

Advanced Subsidiary GCE

GCE HISTORY A

F963: *British History Enquiries*

Option B: *Modern 1815-1945*

Specimen Paper

F963 QP

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Write your answers on the separate answer book provided.
- Answer **both sub-questions** from **one** Study Topic.

INFORMATION FOR CANDIDATES

- This paper contains questions on the following 4 Study Topics:
 - The Condition of England 1815-1853
 - The Age of Gladstone and Disraeli 1865-1886
 - England and the Challenge of a New Century 1900-1918
 - Churchill 1920-1945
- The total mark for this paper is **100**.
- The number of marks is given in brackets [] at the end of each sub-question.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure and argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Option you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources as well as to inform your answers.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **12** printed pages.

1 The Condition of England 1815-1853

Study the **five** Sources on Government Attitudes to Chartism, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

(a) Study Sources **A** and **B**

Compare these sources as evidence for the aims and events of the Newport Rising of 1839.

[30]

(b) Study **all** the Sources

Use your own knowledge to assess how far the Sources support the interpretation that decisive action by central government and local authorities was the **main** reason for the failure of the Chartists in the period from 1839 to 1848.

[70]

[Total: 100 marks]

Government Attitudes to Chartism

Source A: An anonymous writer reports on the events surrounding the Newport Rising of 4 November 1839. *Reformator* was the weekly newspaper of Lovett's London Working Men's Association.

At least 8,000 men, mostly miners, were engaged in the attack on Newport; many were armed. Their plan seems to have been vengeance on the Newport magistrates for arresting Vincent and other leaders now in Monmouth gaol, and then advance there to free them. The leaders probably wanted to raise rebellion across Wales until the English joined them. John Frost led the rioters into Newport, marching straight to the Westgate Hotel where the magistrates and about forty soldiers were assembled, already fully informed of the intended rising. The Riot Act was read* and the soldiers fired down on the people who had already broken and then fired into the Hotel windows. The rioters did not disgrace themselves by destruction or plunder of property. Chartists do not approve or encourage violence for the attainment of just rights.

*[‘The Riot Act was read’ - the legal warning to a crowd to disperse. Once the Riot Act had been read, troops could be legally be brought in and used against a crowd if it had refused to break up]

Reformator, 17 November 1839

Source B: A report of the evidence given at the trial of John Frost by an eyewitness to the events at Newport. Frost was Chairman of the National Convention and a former Mayor of Newport. He had recently been dismissed as a magistrate, and was later sentenced to death and later transported for life.

The two or three hundred I saw were armed, a few with guns, more with sticks with iron points. They were not very riotous. The mob asked for the release of the prisoners arrested before daylight. Then a rush was made. I heard a firing and ran. I could not say where the firing began or whether the mob was armed. There was no smoke outside. It is likely enough that the firing began from within the Westgate Hotel.

The Annual Register, 1840

Source C: The Prime Minister writes to the Queen immediately following events at Kennington Common, London, where the Chartists met before presenting their Third Petition. The royal family had already left London for the safety of the Isle of Wight.

About 15,000 met in good order. O'Connor, upon arriving, was ordered to speak with the Commissioner of Police. Looking pale and frightened he did so and was told the meeting would be allowed but no procession would be permitted to cross the bridges over the Thames to Parliament where there were armed forces. O'Connor expressed thanks and then, addressed the crowd, rebuking them and advising them to disperse. He said to the Home Secretary that he told them if the Chartists had been the government they would never have allowed such a meeting. Our preparations intimidate these wicked men.

Lord John Russell, letter to Queen Victoria, 10 April 1848

Source D: The leader of moral force Chartism, writing many years later, comments on his physical force rival O'Connor's reactions to the Newport Rising in 1839.

No sooner did O'Connor learn of the Newport rising than he set out to ensure it was ineffective. Notwithstanding his previous encouragement to arm and prepare, boasting at public meetings and in the Northern Star, he is said to have assured those in the north that no rising would occur in Wales and those in Wales there would be no rising in the north. All had been a government plot. Fearful of being called upon to set a heroic example O'Connor thought it timely to visit Ireland. By the time he returned the foolish outbreaks were over. He is the chief spoiler of our movement, with his ridicule of our 'moral force'.

William Lovett, 'The Life and Struggles of William Lovett', 1876

Source E: A modern historian comments on government reaction to the Chartists.

The Chartists faced by anti-democratic forces of overwhelming superiority. The State had long experience of handling unrest. It knew how to avoid creating martyrs. Home Secretaries were well briefed by local magistrates and spies. The policy of arresting leaders and imprisoning them for a year was usually successful. Police forces were created. New railways, especially in the 1840s, enabled troops to be moved to trouble spots. Further, the 1832 Reform Act had detached the middle classes from a dangerous alliance with working people.

Eric Evans, 'Chartism', 2000, Longmans, ISBN 0582297354, p113-14

2 The Age of Gladstone and Disraeli 1865-1886

Study the **five** Sources on Disraeli's Foreign Policy, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part (b).

(a) Study Sources **B** and **C**.

Compare these sources as evidence for political reactions to the 'Bulgarian atrocities'.

[30]

(b) Study **all** the sources.

Use your own knowledge to assess how far the sources support the interpretation that Disraeli's foreign policy was **mainly** motivated by the pursuit of prestige for Great Britain.

[70]

[Total: 100 marks]

Disraeli's Foreign Policy

Source A: Disraeli writes to Queen Victoria with great enthusiasm about the acquisition of the Suez Canal shares from the Khedive, or ruler, of Egypt.

It is just settled. You have it, Madam; the French government has been out-generaled. They tried too much, offering loans with conditions which would have virtually given them control of the government of Egypt. The Khedive, in despair and disgust offered your Majesty's government the purchase of his shares outright. Four million sterling! And almost immediately. There was only one firm that could do it – Rothschilds. They behaved admirably and all the Khedive's shares are now yours, Madam.

Disraeli, Letter to Queen Victoria, 24 November 1875

Source B: Gladstone argues very strongly, in a very popular pamphlet, that the Turks are guilty of atrocities and should be expelled from Bulgaria.

Crimes and outrages, so vast in scale as to exceed all modern examples have been perpetrated. They are so utterly vile that it passes the power of heart to conceive and of tongue and pen to describe them adequately. These are the Bulgarian horrors: elaborate and refined cruelty; the only refinement of which Turkey boasts. I plead that our government shall apply all its vigour to join with the other states of Europe in obtaining the extinction of Turkish power in Bulgaria. Let the Turks now carry away their abuses in the only possible manner, namely, by carrying off themselves.

Gladstone, 'The Bulgarian Horrors and the Question of the East', 1876

Source C: Disraeli, reacting to Gladstone's pamphlet, argues in favour of his policy of defending Turkey, despite accounts of Turkish responsibility for the "Bulgarian atrocities".

We are the allies of the Sultan of Turkey. With France and Austria we guarantee the territorial integrity of Turkey. We have promised to do this and we try to keep our promises. If then we are to be told it is our duty to expel Turkey by force from Bulgaria which is part of her empire, our promises become a mere mockery. We understand the principles on which the British Empire is founded and we are resolved to maintain that Empire and to maintain our support of the Sultan of Turkey to protect our route to India. Those who suppose that England would forever uphold Turkey blindly or without any sympathy for humanitarian concerns are deceived. But our duty at this critical moment is to maintain the Empire of England.

Disraeli, Speech in the House of Commons, 1876

Source D: Lord Derby, Foreign Secretary in Disraeli's ministry, expresses his misgivings about Disraeli's policy and his apparent readiness to declare war on Russia .

I know our chief and I am fully convinced, not that he wants war, but that he has made up his mind to make an extremely warlike speech aimed at Russia. His views are different from mine, not in detail, but in principle. He believes thoroughly in *prestige*, as all foreigners do, and would think it in the interests of the country to spend 200 millions on a war if the result was to make foreign states think more highly of us as a military power.

Lord Derby, Letter written to Lord Salisbury, December 1877

Source E: A modern historian gives his view of the priorities in Disraeli's foreign policy.

Disraeli saw the question of what to do about the destabilising effects of the decline of the Turkish empire as a great opportunity to make his mark as a European statesman. He put the national interest, seen in terms of economic well-being, prestige and reputation for power, ahead of moral principles. He wanted to prop up Turkey with a view to preventing Russia from becoming a Mediterranean power and hence threatening the route to India.

John Walton, Disraeli 1990, Publisher: Routledge, 1990, ISBN: 0415000599

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SPECIMEN

3 England and the Challenge of a New Century 1900-24

Study these **five** Sources on The Arguments For and Against Women's Suffrage before the First World War, and then answer **both** the sub-questions.

It is recommended that you spend two thirds of your time in answering part **(b)**.

(a) Study Sources **A** and **B**

Compare these Sources as evidence for differing attitudes towards women being involved in politics during this period.

[30]**(b)** Study **all** the Sources

Use your own knowledge to assess how far the sources support the interpretation that before the First World War the arguments for women's suffrage were gaining ground.

[70]**[Total: 100 marks]**

SPECIMEN

[Turn over

The Arguments For and Against Women's Suffrage before the First World War

Source A: A Liberal Member of Parliament argues against giving women the vote.

I believe that once we open the door and enfranchise a small number of females, we could not possibly close it again. Eventually, that would then also lead to universal adult suffrage. The government of Britain would be handed over to a majority which would be women, not men. Women are creatures of impulse and emotion; whereas men act on grounds of reason. I further believe that if women were given the vote, it could be disastrous for all political parties. I am not a woman-hater. I am simply too fond of them to ask them to undertake political duties which they do not understand and which they do not care for.

W. R. Cremer, speech in the House of Commons, 1906

Source B: In a magazine article, the leader of the Suffragists (the N.U.W.S.S.), argues the case for women's suffrage.

The anti-suffragists keep repeating their catchword 'Men are men, and women are women'. They fail to realise that sexual difference provides the strongest argument that no representative system which leaves out women can be complete. They argue that women have different capacities: having particular duties in the areas of home, education and social improvement. However, these areas are increasingly becoming important concerns of modern government. Whenever Parliament is dealing with such matters, it would be useful for the influence and experience of women to be felt in the House of Commons.

Millicent Fawcett, The English Woman, 1909

Source C: The Women's Freedom League puts its case for female suffrage.

PROCLAMATION

The nation depends for its progress and existence on the work of women as well as men

The government relies on taxes levied on women as well as men

Working women are in special need of the protection of the Vote since legislation is affecting their interests more.

The nation can never be free until the law recognizes and establishes

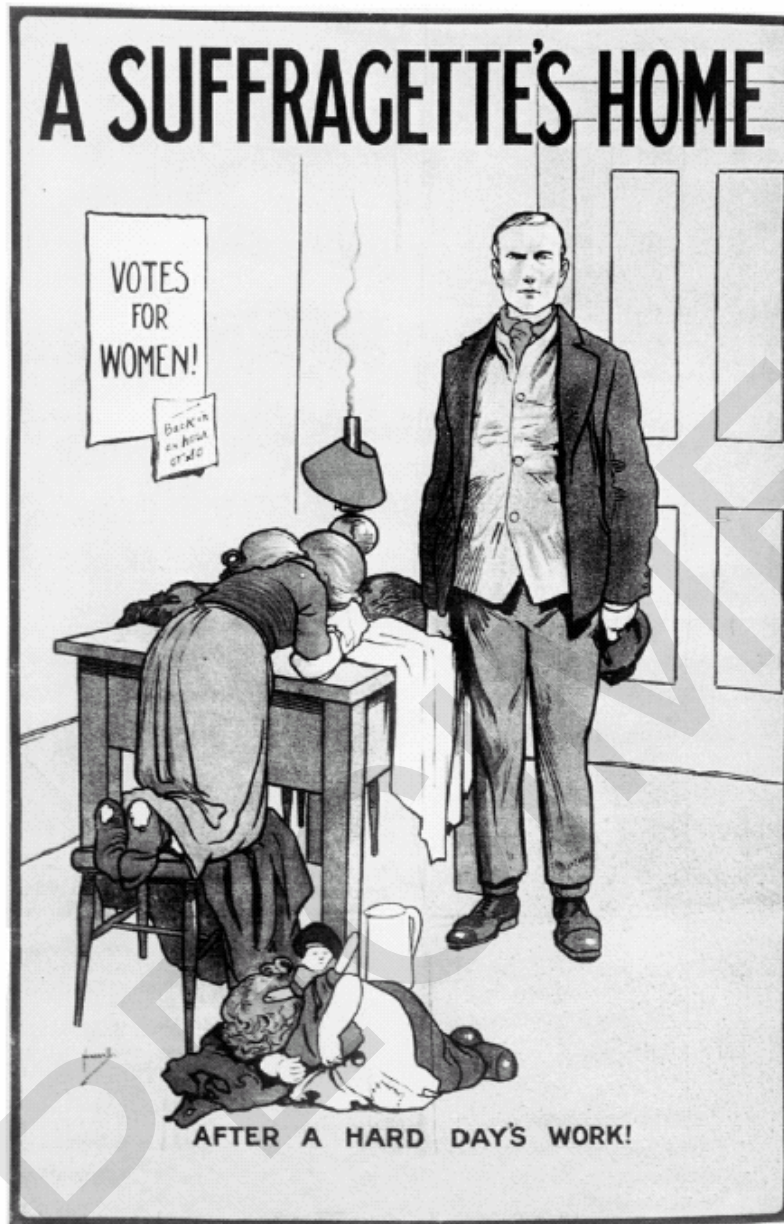
Votes for Women

The demand is just. The reform is inevitable. Delay is unwise.

In the name of liberty and humanity, the Women's Freedom League claims the vote.

Handbill, October 1911

Source D: A poster encouraging people to oppose women's suffrage. A hard-working man is shown arriving home. A note attached to the suffragette poster on the wall says: 'Back in an hour or so.'



The National League for Opposing Woman Suffrage, 1912

Source E: A modern historian considers the progress made by the supporters of women's suffrage.

There is a case for saying that by 1906 the argument for women's suffrage was largely won. However, there were still obstacles. Politicians had yet to be convinced that women's suffrage mattered enough to the majority of women to justify parliamentary time for the necessary legislation. From 1906, while the activities of the Pankhursts drew attention to the cause, Mrs Fawcett's non-militants put much more effective pressure on the Asquith Government by winning trade union support and by their 1912 electoral pact with Labour. The National Union of Women's Suffrage Societies grew from under 6,000 members in 1907 to over 50,000 members by 1913.

*Martin Pugh, Votes for Women, 1994, © The Historical Association 1994, ISBN 0852783884.
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4 Churchill 1920-45

Study the **five** Sources on Churchill and the General Strike, and then answer **both** sub-questions.

It is recommended that you spend two thirds of your time in answering part (b).

(a) Study Sources A and C

Compare these Sources as evidence for Churchill's attitude to Trade Unions and the General Strike

[30]

(b) Study all the Sources

Use your own knowledge to assess how far the sources support the view that Churchill offered little that was helpful or constructive in his approach to the General Strike.

[70]

[Total: 100 marks]

Paper Total [100]

Churchill and the General Strike

Source A: The Chancellor of the Exchequer expresses his view about the Strike to House of Commons

The miners of course have a right to strike. But that is an entirely different thing from the concerted, deliberate, organised menace of a General Strike in order to compel Parliament to do something which otherwise it would not do. However, when the threat of a national strike is withdrawn, we shall immediately begin, with the utmost care and patience, to talk with the unions again. We will undertake the long and laborious task, which has been pursued over these many weeks, of trying to rebuild on solid economic foundations, the prosperity of the coal trade. That is our position.

Churchill, speech, 2 May 1926

Source B: A volunteer, helping to maintain services during the General Strike, recalls meeting Churchill. He expresses a favourable view of his behaviour in 1926.

We distributed the government newspaper edited by Churchill. On the fourth day of the Strike Churchill visited us. With a grin he said to me 'What part of the country do you come from, young man?' Try to imagine how I felt. 'Durham' I said. 'Jolly good. Carry on. God bless you all' he said.

At that time the country was in trouble with all kinds of ugly threats and no one knew what to do. Yet Mr. Churchill ran his newspaper and the Treasury and spoke in Parliament with confidence and good nature.

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Source C: Churchill writes in an inflammatory way in his newspaper

This is the most destructive industrial disturbance which this country has experienced in generations. The Trade unions have become the tool of the Socialist Party and have brought politics into industry in a manner unknown in this country before now. The extremists are able on every occasion to force the moderates into violent action. Moscow influence and Moscow money have drowned the voice of reason and good feeling. A General Strike is a challenge to the State, to the Constitution and to the nation. There is no room for compromise.

Churchill, article, the British Gazette 4 May 1926

Source D: Churchill defends his role in the General Strike in a speech to Parliament

We printed a paper which in its last issue reached 2,500,000 copies. I believe it played an important role in ending the General Strike. It was no part of our duty to fill the paper with a lot of defeatist trash. We thought it essential to rally and organize those people in the country who were going to keep services going. I cannot think this was an unworthy achievement. I have no wish to make threats or to use language which would cause bad feeling. But this I say: if you let loose upon us again a General Strike, we will loose on you another British Gazette. [laughter]

Churchill, speech, July 7 1926

Source E: A modern historian, with a moderate Labour background, is critical of Churchill in 1926.

During the General Strike, Churchill's mood was of the utmost aggression and some of his colleagues thought, utmost irresponsibility. One wrote to Baldwin that Churchill thought that he was Napoleon. When the first convoy brought food into London from the docks, Churchill wanted it to be escorted by tanks and machine guns placed along the route. He wanted to take over the BBC and use it as a government propaganda agency. The content of the British Gazette provoked even a very moderate man, Walter (later Lord) Citrine, the general secretary of the TUC, to describe it as a poisonous attempt to influence the public.

Roy Jenkins, 'Churchill', 2001

Copyright Acknowledgements:

Sources:

The Condition of England 1815-1853

Source E: Eric Evans, 'Chartism', 2000, Longmans, ISBN 0582297354, p113-14

The Age of Gladstone and Disraeli 1865-1886

Source E: John Walton, Disraeli 1990, Publisher: Routledge, 1990, ISBN: 0415000599

England and the Challenge of a New Century 1900-24

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Churchill 1920-1945

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The maximum mark for this paper is **100**.

SPECIMEN

AS UNIT F963 *British Historical Enquiries***Maximum mark 100. 1 answer: 2 parts.****Question (a) Maximum mark 30**

	A01a	A01b	AO2a
IA	6	8	16
IB	6	7	13-15
II	5	6	11-12
III	4	5	9-10
IV	3	4	7-8
V	2	3	5-6
VI	1	2	3-4
VII	0	0-1	0-2

Notes related to Question (a)

- (i) Allocate marks to the most appropriate level for each AO
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found
- (iii) Many answers will not fall at the same level for each AO

Question (b) Maximum mark 70

	A01a	A01b	AO2a	AO2b
IA	9-10	11-12	26-28	20
IB	8	9-10	23-25	17-19
II	7	8	20-22	14-16
III	6	6-7	17-19	11-13
IV	4-5	4-5	14-16	8-10
V	3	3	11-13	6-7
VI	2	2	5-10	3-5
VII	0-1	0-1	0-4	0-2

Notes related to Question (b):

- (i) Allocate marks to the most appropriate level for each AO
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found
- (iii) Many answers will not be at the same level for each AO

Marking Grid for Question (a)

AOs	AO1a	AO1b	AO2a
Total for each question = 30	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied.	As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.
Level IA	<ul style="list-style-type: none"> • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Answer is consistently and relevantly analytical with developed comparison and judgement • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context <p style="text-align: center;">8</p>	<ul style="list-style-type: none"> • Response provides a focused comparison and/or contrast of both content and provenance • Evaluates qualities such as reliability, completeness, consistency, typicality, and especially utility, in relation to the question <p style="text-align: center;">16</p>
Level IB	<ul style="list-style-type: none"> • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Judgements are supported by appropriate references to both content and provenance. • Very good level of understanding of key concepts • Clear and accurate understanding of the significance of issues in their historical context. <p style="text-align: center;">7</p>	<ul style="list-style-type: none"> • Response provides an effective comparison and/or contrast of both content and provenance • Evaluates a range of qualities of authenticity, completeness, consistency, typicality and usefulness in relation to the question <p style="text-align: center;">13-15</p>
Level II	<ul style="list-style-type: none"> • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> • Good attempt at explanation/ analysis but uneven overall judgements. • Mostly clear and accurate understanding of key concepts • Clear understanding of the significance of most relevant issues in their historical context. <p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Provides a relevant comparison and/ or contrast of both content and provenance • Answer lacks completeness in evaluating most of the range of available criteria (eg. limited use of the introductions and/ or attributions) <p style="text-align: center;">11-12</p>

Level III	<ul style="list-style-type: none"> • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • A mixture of internal analysis and discussion of similarities and/or differences. A judgement is unlikely. • Some/uneven understanding of many key concepts relevant to analysis and of many concepts relevant to the topic • Uneven understanding of the significance of most relevant issues in their historical context <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> • Provides a comparison and/ or contrast • Makes limited links with the sources by focusing too much on content or on provenance • The organisation is uneven, confining the comparison to the second half of the answer or simply to a concluding paragraph <p style="text-align: center;">9-10</p>
Level IV	<ul style="list-style-type: none"> • There may be some evidence that is tangential or irrelevant • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Mostly satisfactory understanding of key concepts. • Mostly satisfactory explanation but some unlinked though relevant assertions, description / narrative • There is no judgement <p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • Response attempts a comparison and/or contrast but the comment is largely sequential • Few points of comparative provenance or discussion of similarity/difference of content <p style="text-align: center;">7-8</p>
Level V	<ul style="list-style-type: none"> • There may be inaccuracies and irrelevant material. • Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use • Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Identifies some points of agreement and/or disagreement • The comparison and/or contrast is implicit • There is no judgement <p style="text-align: center;">5-6</p>
Level VI	<ul style="list-style-type: none"> • There will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Limited explanation but mainly description / narrative • Very little understanding of key concepts. <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Very weak commentary on one point of agreement/ disagreement • Sources may be paraphrased with no real attempt to compare and/or contrast <p style="text-align: center;">3-4</p>
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements • Totally irrelevant answer • Very poor use of English <p style="text-align: center;">0</p>	<ul style="list-style-type: none"> • Weak explanation, and descriptive / narrative commentary on the sources • No understanding of key concepts <p style="text-align: center;">0-1</p>	<ul style="list-style-type: none"> • No attempt to provide a comparison and/or contrast • Sources are paraphrased or copied out <p style="text-align: center;">0-2</p>

Marking Grid for Question (b)				
AOs	AO1a	AO1b	AO2a	AO2b
Total mark for the question = 70	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied.	As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.	Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly. <p style="text-align: center;">9-10</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed explanations leading to careful judgements <p style="text-align: center;">11-12</p>	<ul style="list-style-type: none"> • Excellent analysis and evaluation of all sources with high levels of discrimination. • Analyses and evaluates the limitations of the sources and what is required to add to their completeness as a set <p style="text-align: center;">26-28</p>	<ul style="list-style-type: none"> • Excellent analysis and evaluation of the historical interpretation using all sources and own knowledge to reach a clear conclusion • Fully understands that the sources may either support or refute the interpretation <p style="text-align: center;">20</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">8</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Clear understanding of the significance of issues in their historical context • Judgements are supported by appropriate references to both content and provenance <p style="text-align: center;">9-10</p>	<ul style="list-style-type: none"> • Focussed analysis and evaluation of all sources with high levels of discrimination • Analyses and evaluates the limitations of the sources and what is required to add to their completeness as a set <p style="text-align: center;">23-25</p>	<ul style="list-style-type: none"> • Focussed analysis and evaluation of the historical interpretation using all sources and own knowledge to reach a clear conclusion • Understands that the sources may either support or refute the interpretation <p style="text-align: center;">17-19</p>
Level II	<ul style="list-style-type: none"> • Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">7</p>	<ul style="list-style-type: none"> • Mostly clear and accurate understanding of key concepts • Clear understanding of the significance of most relevant issues in their historical context • Good attempt at explanation/ analysis but uneven overall judgements <p style="text-align: center;">8</p>	<ul style="list-style-type: none"> • Focussed analysis and evaluation of most of the sources with good levels of discrimination • Analyses and evaluates some of the limitations of the sources and what is required to add to their completeness as a set <p style="text-align: center;">20-22</p>	<ul style="list-style-type: none"> • Focussed analysis and evaluation of the historical interpretation using most of the sources and appropriate own knowledge to reach a clear conclusion • There may be some imbalance between discussion of the sources and use of external knowledge in evaluating the interpretation <p style="text-align: center;">14-16</p>

Level III	<ul style="list-style-type: none"> • Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Shows a sound understanding of key concepts. • Sound awareness of the significance of issues in their historical context • Attempts an explanation/ analysis but overall judgement may be incomplete <p style="text-align: center;">6-7</p>	<ul style="list-style-type: none"> • Refers to most of the sources to illustrate an argument rather than analysing and evaluating their evidence • Aware of some of the sources' limitations either individually or as a set <p style="text-align: center;">17-19</p>	<ul style="list-style-type: none"> • Sound analysis and evaluation of the historical interpretation. • There may be some description and unevenness between use of own knowledge and use of sources • Answers which use the sources but no own knowledge in assessing the interpretation have a Level III ceiling <p style="text-align: center;">11-13</p>
Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/ accuracy of detail will vary; there may be some evidence that is tangential or irrelevant • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication <p style="text-align: center;">4-5</p>	<ul style="list-style-type: none"> • Mostly satisfactory understanding of key concepts • Some explanation but not always linked to the question • Assertions, description / narrative will characterise part of the answer <p style="text-align: center;">4-5</p>	<ul style="list-style-type: none"> • Sources are discussed sequentially • Considers some of the limitations of the sources; but may not establish a sense of different views <p style="text-align: center;">14-16</p>	<ul style="list-style-type: none"> • Some analysis and evaluation of the historical interpretation with increasing amounts of description. • Response is more imbalanced than Level III in using sources and own knowledge • Answers that use own knowledge but make no use of the sources in assessing the interpretation have a Level IV ceiling <p style="text-align: center;">8-10</p>
Level V	<ul style="list-style-type: none"> • There is some relevant historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material • Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use • Often unclear and disorganised sections; writing will often be basic and there may be some illegibility and weak prose where the sense is not clear or obvious <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Limited attempt to use the sources or discriminate between them; they are discussed sequentially • Sources will be used for reference and illustration of an argument <p style="text-align: center;">11-13</p>	<ul style="list-style-type: none"> • Mainly description with limited comment on the context of the question • Little effective analysis of how far the sources support the interpretation <p style="text-align: center;">6-7</p>

Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure • Weak use of English and poor organisation <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts • No explanation • Assertion, description / narrative predominate <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Weak application of the sources to the question • Weak attempt at analysis <p style="text-align: center;">5-10</p>	<ul style="list-style-type: none"> • Weak contextual knowledge • Mainly description with weak evaluation of the historical interpretation <p style="text-align: center;">3-5</p>
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence <p style="text-align: center;">0-1</p>	<ul style="list-style-type: none"> • No understanding of key concepts • Weak explanation, assertion, description / narrative <p style="text-align: center;">0-1</p>	<ul style="list-style-type: none"> • Very weak application of the sources to the question • No attempt at analysis <p style="text-align: center;">0-4</p>	<ul style="list-style-type: none"> • Very weak attempt at evaluating the historical interpretation • Heavily descriptive • No contextual knowledge <p style="text-align: center;">0-2</p>

Question Number	Answer	Max Mark
1(a)	<p>The Condition of England 1815-1853</p> <p>Study Sources A and B Compare these sources as evidence for the aims and events of the Newport Rising of 1839</p> <p>Focus: Comparison of two Sources.</p> <p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>Source B's view of Chartist aims is precise and particular – simply the release of unfairly arrested local leaders. The Chartist newspaper (Source A) supports this but comments on a much wider purpose – wreaking vengeance and actively liberating them to raise first Wales and then England in a national Chartist rising. The provenance is important here. Source B may have more local horizons and as an eyewitness is in a position to judge more accurately than the newspaper in Source A whose sources of information are not known. Lovett's paper has a moral force agenda –to assert peaceful, constitutional methods as the way forward for Chartism. It is keen to comment on the futility of physical force, and a national rising. It is unclear whether Source B had Chartist sympathies but it may be the better evidence given the moral force typicality of Source A, its distance from events at Newport and its more embroidered account of aims. On the sequence of events Source B is generally supported by Source A but there is disagreement on specifics and on the issue of who fired first. Different numbers are cited; Source B is keen to stress that not all were armed with guns, Source A implies most were. Both stress the crowd were not riotous, Source A perhaps because of its concern to stress peaceful methods. The main difference is over the firing. Source A takes the side of the authorities and, rather inconsistently, asserts that the Chartists first broke windows and fired, possibly an attempt to distance Chartists from such methods. In contrast, Source B is more uncertain but the implication of the smoke suggests the authorities fired first. He does not mention the required reading of the Riot Act (perhaps read by the magistrates to themselves inside the Hotel?) so judiciously referred to in Source A. Thus Source A only partly supports Source B on both aims and events, the clue lying in their provenance.</p>	[30]
1(b)	<p>Study all the Sources Use your own knowledge, to assess how far the sources support the interpretation that decisive action by central government and local authorities was the <u>main</u> reason for the failure of the Chartists in the period 1839 to 1848.</p> <p>Focus: Judgement of the interpretation based on the set of Sources and own knowledge</p>	

Question Number	Answer	Max Mark
1(b) cont'd	<p>Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p> <p>Chartist failure has been explained in many different ways. Most candidates are likely to argue that the action of the authorities was the main reason. Sources A, B, C and E refer to it and are a representative set of pro- and anti-Chartist evidence. Source D firmly suggests internal Chartist divisions. Source A, reporting on the Newport Rising, points to firmness of action, Sources A and B to the strategic arrests of key Chartists, revealing given their Chartist sympathies. Russell's comments in Source C reveal considerable foresight – Queen Victoria was removed, forces were stationed at key points, O'Connor confronted and prevented from crossing the Thames. Own knowledge may refer to the use of large numbers of Special Constables. The modern historian (Evans in Source E) confirms this – that the authorities were well informed, had rapidly expanding new Police forces and could transport military force more rapidly via the new railways. Evans also comments on the wider strategy of using the 1832 Reform Act where government sought, with success, to split the middle from the working class. His reference to avoiding creating Chartist martyrs is given substance by the eventual fate of Frost – transportation for life. Own knowledge on decisive action could use the Bull Ring Riots in Birmingham in 1839, the fate of the first and second Petition or the Plug Plot. JPs and central government possessed confidence in themselves.</p> <p>However, it could be argued that other factors were just as important in explaining Chartist failure and candidates will have to consider some to set against government action. Chartists were divided over strategy and methods, Lovett's paper in Sources A and D stressing the importance of moral force to the extent of siding with the government, set against the obvious physical force of a 'rising'. There is also the failure of leadership – Frost's record at Newport in both Sources A and B and O'Connor's apparent volte-face at Kennington in Source C and post Newport in Source D. There is no reason to doubt Russell's comments about O'Connor's eagerness to obey the Chief Constable or the embarrassment of his craven speech to the Chartists telling them to go home. Source D is especially valuable here as it supports Russell's comments on O'Connor's cowardliness at Kennington. Lovett uses his memoirs to attack his rival and his physical force reputation, although the provenance of the source casts doubt upon its value as evidence. Nonetheless it points to the role of internal division in Chartism as a counter-weight to government action as the main reason for failure. Also Chartism could easily be fragmented and regionalised, unable to appeal outside its labouring and artisan core, whilst the economy could undermine it. Local authorities could panic on occasions (the Westgate incident in Sources A and B could be interpreted in this way). There were difficulties in restricting the Chartist press and controlling arms, (Sources A and B) whilst numbers could be intimidating (15,000 at Kennington; 200 - 8,000 in comparison to only 40 soldiers at Newport). The Sources provide points to support a variety of views on failure and it is up to candidates to determine their relative importance.</p>	[70]

Question Number	Answer	Max Mark
2 (a)	<p>The Age of Gladstone and Disraeli 1865-1886</p> <p>Study Sources B and C Compare these sources as evidence for political reactions to the ‘Bulgarian atrocities’.</p> <p>Focus: Comparison of two Sources</p> <p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources ‘as evidence for...’. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>Source B has a simple view of the ‘atrocities’. It argues that they are horrific and completely unjustifiable. Source C only hints at the ‘atrocities’ with the reference to <i>humanitarian concerns</i>. The provenance explains this contrast. Gladstone had come out of retirement to write his pamphlet and to emphasise the moral failings of Disraeli’s policy. His language is purposely extreme but also reflects the strength of his feelings. It is totally hostile to Turkey and even uses irony in the reference to the <i>only refinement</i>.</p> <p>Disraeli’s more measured reaction partly arises from the fact that he was in government and in this capacity was making an official statement to the House of Commons, but he had rather dismissed early accounts of the ‘atrocities’ as ‘coffee house babble’. In Source C Disraeli makes clear his determination to defend the Turkish empire, Britain’s traditional policy, while in Source B Gladstone is equally insistent that the Turks should be expelled from Bulgaria. In Source B Gladstone wants European involvement and implies the government was not willing to undertake this, but in Source B, Disraeli refers to alliances with France and Austria. Source B’s whole argument depends on moral issues, but Source C is not lacking in a moral dimension, but it is a different one. Disraeli is keen to ensure that Britain stands by her commitments and maintains her empire and he saw these issues as matters of principle. Moreover, in Source C Disraeli makes it clear he would not support Turkey blindly or in complete disregard of humanitarian concerns, so he feels he had some morality on his side. In Source B Gladstone rejects this view, but it could be argued that moral outrage and party political interests made him blind to other considerations. Gladstone won much immediate popularity with his pamphlet but the Russian attack on Turkey and Turkish resistance turned public opinion around, so that, in the long term, Source A is the more reliable evidence.</p>	[30]
2(b)	<p>Study all the sources. Use your own knowledge to assess how far the sources support the interpretation that Disraeli’s foreign policy was <u>mainly</u> motivated by the pursuit of prestige for Great Britain.</p> <p>Focus: Judgement in context, based on the set of Sources and own knowledge</p>	

Question Number	Answer	Max Mark
<p>2(b) cont'd</p>	<p>Successful answers will need to make use of all five Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses and any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question, but no set conclusion is expected.</p> <p>Source D directly agrees that prestige was a main motive for Disraeli. Some prejudice on the part of the writer in the reference to <i>all foreigners</i> could be perceived. Source E argues that Disraeli valued prestige but as a part of the upholding of British interests. It hints though, that personal prestige may have been a motive. Source A stresses the prestige obtained by outwitting the French. Sources A and E on the other hand, argue that national interest was the priority. Source C refers to the maintaining of alliances and of the Empire and E mentions economic benefits as well as the specific need to protect India. The purchase of the Suez Canal shares in Source A could be seen as supporting this latter view as well as the references to the route to India in Source E. The tone of Source A could be used to show this was a priority for Disraeli, although it could also be used to show his desire to curry favour with the Queen. Gladstone in Source B implies that Disraeli was not influenced by moral or humanitarian concerns, so these were not one of Disraeli's priorities and that he had no guiding principles. There is some support in Source D for this view as Derby believed his principles were not those of Disraeli. Equally Gladstone wanted concerted European action over Turkey, which Disraeli had opposed as this was not a priority for him unless Britain were to take the initiative and lead. But Disraeli in Source A stresses that Britain had guaranteed Turkish integrity along with France and Austria so he did not disregard this aspect. It could be argued that Disraeli was an opportunist in foreign policy as in domestic affairs and that the Suez Canal shares purchase illustrates this. Hence his priorities could be seen as changing with circumstances. He can also be seen as following the principles of Palmerston, where preservation of prestige was important, perhaps because of the popular appeal of such sentiments. The Jingoism resulting from the crisis over Bulgaria is a clear example. A variety of priorities are evident from the sources and candidates can make their judgements accordingly.</p> <p>Source A to D all have a political purpose and this will affect the relative value of their evidence. Source B is careful and precise but candidates might argue that A and D (Disraeli ecstatically to the Queen and Derby writing with candour) are more revealing and certainly stress the element of prestige.</p>	<p>[70]</p>
<p>3(a)</p>	<p>England in a New Century 1900-24</p> <p>Study Sources A and B</p> <p>Compare these Sources as evidence for differing attitudes towards women being involved in politics during this period.</p> <p>Focus: Comparison of two Sources.</p>	

Question Number	Answer	Max Mark
<p>3(a) cont'd</p>	<p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>Content: Source A is against giving women the vote whereas Source B is pro-women's suffrage. Source A defends the status quo on several grounds, including the idea that women are by nature unsuited to political activity. In Source B, by contrast, this view is reversed to argue that it is because women are different that they should play a part in politics. Source A fears future change whereas Source B points to recent developments which now require a female contribution in parliament.</p> <p>Nature : In terms of provenance, authorship is quite important: Cremer (Source A) might be seen as a 'typical' Edwardian male and MP whereas Fawcett (Source B) is the dedicated leader of one wing of the suffrage movement. Cremer is speaking in the House of Commons, where he would receive a sympathetic hearing from most MPs. Fawcett, by contrast, is writing in a magazine for women where opinions would be mixed. That said, both are campaigning to win more support for their standpoint in the great argument on votes for women. The dates might also explain differences: 1906 is fairly early on in the general debate about women's suffrage whereas by 1909 attitudes on both sides had hardened.</p>	<p>[30]</p>
<p>3(b)</p>	<p>Study all the Sources</p> <p>Use your own knowledge to assess how far the sources support the interpretation that before the First World War the arguments for women's suffrage were gaining ground.</p> <p>A starting point for some answers might be the views of the modern historian in Source E: Pugh suggests that although as early as 1906 'the argument for women's suffrage was largely won' (line 15), many politicians still had to be persuaded that it was a cause worthy of their attention and parliamentary time (lines 16-18). Certainly Source A reminds that plenty of MPs were opposed to women's suffrage at the start of the period, and Source D (the cartoon) shows that as late as 1912 there were still elements in society that equated campaigning for the vote with the neglect of traditional (female) domestic responsibilities – and, by inference, women getting involved in politics once they had the vote; and such elements campaigned against female suffrage (the poster comes from the National League for Opposing Woman Suffrage) The vehemence of Source C (the Proclamation) might suggest that the case was far from being established by 1911 and needed to be put firmly; however, the Source could also suggest increasing confidence in women's groups in articulating demands. The claim that 'reform is inevitable' could be taken at face value, or could be seen as the expression of a wish, according to what supporting evidence was produced. However, Fawcett (Source B) argues that women's issues were becoming increasingly important concerns of government, and there were politicians (the Labour party as well as some Liberals) who were responsive to these developments and arguments. Source D take that up, outlining the major growth in NUWSS membership</p>	

Question Number	Answer	Max Mark
3(b) cont'd	and the progress made in winning political support from Liberals as well as the Labour party. There is plenty of 'own knowledge' that answers can use, whether about the Liberal governments, the Suffragettes, the Suffragists, attempts to introduce legislation in parliament – all of which can be used to support whichever side of the argument a candidate wishes to take.	[70]
4(a)	<p>Churchill 1920-1945</p> <p>Study Sources A and C Compare these Sources as evidence for Churchill's attitude to Trade Unions and the General Strike</p> <p>Focus : the comparison of two Sources</p> <p>Content: A sees the Strike as an organised menace and B agrees that it is a challenge to the State and nation. Both see the Strike as political – A refers to the strike compelling Parliament to act; C sees a challenge to the Constitution. However A refers to compromise and there is reference to talking to the Unions if the threat is withdrawn. C sees no compromise and there is no mention of negotiation. C is a lot more strident with reference to political motivation, referring to Moscow money and 'tool of the Socialist party'. A refers to the right to strike, but C is more dismissive of unions as simply extremists</p> <p>Nature: Both are by Churchill when he was in government and both date from May 1926, but the purpose of the sources is very different. A is a speech at a time when reconciliation was still a hope. It would have been irresponsible for a senior minister to have spoken in extreme terms and it would have displeased the Cabinet and the House of Commons.</p> <p>C however is a newspaper article in the British Gazette which was an outlet for Churchill's angry anti-Left feelings. Its purpose was to rally conservative opinion, not to reconcile as Churchill felt that he was at war with the Strikers. By the 4 May feelings were running much higher and this more radical and bitter source was the result. The audience for the source was very different – MPs and the anti-strike public. One reflects the statesman in Churchill, the other the polemicist. One is useful in showing the desire of the Baldwin government to appeal to moderation and is consistent with the efforts made to reach a solution and to negotiate in a humane way after the strike; the other is useful for showing the reactionary elements that led to the 1927 Trade Disputes Act. Both show different and contradictory elements of Churchill and both are typical.</p>	[30]

Question Number	Answer	Max Mark
4(b)	<p>Study all the Sources</p> <p>Use your own knowledge, to assess how far the sources support the interpretation that Churchill offered little that was helpful or constructive in his approach to the General Strike.</p> <p>Focus : the interpretation and evaluation of a set of Sources</p> <p>Churchill saw himself as leading the fight against revolution and unconstitutional use of the strike weapon. His left wing opponents saw him as inciting class hatred. Some of his colleagues, especially Chamberlain saw his hard line utterances as unhelpful. The sources reflect this contemporary debate. C and E are more likely to be used to show that Churchill was unconstructive. Churchill defends himself in D and B might indicate that he was successful in impressing some contemporaries. A reveals Churchill in a more sympathetic light.</p> <p>E has a clear judgement seeing his mood as aggressive and not typical of the Cabinet as a whole. The use of tanks and machine guns was clearly provocative, and given the lack of any threat of armed opposition or even organised violence by the strikers, unnecessary.</p> <p>Cross referenced with C it might reveal unrealistic fears of socialism. The moderate union opinion that Churchill appeals to in A was alienated and the good humour of B is not in evidence. The force of the criticism might be supported by knowledge about the moderate nature of TUC leadership and the limited support the Strike got. Radical leaders like Cook were not typical and Churchill's actions failed to play on this essential moderation.</p> <p>C has language which shows Churchill's fears of Socialism – apparent in his support for the War in Russia in 1919 and his seemingly favourable response to Mussolini. This class war inflamed rather than conciliated, but it might be argued that the sheer power of the state was a factor in the failure of the Strike and the widespread opposition, no doubt cheered by this sort of writing, may have been important in a Government victory. However, the conclusions drawn about Churchill from C are more likely to be negative in the light of knowledge of the Strike that most Trade Unionists did not want.</p> <p>D shows Churchill in a better light – able to laugh at himself and pointing to the achievement of producing the newspaper and getting a wide circulation at a difficult time.</p> <p>Whether the role of the British Gazette was as important as he claims is doubtful and he is defending himself. As E says, his cabinet colleagues were critical of Churchill's role. Services were kept going, but the role of volunteers was not very significant. B however does show Churchill's ability to motivate the volunteers – but the source is from a speech many years later and after Churchill's huge wartime reputation. Though the patronising tone of Churchill's remarks may grate, he did seem to be leading from the front. The confidence and good nature is seen more in his two speeches to Parliament (A and D)</p>	

Question Number	Answer	Max Mark
4(b) cont'd	A shows a more balanced view that Churchill was to resume when the Strike ended and did lead to better industrial relations. The prosperity of the coal trade had been undermined by his own action of the Return to Gold in 1925 but Churchill did have credentials as a supporter of social reforms as well as a class warrior so in context this speech is not untypical. The sources demonstrate a propaganda role for Churchill (Gazette and volunteers) but own knowledge should suggest that his colleagues tried to marginalise him and his reputation was a barrier to a constructive role in industrial reorganisation of coal or any other industry.	[70]
	Paper Total	[100]

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