

**Advanced Subsidiary GCE**

**GCE HISTORY A**

Unit F964: *European and World History*  
*Enquiries*

Option B: *Modern 1774-1975*

**Specimen Paper**

**F964 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 5 Study Topics:
  - The Origins and Course of the French Revolution 1774-1795
  - The Unification of Italy 1815-1870
  - The Origins of the American Civil War 1820-1861
  - Dictatorship and Democracy in Germany 1933-1963
  - The USA and the Cold War in Asia 1945-1975
- 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.

## The Origins and Course of the French Revolution 1774-95

1 Study the five Sources on 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 E

Compare these Sources as evidence for the impact of Enlightened ideas in France.

[30]

**(b)** Study all the Sources

Use your own knowledge to assess how far the sources support the interpretation that the ideas of the Enlightenment were the **main** cause of the French Revolution.

[70]

[Total: 100 marks]

### The Impact of Enlightened Ideas in France

**Source A:** A radical author, whose most famous work '2042' looked forward to a future where enlightenment ideas were put into practice, writes about the growing power and influence of literature

A great revolution has taken place. Public opinion has now become a great power in Europe, one which cannot be resisted. Enlightened ideas will bring about the greatest good on earth and tyrants of all kinds will tremble. The influence of writers is now so great that they openly state their power and no longer hide the authority they exercise over people's minds. Printing is the most beautiful gift of Heaven. It soon will change the whole world. A despot defended by thousands of swords cannot resist a stroke of the pen.

*Louis Sebastien Mercier, 'Tableau de Paris', 1778*

**Source B:** A nobleman looks back on what he considers to have been the dangerous attraction of new ideas to the nobility before the Revolution.

We once gave enthusiastic support to the philosophic ideas of bold and witty writers. Voltaire won us over. Rousseau touched our hearts; and we felt a secret pleasure when we saw them attack an old social structure that appeared to us harsh and ridiculous. So whatever our privileges and power, we enjoyed this war against authority. These battles did not seem to us to affect the superiority that we as nobles enjoyed. How wrong we were; we were destroyed by the very ideas we loved.

*Comte de Ségur, Aspects of Politics, 1825*

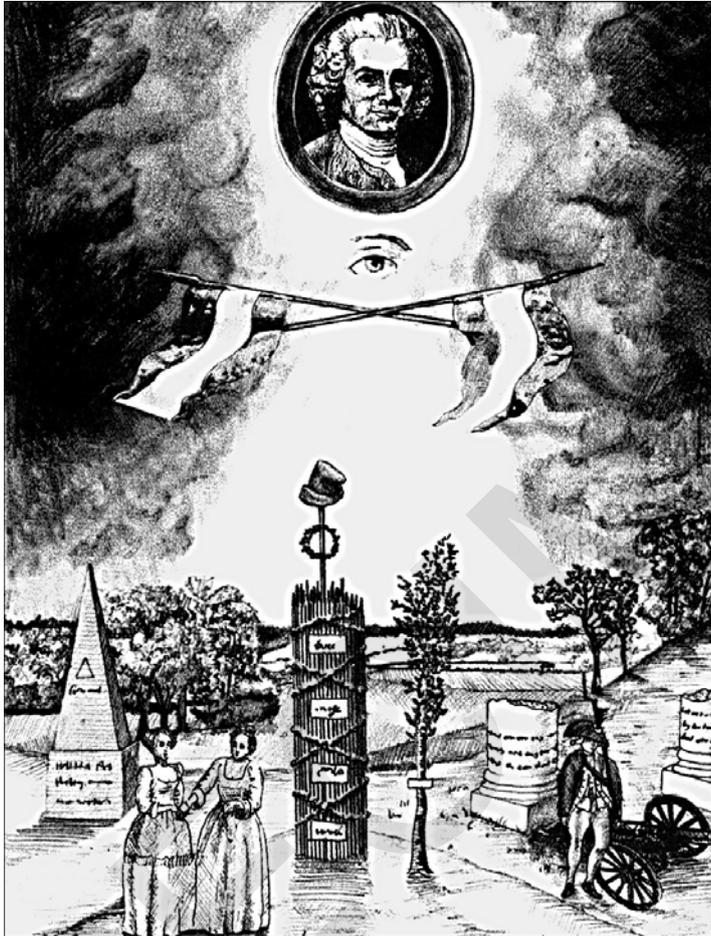
**Source C:** A former royal administrator, hostile to the Revolution, blames new ideas for bringing about revolutionary excesses.

All our present troubles – war, bloodshed and revolution – are the result of false ideas about liberty and equality. Men grew passionate about absurd theories. Reformers and thinkers said that it was necessary to purify religion; that kings were set up for the good of the people and not the people for the good of kings; that law must not be the will of one man. These ideas could only have had good effects if they had been used by virtuous men and if they had not given rise to uncontrollable passions. Instead, the French Revolution is destroying laws, morals, religion and all legal authority.

*Pierre Malouet, pamphlet, April 1792*

**Source D:** A print promoting revolutionary change shows the philosopher Rousseau. Beneath him are various revolutionary and republican symbols, including the all seeing eye of wisdom, the cap and Tree of Liberty and maidens representing 'good faith' in a republic.

*Jeurat de Bertry, French print, 1789*



*Jeurat de Bertry, French print, 1789*

**Source E:** A modern historian suggests that Enlightenment ideas and criticism by the nobility alone could not bring about revolution.

By the last quarter of the eighteenth century, there were some signs that the ideas of the Enlightenment were beginning to take effect in France. The numbers taking up careers in the Church, and the number of religious books and pamphlets published, all declined. There were also growing complaints from some members of the nobility that the King relied too much on his personal favourites in government, and that royal power needed to be controlled. However, without the impact of a financial crisis in France by the 1780s, it is extremely unlikely that the Enlightenment would have brought about a revolution.

*From France in Revolution 1776–1830 by Sally Waller. Reprinted by permission of Harcourt Education.*

[Turn Over

## The Unification of Italy 1815-70

2 Study the **five** Sources and then answer **both** sub-questions.

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

**(a)** Study Sources C and D

Compare these Sources as evidence for the importance of the Piedmontese monarchy during the process of unification.

[30]

**(b)** Study all the Sources

Use your own knowledge to assess how far the sources support the interpretation that Mazzini, Garibaldi and Cavour were equally important in achieving the unification of Italy

[70]

[Total: 100 marks]

### Leaders of Italian Unification

**Source A:** An English journalist in Piedmont comments in an English newspaper on events in southern Italy and the record of those involved.

Garibaldi's programme is clear. He wants to give no quarter to the enemies of Italy. He has conquered Sicily. He will take Naples by storm. Then he will settle accounts with the Pope. He will show the world that he was only acting for Italy and Victor Emmanuel. Cavour is a great man, he has done much for Italy, he is able and willing to do much more; but Cavour is limited by England and France. Garibaldi feels sufficiently strong to accomplish his task singlehanded.

Any help from Piedmont might only complicate matters.

*The Times, 30 June 1860*

**Source B:** A Swiss writer describes the scene in Naples in October 1860 when a plebiscite was held to gauge public support for a new Italy.

Cavour's promise that the vote would be free was honoured even if the method of voting left much to be desired. Most of the country supported Victor Emmanuel so there was no serious opposition though the Mazzinians either abstained or voted 'no'. Cavour had triumphantly converted what was a dream into reality despite Austria, the Pope and even France. Having voted for his King in the town he had taken by force Garibaldi retired to a hotel. Outside, a huge crowd cheered Garibaldi who they recognised as the man who had made a united Italy possible.

*Marc Monnier, A History of the Conquest of the Two Sicilies, 1861*

**Source C:** In a biography written explicitly to defend Cavour, the author acknowledges the contribution of the leading personalities in the unification of the southern states.

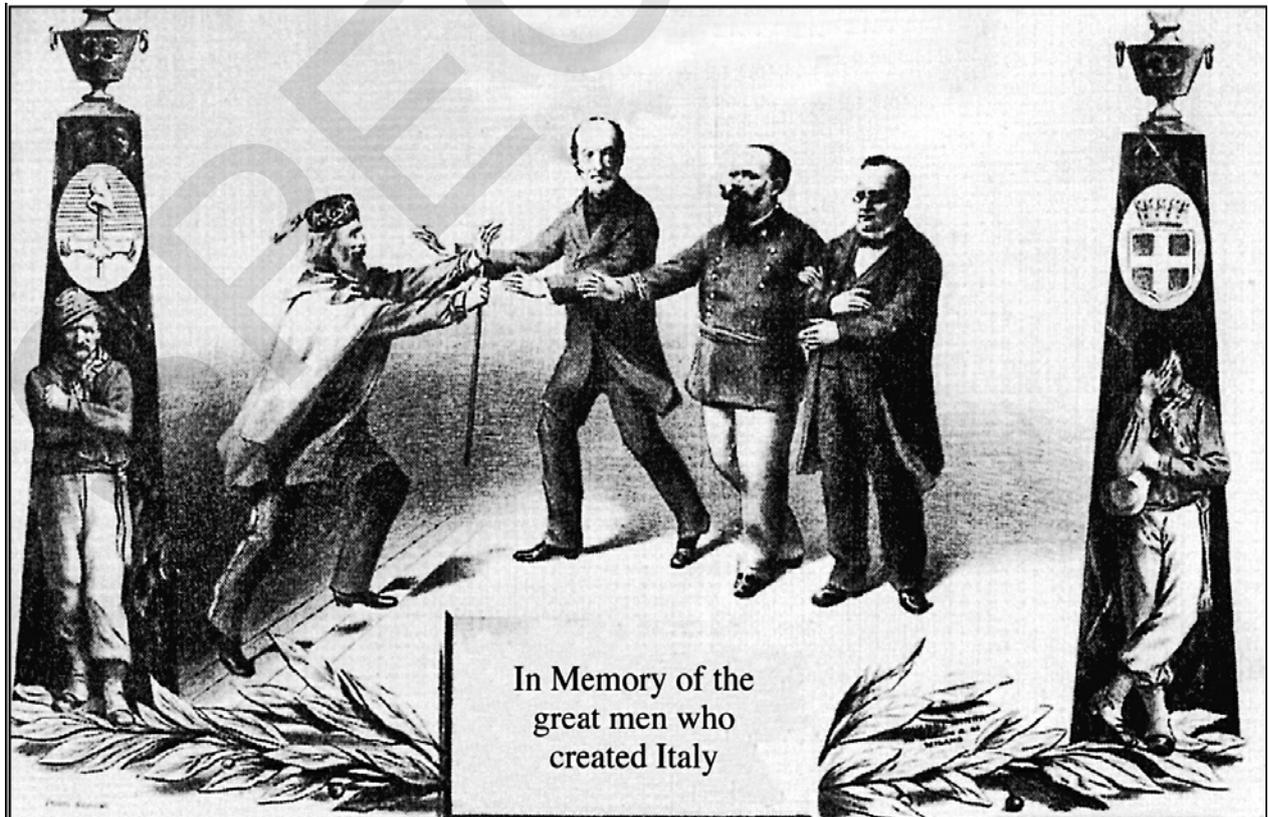
We praise the eternal glory of Garibaldi and his heroic comrades. Even the followers of Mazzini played some part in the liberation of Sicily. Above all, the efforts of that glorious man – Cavour – who raised us all out of servitude deserves our respect. Cavour wanted and was obliged to preserve the authority of the King. If he had given way to the demands of Mazzini and Garibaldi, the monarchy of Piedmont would have been dragged along by revolution. Then the national movement would have been abandoned by England and France, and Italians would have divided amongst themselves.

*Nicomede Bianchi, Count Cavour, 1863*

**Source D:** A former follower of Mazzini, and an official in a later Italian government, offers an interpretation of the unification of Italy that recognises the specific roles of the key personalities involved. The greatness of Mazzini was that he maintained his faith in unity unshaken. The glory of Mazzini and Garibaldi is that they forced the Piedmontese monarchy to accept unity. An early proclamation of unity by the King, such as Mazzini wanted, would have prompted the Italian princes to send their armies to join Austria in defence of their own existence. Thus the common sense of Cavour helped, as did Mazzini's constancy and Garibaldi's boldness. If one of these three men, each with his own sphere of action, had been missing, what would have become of Italy?

*Carlo Tivaroni, The Story of Italian Unification, 1871*

**Source E:** A print showing Garibaldi joining, on his death, the select group of national heroes. The figures already there are (from left to right) Mazzini, Victor Emmanuel and Cavour. The group stands between two columns representing revolutionary republicanism (left) and the monarchy of the House of Savoy (right). Mazzini says, 'The hero who sacrificed most for Italy.'



*An Italian print, published soon after Garibaldi's death, 1882*

[Turn over

### The Origins of the American Civil War 1820–61

- 3 Study the four Sources on The Dred Scott Decision and its Consequences, 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 attitudes towards the Supreme Court of the United States.

[30]

**(b)** Study all the Sources

Use your own knowledge to assess how far the sources support the interpretation that the Dred Scott decision did more harm than good to the Southern cause in the period to 1861.

[70]

[Total: 100 marks]

### The Dred Scott Decision and its Consequences

**Source A:** An editorial in a Republican newspaper from New York State comments on the Supreme Court's judgement in the case of Dred Scott (1857).

The day before yesterday, the slaveholders accomplished a great success – as shallow men estimate success. They converted the Supreme Court of the United States into a propagandist for human Slavery. The body which gives the supreme law of the land has dared to declare that men of African descent are not, and cannot be, citizens of the United States – that human Slavery is not a local thing, but pursues its victims to free soil. It has decided that Congress has not power to prevent the enslavement of men in the Territories. But one thing will not be wanting – the resolute purpose of the free men of the Free States to meet the issue now forced upon them squarely and fairly, and to rescue the entire administration of our Republic from Slavery and replace it with Freedom.

*The Albany Evening Journal, 9 March 1857*

**Source B:** An editorial in a newspaper from the Southern state of Virginia comments from the Democrat point of view.

Seven of the nine Supreme Court judges agreed that the Missouri Compromise (1820) was unconstitutional, and consequently, that the rights originating in it were ineffective. Thus an important question has been decided emphatically in favour of the supporters of the Constitution and of the Union and of the rights of the South – a decision made by judges as learned, impartial and unprejudiced as perhaps the world has ever seen. The nation has achieved a triumph, northern sectionalism has been rebuked, and abolitionism has been stunned. Reason and right, justice and truth always triumph over passion and prejudice, ignorance and envy when able and honest men make the judgement.

*The Richmond Enquirer, 10 March 1857*

**Source C:** Abraham Lincoln opened his campaign for election to the Senate in the famous 'House Divided' speech. In this extract he predicts the consequences of the 1857 Dred Scott decision.

We may, before long, see another Supreme Court decision, declaring that the Constitution of the United States does not permit a state to exclude slavery. Welcome or unwelcome, such a decision is probably coming, unless the present political leadership in our nation shall be overthrown. We shall lie down pleasantly dreaming that the people of Missouri are on the verge of making their State free; and we shall awake to the reality, instead, that the Supreme Court has made Illinois a slave State. The work now before all those who would prevent that result is to overthrow the present political leadership. The result is not in doubt. If we stand firm, we shall not fail.

*Abraham Lincoln, speaking at Springfield, Illinois, 16 June 1858*

**Source D:** In the second of the Lincoln-Douglas debates, Senator Douglas, a Northern Democrat, explains his view of the significance of the Dred Scott decision.

It does not matter what the Supreme Court may in future decide as to whether or not slavery may go into a Territory under the American Constitution. The people have the lawful means to introduce it or exclude it as they please, because slavery cannot exist a day or an hour anywhere unless it is supported by local police regulations. Those police regulations can only be established by the local assembly; and if the people are opposed to slavery, they will elect as representatives those men who will pass laws which exclude it. If, on the contrary, they are for slavery, their local laws will favour its extension. Therefore, no matter what the decision of the Supreme court may be, the people still have a perfect right to make a Slave Territory or a Free Territory.

*Senator Stephen Douglas, speaking at Freeport, Illinois, 27 August 1858*

### Dictatorship and Democracy in Germany 1933-63

- 4 Study the five Sources on The Nazis' Decision to Implement a 'Final Solution', and then answer **all** 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 anti-Semitism in Germany from 1935 to 1938.

[30]

- (b) Study all the Sources

Use your own knowledge to assess how far the sources support the interpretation that the decision to implement the Final Solution arose mainly from a long-standing and widespread hatred of the Jews.

[70]

[Total: 100 Marks]

#### The Nazis' Decision to Implement a 'Final Solution'

**Source A:** A Socialist Party agent, working underground, comments on reactions to the Nuremberg Laws of 1935 and anti-Jewish propaganda.

The recent Jewish laws are not taken very seriously as people have other problems on their mind. But one must not imagine that the anti-Jewish agitation does not have the desired effect on a significant number. Many are influenced to see the Jews as starting all bad things. They have become fanatical opponents of the Jews.

The vast majority of the population, however, ignore the anti-Jewish propaganda and even show this by preferring to shop in Jewish department stores. Many still regard the Jew as a friend whom they do not want to abandon yet.

*SOPA DE Reports, 1936*

**Source B:** A member of the girls' section of the Hitler Youth analyses her own reaction to the events of *Kristallnacht* in Berlin (10 November 1938) on the morning after it had happened. Her account was written to a lost childhood Jewish friend after the Second World War.

To my surprise almost all the shop windows were smashed. A policeman explained: 'In this street they're almost all Jews. You don't read the papers. Last night, the National Soul boiled over.' I went on my way shaking my head. For a second, I was aware that something terrible had happened, but I switched to accepting what had occurred, avoiding critical reflection. I said to myself: 'The Jews are the enemies; they should take the events of last night as a warning.' As the years went by, I grew better at switching off quickly. I totally identified myself with National Socialism.

*Melita Maschmann, 'Account Rendered: A Dossier of My Former Self', 1964*

**Source C:** Recalling personal memories of living in Nazi Germany, a German describes different feelings in his family about the events of *Kristallnacht* in November 1938. His cousin went on to be an SS General.

My father found it outrageous that they had attacked the synagogues. I said something about the unspeakable crudeness and cowardice. My cousin Klaus-Günther said 'You have to accept the idea of political necessity. We picked up half a million more Jews in the Sudetenland and Austria - they're just parasites! One decisive blow (the violence of *Kristallnacht*) is better than a hundred years of struggle. This was their ultimatum. We're going to keep the rich Jews in concentration camps until they pay a million marks. It'll pay for our defences in the West.

*From In Hitler's Germany by Bernt Engelmann, published by Methuen in 1988.  
Reprinted by permission of the Random House Group Ltd.*

**Source D:** The former commandant of the Auschwitz death camp explains how and when implementation of the Final Solution began.

In the summer of 1941, I was suddenly summoned to see Himmler, the Reichsführer SS. He received me on his own and said: 'The Führer has ordered that the Jewish question be solved once and for all. The SS are to implement this order. The existing extermination centres in the East are in no position to carry out the anticipated large actions. I have therefore earmarked Auschwitz for this purpose.'

*Testimony of Rudolf Hess at the Nuremberg war crimes trials, 1946*

**Source E:** A modern historian comments on Nazi racial policy after 1939.

Nazi policy does not seem to have been set on genocide in the period before 1941. As late as 1940, Himmler regarded it as 'impossible and against German nature'. Policy continued to evolve and was not intentionally planned. In the first weeks of the invasion of the USSR (June 1941), Soviet officials were more likely to be shot than ordinary Jews. The worst outrages were committed by the local Russians. But by the autumn of 1941, the invasion was not going to plan. Many historians think that Hitler initiated extermination out of desperation. Events drove him to break out of the vicious circle in which the German military advance brought millions more Jews under German control. Once he resolved to kill all Russian Jews it was but a small step to decide to kill all Jews. He then left the details to Himmler and Goering.

*Alan Farmer, 'Anti-Semitism and the Holocaust', 1998. Reproduced by permission of John Murray (Publishers) Ltd*

## The USA and the Cold War in South-East Asia 1945-75

- 5 Study the five Sources on USA involvement in Vietnam and then answer **both** sub-questions.

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

**(a)** Study Sources C and D

Compare these Sources as evidence for the situation in South Vietnam at the time of escalating American involvement. **[30]**

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

Use your own knowledge to assess how far the Sources support the interpretation that the USA committed its forces in South Vietnam mainly to uphold the 'domino theory'. **[70]**

**[Total: 100 marks]**

**Paper Total [100]**

### US involvement in Vietnam

**Source A:** An American journalist sets out the serious threat to South Vietnam.

If the USA cannot or will not save Vietnam from the Communist assault, no Asian nation can ever feel safe in the future in putting its faith in the USA. Then the fall of South-East Asia would only be a matter of time. Every night secret little bands of communist guerrilla fighters dart silently along the many jungle paths of South Vietnam, pursuing their murderous missions. Time is precious and the USA has to act, act soon, before everything is too late and South Vietnam, indeed all of South-East Asia, lost to Communism.

*Time Magazine article, Spring 1962*

**Source B:** The US Secretary of State for Defence explains the need to send troops to South Vietnam.

South Vietnam is one of the free nations of the world and it is trying to preserve its independence from Communist attacks and takeover. South-East Asia is of the greatest importance to the USA in its attempts to contain the spread of Communism. The conquest of South Vietnam by the North Vietnamese, supported as they are by the Chinese, would be the final step towards Communist dominance of the two Vietnams. This would then lead to the Communist domination of South-East Asia and to further expansion into other parts of the world.

*from The Pentagon Papers: US Defense Department (Boston MA, Beacon Press, 1971-2), Robert McNamara speech, March 1964*

**Source C:** A North Vietnamese politician gives his interpretation of the developing situation in South Vietnam.

American aggression is American imperialism. It was seen in Korea, now it is seen in South Vietnam. The people do not want the Americans. They resist. They look to the North, to their brothers and sisters. They long to be freed of corrupt, bad governments, governments by narrow groups. The Americans wish to impose their ideas, their systems by force of arms and by supporting unpopular politicians. They will be stopped. Their ways will be defeated. We will fight to rid our fellow people of American imperialist domination. Korea saw the defeat of American ambition. Vietnam will see defeat again. The United States can go on increasing its aid to South Vietnam. It can increase its own army. But it will do no good. I hate to see the war go on and intensify. Yet our people are determined to struggle. It is impossible for Westerners to understand the force of the people's will to resist.

*Pham Van Dong, Memorandum, 1964. Collected Writings (Hanoi publication, N.D.)*

**Source D:** A State Department official offers a view of the situation in South Vietnam. South Vietnam at the time of the arrival of the first American combat troops.

South Vietnam is fighting against a brutal campaign of terror and armed attack, directed, supplied and controlled by the Communist regime in Hanoi. This flagrant aggression has been going on for years, but the threat has become acute. In Vietnam a totally new brand of aggression has been loosed against an independent people who want to make their way in peace and freedom. There are elements in the Communist program of conquest directed against South Vietnam seen elsewhere. But there is a fundamental difference. In Vietnam a Communist government has set out deliberately to conquer a sovereign people in a neighbouring state. North Vietnam's commitment to seize control of the South is no less total than was the commitment of the regime in North Korea in 1950. There is massive evidence of North Vietnamese aggression. The United States seeks no territory, no military bases, no favored position.

*from The US Department of State Bulletin, volume 52, March 1965*

**Source E:** A modern historian considers the context of growing American involvement in South Vietnam.

Under President Eisenhower American policy had come to rest on the dogma that Indo-China was essential to security in South-East Asia. The United States became the backer of the conservative government of South Vietnam. The view had come to be held that this country had to be kept in the western camp. President Kennedy began the process of backing up American military aid with 'advisers'. President Johnson also took the same view on the importance of Vietnam. But the governments which succeeded one another in South Vietnam were obviously inadequate and in 1965 Johnson was advised they might collapse without additional American help.

*J. M Roberts, 'History of the World', 1976. Reproduced by permission of Penguin Books Ltd.*

*Copyright Acknowledgements:*

*Sources*

**The Origins and Course of the French Revolution 1774-1795**

**Source E:** From *France in Revolution 1776–1830* by Sally Waller. Reprinted by permission of Harcourt Education.

**Dictatorship and Democracy in Germany 1933-63**

**Source B:** Melita Maschmann, 'Account Rendered: A Dossier of My Former Self', 1964

**Source C:** From *In Hitler's Germany* by Bernt Engelmann, published by Methuen in 1988. Reprinted by permission of the Random House Group Ltd.

**Source D:** Testimony of Rudolf Hess at the Nuremberg war crimes trials, 1946

**Source E:** Alan Farmer, 'Anti-Semitism and the Holocaust', 1998. Reproduced by permission of John Murray (Publishers) Ltd

**The USA and the Cold War in South-East Asia 1945-75**

**Source A:** Time Magazine article, Spring 1962, Archives

**Source B:** from *The Pentagon Papers: US Defense Department* (Boston MA, Beacon Press, 1971-2), Robert McNamara speech, March 1964

**Source C:** Pham Van Dong, Memorandum, 1964. Collected Writings (Hanoi publication, N.D.)

**Source D:** from *The US Department of State Bulletin*, volume 52, March 1965

**Source E:** J. M Roberts, 'History of the World', 1976. Reproduced by permission of Penguin Books Ltd.

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced Subsidiary GCE

**HISTORY A**

**F964**

F964: *European and World History Period Studies*

Option B: *Modern 1774-1975*

**Specimen Mark Scheme**

The maximum mark for this paper is 100.

SPECIMEN

**AS UNIT F964 European and World Historical Enquiries****Maximum mark 100. 1 answer: 2 parts.****Question (a) Maximum mark 30**

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

	<b>A01a</b>	<b>A01b</b>	<b>AO2a</b>	<b>AO2b</b>
<b>IA</b>	9-10	11-12	26-28	20
<b>IB</b>	8	9-10	23-25	17-19
<b>II</b>	7	8	20-22	14-16
<b>III</b>	6	6-7	17-19	11-13
<b>IV</b>	4-5	4-5	14-16	8-10
<b>V</b>	3	3	11-13	6-7
<b>VI</b>	2	2	5-10	3-5
<b>VII</b>	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.
<b>Level IA</b>	<ul style="list-style-type: none"> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>6</b></p>	<ul style="list-style-type: none"> <li>• Answer is consistently and relevantly analytical with developed comparison and judgement</li> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> </ul> <p style="text-align: center;"><b>8</b></p>	<ul style="list-style-type: none"> <li>• Response provides a focused comparison and/or contrast of both content and provenance</li> <li>• Evaluates qualities such as reliability, completeness, consistency, typicality, and especially utility, in relation to the question</li> </ul> <p style="text-align: center;"><b>16</b></p>
<b>Level IB</b>	<ul style="list-style-type: none"> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>6</b></p>	<ul style="list-style-type: none"> <li>• Judgements are supported by appropriate references to both content and provenance</li> <li>• Very good level of understanding of key concepts</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> </ul> <p style="text-align: center;"><b>7</b></p>	<ul style="list-style-type: none"> <li>• Response provides an effective comparison and/or contrast of both content and provenance</li> <li>• Evaluates a range of qualities of authenticity, completeness, consistency, typicality and usefulness in relation to the question</li> </ul> <p style="text-align: center;"><b>13-15</b></p>

<p><b>Level II</b></p>	<ul style="list-style-type: none"> <li>• Generally accurate use of historical terminology</li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>5</b></p>	<ul style="list-style-type: none"> <li>• Good attempt at explanation/ analysis but uneven overall judgements</li> <li>• Mostly clear and accurate understanding of key concepts</li> <li>• Clear understanding of the significance of most relevant issues in their historical context</li> </ul> <p style="text-align: center;"><b>6</b></p>	<ul style="list-style-type: none"> <li>• Provides a relevant comparison and/ or contrast of both content and provenance</li> <li>• Answer lacks completeness in evaluating most of the range of available criteria (eg. limited use of the introductions and/ or attributions)</li> </ul> <p style="text-align: center;"><b>11-12</b></p>
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SPECIMEN

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

<b>Level VII</b>	<ul style="list-style-type: none"><li>• No understanding of the topic or of the question's requirements</li><li>• Totally irrelevant answer</li><li>• Very poor use of English</li></ul> <p style="text-align: center;"><b>0</b></p>	<ul style="list-style-type: none"><li>• Weak explanation, and descriptive / narrative commentary on the sources</li><li>• No understanding of key concepts</li></ul> <p style="text-align: center;"><b>0-1</b></p>	<ul style="list-style-type: none"><li>• No attempt to provide a comparison and/or contrast</li><li>• Sources are paraphrased or copied out</li></ul> <p style="text-align: center;"><b>0-2</b></p>
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<b>Marking Grid for Question (b)</b>				
<b>AOs</b>	<b>AO1a</b>	<b>AO1b</b>	<b>AO2a</b>	<b>AO2b</b>
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
<b>Level IA</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of accurate, detailed and relevant evidence</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>9-10</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> <li>• Answer is consistently and relevantly analytical with developed explanations leading to careful judgements</li> </ul> <p style="text-align: center;"><b>11-12</b></p>	<ul style="list-style-type: none"> <li>• Excellent analysis and evaluation of <b>all</b> sources with high levels of discrimination.</li> <li>• Analyses and evaluates the limitations of the sources and what is required to add to their completeness as a set</li> </ul> <p style="text-align: center;"><b>26-28</b></p>	<ul style="list-style-type: none"> <li>• Excellent analysis and evaluation of the historical interpretation using all sources and own knowledge to reach a clear conclusion</li> <li>• Fully understands that the sources may either support or refute the interpretation</li> </ul> <p style="text-align: center;"><b>20</b></p>
<b>Level IB</b>	<ul style="list-style-type: none"> <li>• Uses accurate, detailed and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; writes accurately and legibly</li> </ul> <p style="text-align: center;"><b>8</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of most key concepts relevant to analysis and to the topic</li> <li>• Clear understanding of the significance of issues in their historical context.</li> <li>• Judgements are supported by appropriate references to both content and provenance</li> </ul> <p style="text-align: center;"><b>9-10</b></p>	<ul style="list-style-type: none"> <li>• Focused analysis and evaluation of <b>all</b> sources with high levels of discrimination</li> <li>• Analyses and evaluates the limitations of the sources and what is required to add to their completeness as a set</li> </ul> <p style="text-align: center;"><b>23-25</b></p>	<ul style="list-style-type: none"> <li>• Focused analysis and evaluation of the historical interpretation using all sources and own knowledge to reach a clear conclusion</li> <li>• Understands that the sources may either support or refute the interpretation</li> </ul> <p style="text-align: center;"><b>17-19</b></p>

<b>Level II</b>	<ul style="list-style-type: none"> <li>• Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic</li> <li>• Generally accurate use of historical terminology</li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>7</b></p>	<ul style="list-style-type: none"> <li>• Mostly clear and accurate understanding of key concepts</li> <li>• Clear understanding of the significance of most relevant issues in their historical context</li> <li>• Good attempt at explanation/ analysis but uneven overall judgements</li> </ul> <p style="text-align: center;"><b>8</b></p>	<ul style="list-style-type: none"> <li>• Focussed analysis and evaluation of most of the sources with good levels of discrimination</li> <li>• Analyses and evaluates some of the limitations of the sources and what is required to add to their completeness as a set</li> </ul> <p style="text-align: center;"><b>20-22</b></p>	<ul style="list-style-type: none"> <li>• Focussed analysis and evaluation of the historical interpretation using most of the sources and appropriate own knowledge to reach a clear conclusion</li> <li>• There may be some imbalance between discussion of the sources and use of external knowledge in evaluating the interpretation</li> </ul> <p style="text-align: center;"><b>14-16</b></p>
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<b>Level III</b>	<ul style="list-style-type: none"> <li>• Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy</li> <li>• Answer includes relevant historical terminology but this may not be extensive or always accurately used</li> <li>• Most of the answer is organised and structured; the answer is mostly legible and clearly communicated</li> </ul> <p style="text-align: center;"><b>6</b></p>	<ul style="list-style-type: none"> <li>• Shows a sound understanding of key concepts</li> <li>• Sound awareness of the significance of issues in their historical context</li> <li>• Attempts an explanation/ analysis but overall judgement may be incomplete</li> </ul> <p style="text-align: center;"><b>6-7</b></p>	<ul style="list-style-type: none"> <li>• Refers to most of the sources to illustrate an argument rather than analysing and evaluating their evidence</li> <li>• Aware of some of the sources' limitations either individually or as a set</li> </ul> <p style="text-align: center;"><b>17-19</b></p>	<ul style="list-style-type: none"> <li>• Sound analysis and evaluation of the historical interpretation</li> <li>• There may be some description and unevenness between use of own knowledge and use of sources</li> <li>• Answers which use the sources but no own knowledge in assessing the interpretation have a Level III ceiling</li> </ul> <p style="text-align: center;"><b>11-13</b></p>
<b>Level IV</b>	<ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/ accuracy of detail will vary; there may be some evidence that is tangential or irrelevant</li> <li>• Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication</li> </ul> <p style="text-align: center;"><b>4-5</b></p>	<ul style="list-style-type: none"> <li>• Mostly satisfactory understanding of key concepts</li> <li>• Some explanation but not always linked to the question</li> <li>• Assertions, description / narrative will characterise part of the answer</li> </ul> <p style="text-align: center;"><b>4-5</b></p>	<ul style="list-style-type: none"> <li>• Sources are discussed sequentially</li> <li>• Considers some of the limitations of the sources; but may not establish a sense of different views</li> </ul> <p style="text-align: center;"><b>14-16</b></p>	<ul style="list-style-type: none"> <li>• Some analysis and evaluation of the historical interpretation with increasing amounts of description</li> <li>• Response is more imbalanced than Level III in using sources and own knowledge</li> <li>• Answers that use own knowledge but make no use of the sources in assessing the interpretation have a Level IV ceiling</li> </ul> <p style="text-align: center;"><b>8-10</b></p>
<b>Level V</b>	<ul style="list-style-type: none"> <li>• There is some relevant historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material</li> <li>• Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use</li> </ul>	<ul style="list-style-type: none"> <li>• General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic</li> <li>• General or weak understanding of the significance of most relevant issues in their historical context</li> </ul> <p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Limited attempt to use the sources or discriminate between them; they are discussed sequentially</li> <li>• Sources will be used for reference and illustration of an argument</li> </ul> <p style="text-align: center;"><b>11-13</b></p>	<ul style="list-style-type: none"> <li>• Mainly description with limited comment on the context of the question</li> <li>• Little effective analysis of how far the sources support the interpretation</li> </ul> <p style="text-align: center;"><b>6-7</b></p>

	<ul style="list-style-type: none"> <li>Often unclear and disorganized sections; writing will often be basic and there may be some illegibility and weak prose where the sense is not clear or obvious</li> </ul> <p style="text-align: center;"><b>3</b></p>			
<b>Level VI</b>	<ul style="list-style-type: none"> <li>Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy</li> <li>Answer may have little organisation or structure</li> <li>Weak use of English and poor organisation</li> </ul> <p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>Very little understanding of key concepts.</li> <li>No explanation.</li> <li>Assertion, description / narrative predominate</li> </ul> <p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>Weak application of the sources to the question</li> <li>Weak attempt at analysis</li> </ul> <p style="text-align: center;"><b>5-10</b></p>	<ul style="list-style-type: none"> <li>Weak contextual knowledge</li> <li>Mainly description with weak evaluation of the historical interpretation</li> </ul> <p style="text-align: center;"><b>3-5</b></p>
<b>Level VII</b>	<ul style="list-style-type: none"> <li>No understanding of the topic or of the question's requirements; little relevant and accurate knowledge</li> <li>Very fragmentary and disorganised response; very poor use of English and some incoherence</li> </ul> <p style="text-align: center;"><b>0-1</b></p>	<ul style="list-style-type: none"> <li>No understanding of key concepts</li> <li>Weak explanation, assertion, description / narrative</li> </ul> <p style="text-align: center;"><b>0-1</b></p>	<ul style="list-style-type: none"> <li>Very weak application of the sources to the question</li> <li>No attempt at analysis</li> </ul> <p style="text-align: center;"><b>0-4</b></p>	<ul style="list-style-type: none"> <li>Very weak attempt at evaluating the historical interpretation</li> <li>Heavily descriptive</li> <li>No contextual knowledge</li> </ul> <p style="text-align: center;"><b>0-2</b></p>

## The Origins and the Course of the French Revolution 1774-95

Question Number	Answer	Max Mark
1(a)	<p><b>Study Sources B and E</b></p> <p><b>Compare these Sources as evidence for the impact of Enlightened ideas in France.</b></p> <p><u>Focus: Comparison of two Sources.</u></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 sees the nobility as having been ‘destroyed’ by the Enlightenment ideas that they adopted so enthusiastically and then used to attack authority and undermine the monarchy and social structures. By contrast, Source E downplays the role of ideas by setting them in a wider context, putting the blame squarely on financial crisis in causing revolution. Rousseau and Voltaire are central to the analysis in Source B whereas Source E does not mention them (or any other <i>philosophes</i>). Neither does Waller think in Source E that Enlightenment ideas could in themselves have brought about a revolution – whereas financial crisis did. Source E assesses the impact of Enlightened ideas as providing no more than background context. They might have brought reform to France, but they were extremely unlikely to be able to bring revolution. Source B is looking back after a bleak period for the nobility; the Count’s own experiences may have coloured his judgement, with the nobles and their ideas taking centre stage. Source E takes a more objective view, looking at only ‘some signs’ of Enlightenment influence. Source B may be expiating guilt through memoirs, a motive that Source E does not have.</p>	[30]

Question Number	Answer	Max Mark
1(b)	<p><b>Study all the Sources</b></p> <p><b>Use your own knowledge to assess how far the sources support the interpretation that the ideas of the Enlightenment were the <u>main</u> cause of the French Revolution</b></p> <p><u>Focus: Judgement of the interpretation based on the set of Sources and own knowledge</u></p> <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>The discussion is about the role of ideas as opposed to other elements, such as the political weaknesses of the crown exposed by the financial crisis, or social unrest. Ideas feature prominently in the Sources, but the practical need for money led the crown into having to consider reforms. Opposed by vested interests, the government was driven to accept demands for a widespread consultation with the nation by summoning the Estates General which was the beginning of the revolution. Social unrest drove the events on at an unexpected pace. However, there is the view that without the interest in ideas in liberty and equality, the demand for consultation would not have been made and the hopes for a new and more enlightened France which would come from the Estates General would not have been so encouraged. Also, the impact of the American war and the example of the American fight for liberty is connected with Enlightenment constitutional theories. Three of the Sources put the stress on ideas while Source E is ‘the odd man out’: cross-referencing between Sources A, B and C and D is open to candidates. A suggests that more reading will have political effects and that reforming or enlightened authors will have considerable power. This is obviously from a source with an interest in proclaiming the importance of authors and the view can be challenged. It is doubtful if the clever satires of men like this had much impact in the countryside, but in urban areas this might well have been different. Source D suggests the primacy of ideas with Rousseau looking down as a sort of inspiration on various enlightenment symbols. Rousseau had died, but his ideas of the general will and the social contract were potent. Note the republican image of the axe and fasces and the Tree of Liberty suggesting ideas propelling change rather than immediate political factors, but the purpose of the artist must be considered: the symbols were potent and the need to legitimize change by going back to ‘authorities’ like Rousseau may lead to overstressing ideas. The pamphlet of 1792 (Source C) is by an educated administrator more likely to blame ideas and it is interesting that he stresses the abuse of the ideas. By 1792, the middle classes were under pressure from the power of the urban masses and the hysteria of war, so the ideals of 1789 were seen in a different light. Source E with an even longer perspective portrays the seduction of the nobility by ideas, but again distance may distort: the cahiers of 1789 have a limited reflection of enlightenment ideas and the political weaknesses of the crown are not really considered.</p>	

Question Number	Answer	Max Mark
1(b) cont'd	The first four sources fail to put the ideas in real context. Source E offers a more balanced view, but some argue the 'noble revolution' gets insufficient attention. States have had financial crises without cataclysmic revolutions. Social unrest is not treated by any Source, but some may wish to consider this dimension.	[70]

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## The Unification of Italy 1815-70

Question Number	Answer	Max Mark
2(a)	<p><b>Study Sources C and D</b></p> <p><b>Compare these Sources as evidence for the importance of the Piedmontese monarchy during the process of unification.</b></p> <p><u>Focus: Comparison of two Sources.</u></p> <p>Candidates need to compare the two Sources and may evaluate matters such as authorship, dating, utility and reliability, so using the Sources 'as evidence for...'. The headings and attributions should be used to aid evaluation.</p> <p>Source C claims that the Piedmontese monarchy preserved its authority and by implication its freedom of action, the importance of which allowed the monarchy to resist the demands of Mazzini and Garibaldi. On the other hand Source D suggests that the Piedmontese monarchy was vulnerable to the pressure of Mazzini and Garibaldi. Both agree, however, that the steadfastness of the Piedmontese monarchy was crucial to the process of unification if for different reasons. Source C indicates that by preserving its authority the monarchy avoided revolution, ensured that England and France continued to support the cause and prevented disunity between Italians. Whilst Source D suggests the monarchy was forced to accept unity by Mazzini and Garibaldi it indicates that the monarchy, nonetheless, remained in control of policy as it determined against an early commitment to the cause which was important as this ensured the princes did not side with Austria.</p> <p>The provenance of the Sources can be evaluated. As the intention of the author of Source C was to vindicate the action of Cavour it is not surprising that he gives a negative assessment of the demands of Mazzini and Garibaldi whilst claiming that the king's resolve to stand against them was the work of Cavour. Equally, it is not surprising that the author of Source D, as a former Mazzinian, should try to credit Mazzini with having influenced the Piedmontese monarchy. However, writing at a time when the Piedmontese monarchy had asserted its control over Italy might explain why a man with obvious political ambitions should also acknowledge the wisdom of the king in resisting Mazzini's call for a proclamation of unity at a time earlier than that favoured by the king.</p>	[30]

Question Number	Answer	Max Mark
2(b)	<p><b>Study all the Sources</b></p> <p><b>Use your own knowledge to assess how far the sources support the interpretation that Mazzini, Garibaldi and Cavour were equally important in achieving the unification of Italy.</b></p> <p><u>Focus: Judgement of the interpretation based on the set of Sources and own knowledge</u></p> <p>The proposition may be agreed with or rejected – no set answer is looked for - but it must be considered seriously, even if the claim is then rejected. Answers need to use all four Sources, evaluating them as to their strengths and limitations as evidence and testing them against contextual knowledge.</p> <p>Most may interpret Sources D and E as supporting the view that all three figures were of equal importance. The final sentence of Source D is important here and suggests that each contributed in a unique way, amplified in the earlier part of the source. Mazzini's faith and constancy is acknowledged and candidates might refer to the idealism of Young Italy and Mazzini's role as a prophet of unification as well as Mazzini's early exploits in Rome (1849) and subsequent attempts to keep revolution alive in failed risings in Lombardy and Piedmont in the 1850s. Garibaldi's boldness is emphasised and candidates might refer to his exploits in Rome with Mazzini, the risks he took in 1860 and his later exploits against Papal Rome. Cavour's common sense is stressed and the way he handled events in 1860 might be mentioned. Source E clearly indicates that all three were important, although the reference to Garibaldi as 'the hero who sacrificed most for Italy' might be used to suggest that he was more worthy than the others. Yet in both sources there is a sense that Mazzini and Garibaldi were more of the same standpoint. They are linked in their appeal to Victor Emmanuel in Source D and, in Source E, it is Mazzini who offers words of welcome to Garibaldi whilst Cavour appears to distance himself from them and to be more concerned to restrain Victor Emmanuel from too close an association with the other two. The figure on the House of Savoy pillar may be interpreted as having given too much to the aggressive Republican figure on the left.</p> <p>Arguably Sources A, B and C suggest less equitable contributions. The role of Mazzini is ignored in Source A whilst Source B implies that he and his followers actively opposed the new Italy being voted for in the plebiscite. Candidates may explain that such opposition was based on their hostility to the annexation of Naples which the plebiscite was, effectively, proposing. Although Source C accepts the role of Mazzini and his followers in Sicily recognition is grudging. By contrast it may be argued that emphasis should be placed on Garibaldi or Cavour. Source A accords Garibaldi the lead role, acting with a plan and vision which candidates can validate with reference to their knowledge of events in Sicily and Naples and the final hand over of his conquests to Victor Emmanuel at Teano.</p>	

Question Number	Answer	Max Mark
2(b) cont'd	<p>Cavour's contribution is recognised but it is clear that the author regards him as being tied – to England and France - in a way that Garibaldi was not. Reference to Cavour's agreement with France at Plombieres might be made to illustrate this. Source B can be interpreted as highlighting the pre-eminence of Garibaldi as a populist and because of his conquest of Naples a plebiscite would not have been possible. On the other hand the author appears to stress the contribution of Cavour in engineering a plebiscite and overcoming Austria, the Pope and France. Reference might be made to the work of Cavour against Austria, his involvement in the capture of three of the four Papal States and his handling of Napoleon III. Some might elaborate on the method of voting in the plebiscite referred to in the source, the subsequent plebiscites held in Sicily and the Central Duchies. Garibaldi's exploits in Sicily are recognised in Source C although it is made clear that his role and that of Mazzini were less important than that of Cavour. The implication is that Cavour kept the national movement alive and saved it from disaster. Even so, there is a clear hint that Cavour was 'obliged' to support, and was more concerned with preserving, the authority of the monarchy rather than unification. This might be illustrated by referring to Cavour's well-documented hostility to Garibaldi crossing to Naples and the fears he had for what such an action would mean for the monarchy and for French occupation of the Papal States.</p> <p>There is clearly much scope for different interpretations of the sources and a variety of lines of argument can be expected. Whilst the approach outlined above may be adopted by many it is also likely that many may prefer to construct a case for each of the three figures in turn. Answers that attempt to evaluate the contributions of all three should be rewarded more than those that are imbalanced in their treatment of the three figures or that omit to deal with one or two of the characters. Given the generally positive remarks made in all five sources about Garibaldi many may decide that he was more important in achieving the unification of Italy but a strong case can also be made for Cavour and Mazzini. However, some evaluation of the nature and quality of the sources will inform the better answers and help shape the conclusion reached. The Sources C, D and E are, to a varying degree, partisan. The English journalist, in Source A, is less so although he is referring to events in the south only - hence the stress on Garibaldi - and the author of Source B also appears to be relatively objective even if his tone suggests sympathy with the cause of unification.</p>	[70]

## The Origins of the American Civil War 1820-61

Question Number	Answer	Max Mark
3(a)	<p><b>Study Sources A and B</b></p> <p><b>Compare these Sources as evidence for attitudes towards the Supreme Court of the United States.</b></p> <p><u>Focus: Comparison of two Sources.</u></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>The two Sources take completely opposite views. Source A regards the Supreme Court with contempt – ‘a propagandist for human slavery’. By contrast, Source B regards the judges as ‘learned, impartial and unprejudiced’. It characterises its ruling as embodying ‘reason and right, justice and truth’. These opinions are reflected in the different tone of the two Sources – Source A is sarcastic (‘it has <i>dared</i> to declare...’), while Source B attempts to seem measured but cannot help adopting a rather triumphalist tone (It even uses the word ‘triumph’ twice). These contrasting views are not surprising since although both come from newspaper editorials written at almost exactly the same date and almost immediately after the Supreme Court’s decision in the Dred Scott case, Source A comes from a Northern newspaper while Source B comes from a Southern one. Both Sources are typical of the views of their respective sections of the divided Union.</p>	[30]

Question Number	Answer	Max Mark
3(b)	<p><b>Study all the Sources</b></p> <p><b>Use your own knowledge to assess how far the sources support the interpretation that the Dred Scott decision did more harm than good to the Southern cause in the period to 1861.</b></p> <p><u>Focus: Judgement of the interpretation based on the set of Sources and own knowledge</u></p> <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>The only Source which clearly suggests that the Dred Scott decision of 1857 was good for the South is Source B, which comes from a Southern newspaper editorial expressing an immediate Southern reaction. The immediate reaction from the North, expressed in Source A (also a newspaper editorial of almost exactly the same date), also views the decision as good for the pro-slavery cause in the short term. Source C goes further than Source A, suggesting that the implication of the decision is that slavery will ultimately be extended by the Supreme Court to every state. These two Sources, however, also indicate why the Dred Scott decision may in the long term be bad for the south, for they both suggest that the north will make every effort to overturn the decision. But another Northern source (Senator Douglas in Source D) takes a different view. He argues that the consequences of the Supreme Court's decision were not as serious as Abraham Lincoln suggested, as the extension of slavery would depend on local enforcement in each state, so the Dred Scott decision does not prevent Territories from opting to be exclude slavery. From their own knowledge candidates, should be aware that the Lincoln-Douglas debates, from which Source D is extracted, played a major part in the rise of Abraham Lincoln to national prominence. In this way, the Dred Scott decision in 1857 was a crucial step in the sequence of events leading to the outbreak of civil war in 1861 – and thus, some might argue, the short-term advantage that the decision brought (or was seen to bring) to the South was outweighed by the longer-term outcome of events in the USA.</p>	[70]

## Dictatorship and Democracy in Germany 1933-63

Question Number	Answer	Max Mark
4(a)	<p><b>Study Sources A and B</b></p> <p><b>Compare these Sources as evidence for anti-Semitism in Germany from 1935 to 1938.</b></p> <p><u>Focus: Comparison of two Sources.</u></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>The issues raised by the Sources concerning anti-Semitism in Germany 1935–38 are clear – the extent to which it was taken seriously by the German population and the impact of Nazi propaganda in extending it. The Sources are largely in agreement, despite talking of different events at different times (the legal discrimination of the Nuremberg Laws in 1935 in Source A and the violence of Kristallnacht in Berlin and other cities in 1938 in Source B). The Sopade Reports (Source A) agree that most Germans did not take it seriously, claiming as evidence shopping in Jewish stores and Jewish friends, although the number who had access to either outside the large cities limits such a comment. Maschmann (Source B) in part confirms this – she is shocked at smashed windows and shakes her head. On the issue of propaganda, again the Sopade Reports (Source A) agree that there is an impact on a significant number of Germans. The Sopade Reports (Source A) comment on those who have become ‘fanatical’ anti-semites whilst Maschmann in Source B confirms this by her own reaction and that of the policeman. Both Sources refer specifically to propaganda, the policeman repeating the Nazi-controlled press, Maschmann internalising it as a warning to racial enemies. The quality of the evidence is enhanced by their agreement: the policeman Maschmann records in Source B confirms the observations of the socialist agent in Source A. The Sopade Reports (Source A) are reliable, commenting in this case in a balanced manner, despite the probable socialist sympathies towards the Jews. Maschmann (Source B) is especially valuable given her own change of heart post-war, in part prompted by the loss of a Jewish friend. Her reaction may well be typical – shock at the violence and damage, then acceptance of the State’s line – ‘the National soul boiled over’ (Source B lines 9-10). Nonetheless, there are limitations, e.g. the Sopade Reports (Source A) are very general whilst Maschmann in Source B comments only on Berlin. As evidence, both nonetheless provide valuable material on anti-semitism.</p>	[30]

Question Number	Answer	Max Mark
4(b)	<p><b>Study all the Sources</b></p> <p><b>Use your own knowledge to assess how far the sources support the interpretation that the decision to implement the Final Solution arose <u>mainly</u> from a long-standing and widespread hatred of the Jews.</b></p> <p><u>Focus: Judgement of the interpretation based on the set of Sources and own knowledge</u></p> <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>The issue here revolved around the debate that the decision to exterminate all Jews was long standing and based on the widespread support, implicit or otherwise, of the German people. An alternative view would be that it evolved and had more to do with wartime circumstances in the East. The Sources apart from C provide little direct evidence for any long standing desire to exterminate, either by the regime or through popular prejudice. The Socialist agent (Source A) and Maschmann (Source B) do refer to significant numbers and Maschmann to legitimate violence and something 'terrible', but this is nothing tangible. 'Own knowledge' could provide examples, both of popular anti-Semitism and of Hitler's own long standing personal hatred (<i>Mein Kampf</i> and especially the January 1939 speech to the Reichstag). However, on the issue of widespread hatred of the Jews the Sopade Reports (Source A) and Maschmann (Source B) do to an extent, demonstrate this but do not comment on whether this was a reason for the decision to exterminate. <b>Source C points to conflicting views within one family.</b> Sources A, B and C conclude that a significant minority hated the Jews and own knowledge could point to the power that it wielded. Their value as Sources (Socialist, Nazi and familial) can be demonstrated and their language is significant: the socialists' use of the word 'fanatical' and their speculation that Jews may be 'abandoned' by the German people at some point in the future, whilst Maschmann abandons 'critical reflection' and Klaus-Gunther refers to a 'decisive blow'. Sources C, D and E provide implicit evidence of Nazi long standing hatred and shed some light on the decision itself. Clearly this was not one taken by the German people themselves. Hoess' evidence (Source D) is indirect - he is merely taking orders and clearly provides nothing on the decision being pre-meditated or the reason behind it. As a Source, D is conditioned by the circumstances of the Nuremberg Trial, where Hoess was defending himself as someone who only took orders from others. The blame will lie at Hitler's door and Hoess is clear that Hitler took the decision: 'The Führer has ordered'. No record survives of Hitler's reasoning, but 'own knowledge' can certainly point to his beliefs.</p>	

Question Number	Answer	Max Mark
4(b) cont'd	<p>Source C provides evidence both for sympathy and hatred for Jews within one family. The cousin's views however concern the use of camps to extract money from wealthy Jews, not at this stage to kill them. However the language – parasites – indicates a frame of mind likely to result in mass murder. Interestingly, the problem of acquiring more Jews – half a million from Austria and the Sudetenland parallels discussions later when Poland and Russia were invaded and may indicate that the original intention was not for murder but the influx of Jews made this a possibility. Alternatively the whole tone of the cousin's remarks – within a purely domestic setting and not for public consumption may indicate very extreme solutions would have support even by 1938. It might be noted that this is a view from a committed member of the regime who later rose to high office and may not be typical.</p> <p>Farmer (Source E) does suggest that policy was evolutionary and that a decision was more sudden and short term, citing earlier preferred policies (segregation, emigration, ghettos) and especially the military difficulties of the 1941 autumn campaign against the Russians, combined with the acquisition of millions more Jews. He does not mention longstanding and widespread hatred. However better candidates might spot that Farmer (Source E) refers to the 'initiation' of a decision in the autumn, 'out of desperation' whereas Hoess (Source D) is quite clear that he was informed of it in 'the summer of 1941', before matters could go wrong in the USSR. It could be explained as a euphoric reaction to victory over 'Jewish-Bolshevism'. Such a disagreement prompts questions about Sources D and E but, given the lack of precise evidence and the secrecy that ensured this, answers could certainly conclude that hatred of the Jews could not be assumed in the majority of the German population, nor was it a cause of extermination - although Farmer (Source E) talks of Russian anti-semitism assisting extermination in the East.</p>	[70]

## The USA and the Cold War in Asia 1945-1975

Question Number		Max Mark
5(a)	<p><b>Study Sources C and D.</b></p> <p><b>Compare these Sources as evidence for the situation in South Vietnam at the time of escalating American involvement.</b></p> <p><u>Focus: Comparison of two Sources</u></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>The Sources provide plenty of evidence for markedly different views on the political and military situation in South Vietnam. Source C comes from a Northern politician, writing at the time of heightened tensions but prior to massive American deployments, while Source D comes from a State Department official, well-placed to set out the standard government line on the situation, at a time when that massive commitment was about to occur. Source C makes much of American aggression and imperialism, linking such to past events in Korea, while Source D rejects such a notion, arguing for purely defensive motives to resist North Vietnamese aggression, compared to North Korean. Source C presents a vivid picture of a corrupt, inept, massively unpopular government in the South, tenuously holding to power with American aid. Source D sets out American determination to support 'an independent people' and 'peace and freedom', by implication supporting their rulers. Source C is open and strong about American aggression, seeing a desire 'to impose their will ...by force of arms' but Source D says that North Vietnam is determined to overthrow 'a sovereign people'. Both Sources make much of the sense of commitment to a cause and their tone of language can be commented upon as reflecting the aims and commitments to respective, diametrically opposed causes. In C the USA is seen as all out to gain territory and exert 'imperialist domination' while in D the USA 'seeks no territory, no military bases'. Both Sources are influenced by memories of Korea but again from very different standpoints. Candidates should be able to make good use of the contents as of the dates and provenances. They may comment on which is the latter piece of evidence as to the reality of the situation in the south.</p>	[30]

Question Number		Max Mark
5(b)	<p><b>Study all the Sources.</b></p> <p><b>Use your own knowledge to assess how far the Sources support the interpretation that the USA committed its forces in South Vietnam <u>mainly</u> to uphold the ‘domino theory’.</b></p> <p><u>Focus: Judgement in context, based on the set of Sources and own knowledge</u></p> <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 addressing in focusing upon the terms of the question but no set conclusion is expected.</p> <p>The Sources provide support and offer alternative elements. Sources A, B, D and E effectively focus upon the core ideas behind the ‘domino theory’, coined after the collapse of French rule over Indo-China in 1954 and the Geneva Conference. Source C explicitly counters this view and some of Source E can be used to support this, in its references to fears over weak South Vietnamese governments. Source A is explicit about the ‘domino theory’ at its very outset and Sources B and D support this in their references to North Vietnamese-Communist threats, aggression, desire to conquer, with D being very clear on all this. Source B is a good summary of the ‘domino theory’. Much is made in D of the sovereignty of South Vietnam being at issue, contrasting with Source C where the North and South are seen as indivisible and the people of the South oppose their bad governments and oppose (perceived) American aggression, imperialism, conquest. Source E makes some, less explicit connections, to this point, in seeking a balanced perspective. The provenances are important. A, B and D reflecting, in slightly different ways, American fears and intentions, while C presents a very opposite view. All the Sources have military-strategic contents, while B, C, D and E all factor in political and some social issues (governments’ popularity or the reverse, popular outlooks on American presence, a sense of a divided society). Sources C and D make references to the consequences of the Korean War while Sources B and E imply such in places. Source E links Eisenhower to early commitment of military advisers while the bulk of the Sources can be linked to the increased military aid under Kennedy and then Johnson prior to the major decisions of 1965 to bomb areas of the North and to make large scale combat troop deployments. Sources A to C can be said to set up the likely direct confrontation of the USA and North Vietnam while Source D shows this happening and Source E provides a reflective view of some of the issues. Own knowledge can be adduced at many points: the aftermath of Geneva (1954), Northern penetration of the South, Eisenhower and Kennedy responses, growing economic and military aid to the South, growing Northern aid to the Vietcong, Johnson’s commitment to Kennedy’s plans over the South, the Gulf of Tonkin incidents and Resolution.</p>	

Question Number		Max Mark
<b>5(b) cont'd</b>	<p>The context of the Cold War and of American fears of Communism's expansion and insurgency, more so after 1949 and then the Korean War, plus the failure of old colonial powers such as France, Johnson's calculations owing the presidential election of 1964 and the instability of governments in Saigon in 1963-65, can be used to profit in evaluation. In all, candidates should be able to mine the Sources to advantage, using Sources A, B and D as classic statements of the 'domino theory' and its attendant talk of protecting sovereignty, freedoms (etc.) while Source C, though clearly strongly anti-American, has value as a good expression of both opposition <u>and</u> questioning of some of the American beliefs, expressions of hope and presentations of the situation in both South Vietnam and South-East Asia. Source E offers some support in both areas of argument. The provenances of Sources A to D invite comment, linked to their contents, with A reflecting the type of 'official' line set out in B and D, while C reflects the determination to oppose American involvement for reasons diametrically opposed to those in A, B and D.</p>	<b>[70]</b>
	<b>Paper Total:</b>	<b>[100]</b>