and achievements in this period. Bevin's role in shaping these aims and achievements would be discussed. The conclusion would offer a basic discussion of the extent to which Bevin grasped Britain's reduced world status. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would provide a wide-ranging discussion of Britain's foreign policy, including the NATO alliance, the onset of the Cold War and the extent of the retreat from Empire. Bevin's role would be appraised critically, with discussion of his limitations as well as his achievements. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would engage with historical debate about the nature of Labour's foreign policies and the approach adopted by Bevin. This would involve a critical discussion of the development of the Cold War, the costs of maintaining extensive overseas commitments, and policy in a range of theatres, including Europe, the Middle East, and Asia. There will be clear understanding of the views of different historians.

Question 6

"Thoroughly undeserved." How accurate is this assessment of Labour's electoral defeat in 1951?

A Pass answer (13-14 marks) would offer an assessment of Labour's performance in government from 1945-51. It would highlight the difficulties faced by Labour and offer an assessment of their success in overcoming them. Some reference would be made to increased rationing and austerity and the changing policies of the Conservatives. A basic appraisal of splits in the Labour cabinet would be offered along with a summary of why Labour lost. Some account will be taken of different historical interpretations.

A Good answer (15-17 marks) would provide a more sophisticated discussion of Labour's achievements and shortcomings, including the creation of a welfare state which was universally popular against a background of mounting public discontent over austerity and bureaucracy. Significant attention would be paid to Labour's internal squabbles as well as an appraisal of the extent to which a Conservative revival had been achieved. Some reference to the increase in Labour popular vote in 1951 would be made as well as boundary changes. An appraisal of the validity of the quotation will be obvious. Greater account will be taken of different historical interpretations.

A Very Good answer (18+ marks) would be as for a Good answer, but give greater depth in discussing different historical interpretations of Labour's defeat in 1951 including the extent to which it was self-inflicted. Such an answer would highlight all Labour's achievements against a critical backdrop of left-wing dissatisfaction and public intolerance of shortages. Labour's handling of the economy would be critically examined and an exploration of the increasing disenchantment of the middle-class vote would be apparent. Reasons for Conservative revival would be discussed as would the nature and peculiarities of the 1951 election itself. An effective and thorough examination of the quote's validity will be offered along with a clear explanation of why Labour lost in 1951. There would be clear evidence of understanding of the views of different historians.

Marks Scheme

Part 2: Britain at War and Peace (1939-1951)

Question 1

To what extent does Source A illustrate the view that there were inequalities of sacrifice in Britain during the war? (12)

The candidate provides an assessment of the extent of inequality of sacrifice illustrated in **Source A** in terms of:

Origin

Primary source. Author a member of the wartime government. Includes his own personal observations on the contemporary situation.

Purpose

To record his reservations about the excesses of the rich and to suggest possible solutions to the contemporary unrest.

Content

Evidence of wealthy enjoying privileged access to food. Suggestion of public unrest at this knowledge. Evidence of inequality of food provision outside rationing.

Possible points from recall

- development of explanation of existence of the black market and rationing evasion
- knowledge of British Restaurants and their 10-shilling menus
- existence of exotic menus at hotels like Dorchester
- inequality in suffering in blitz
- lack of adequate bomb shelters in working class areas of cities like London
- government failure to provide deep shelter facilities in many cities
- availability of petrol and diesel for better off
- evidence of wealthy emigrating abroad or moving to safe areas for duration of war
- inequality in treatment of evacuees and in allocation of same
- suggestion that class divisions remained as wide during the war as pre-war
- propaganda gift of bombing of Buckingham Palace

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 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.

Question 2

What light does Source B shed on why the Conservatives lost the 1945 election? (12)

The candidate evaluates the extent to which Source B explains the Conservative loss in 1945, in terms of:

Origin

Primary source. Radio broadcast by leader of Conservative Party. Party political broadcast.

Purpose

To persuade voters to vote Conservative by highlighting the alleged dangers of electing the Labour party into power.

Content

Suggestion that a socialist Labour government would be oppressive. Would resort to Gestapo tactics to control the population. Would be overly bureaucratic and totalitarian and threaten individual liberty.

Possible points from recall

- an explanation of how Churchill's Gestapo speech outraged and alienated many of the voters
- Labour had been coalition partners but now seen as threat to democracy
- Conservative manifesto based on Churchill's personality and talents whilst Labour's manifesto based on clear policies
- popularity of Let Us Face The Future and in particular, Labour's pledge to implement fully, the Beveridge Report
- Conservatives more hesitant in endorsing it
- suggestion of swing to left in British politics during the war
- increasing popularity of Labour and diminishing popularity of Tories as seen in by-election losses to Commonwealth Party
- fear of returning to hungry thirties and memories of same under Tory dominated National Government
- ghost of Neville Chamberlain and appeasement
- suggested influence of ABCA on forces vote and increase popularity of socialism via respect for efforts of Red Army in war
- possibility of middle-class desire for social change following common sacrifice of wartime and experience of evacuation
- achievements of Labour Ministers during coalition government

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 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.

Question 3

How well do Sources C and D illustrate the contrasting views on the achievements of the Labour governments of 1945-1951? (12)

The candidate explains the different views of Labour's achievements 1945-51 in **Sources C** and **D** in terms of:

Points from Source C

Origin

Secondary source. Historian writing 50 years after the war.

Possible purpose

Right-wing historian offering a personal explanation of the origins of Britain's post-war decline.

Content

Explanation of Britain's continued overseas commitment under illusion of remaining a great power. Financial strain placed on an already overburdened economy by this adherence to global influence. Failure to invest in economic regeneration and hence a lost opportunity to recover from war. Britain seduced by dreams and illusions of greatness, which no longer applied.

Possible points from recall

- author's well-known standpoint on failure of successive post-war governments to prioritise investment in economic regeneration and modernisation. Reference to *Audit of War* and *The Lost Victory* as exemplifications of this theory
- Barnett's criticism of Britain's failure to grasp its reduced world status and amend its policies accordingly
- author's argument that Labour squandered Britain's resources and Marshall Aid on an ill-conceived welfare reform programme which would have been better spent on industrial recovery and an improved education system

Points from Source D

Origin

Secondary source. Historian writing 50 years after the war.

Possible purpose

To re-appraise the performance of the Attlee Governments in the light of 1980s criticism of them and to justify their policies.

Content

Dismisses right-wing criticism of Labour welfare policies as being achieved at the expense of economic regeneration. Suggests that Labour government was far from profligate in its commitment to welfare reform and cut its cloth accordingly. Suggests Labour did concentrate on industrial modernisation and enhancing export trade. Absolves Labour from criticism of neglecting development of skills in workforce.

Possible points from recall

- left-wing appraisal of Attlee Governments performance
- candidate shows awareness of the historiographical debate surrounding the New Jerusalem v Economic miracle thesis
- opportunity for candidate to contrast the views of Morgan, Jeffreys, Hennessey et al with Barnett
- reference to consensus between Parties on need for a Welfare State and acceptance of a mixed economy
- reference to contrasting views on Britain's post-war foreign policy including the dreams and illusions stance of Barnett with more favourable interpretation of Morgan and Bullock on Britain's role in the creation of NATO, ending US isolationism and handling of colonial self-government

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

[END OF MARKING INSTRUCTIONS]