

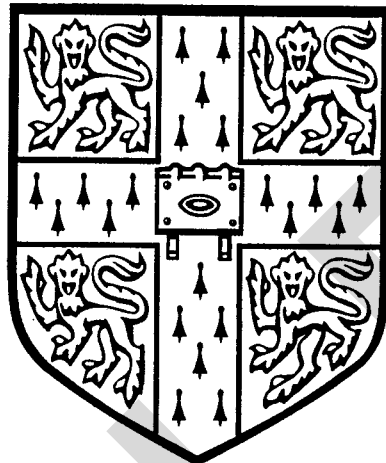


A Level

History

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HISTORY
ARCHAEOLOGY

Report on the June 1994 Examination

HISTORY

ADVANCED LEVEL

Subject 9020

Paper 9020/1 English History to c. 1500

General Comments

The overall standard was not quite up to last year's though there were some good individual performances. There was rather more pretentious writing designed to show off the quantity and scope of reading done by the candidates and this spoiled what would have been otherwise good efforts. Even some of the better candidates need to remember that high marks are awarded for answers to the questions set and not for 'fine writing' or summaries of recent scholarship. It was irritating to read essays which never quite got down to answering the question, despite the evident intelligence and insights of the authors.

The standard of English was better than often in the past though clichés abounded which it was impossible to overlook because their perpetrators had highlighted them with inverted commas. Abbreviations were everywhere: ch for church; govt for government; CW for civil war. But in general this year it was easier to read what the candidates had written.

There was a reversion to the regrettable tendency to litter essays with the names of modern historians; candidates would do well to observe a self-denying ordinance perhaps no more than one modern historian per paper, and then only if they have actually read the historians whose names they are using. A candidate referred to Loyn's work on Becket but as far as the Examiners know, Professor Loyn has not written on him. A related fault is the readiness of some candidates – and they seem to come from the same Centres – to label views as 'revisionist'. This would be all well and good if the candidate had needed to discuss an historiographical issue, or if the 'revisionist' view were relevant to the question or if the argument depended on it. Another self-denying ordinance here would be helpful.

Of course familiarity with recent historiography is desirable but it must be evident from the argument rather than thrown in as an often irrelevant optional extra.

Indeed a little historiography might have helped a few candidates who tended to moralise about Rufus, Ethelred II and the Anglo-Saxons. One candidate criticised their slack morals and concluded: 'The Battle of Hastings was a victory. A victory that changed England for the better.'

Comments on Individual Questions

Q.1 Answers to the document question seemed to be slightly better pointed to the sub-question, though there was still a good deal of misreading, with some candidates doing little more than summarising the documents. In *Q.1(a)* few candidates responded with simple definition and most gave some explanation which earned the second mark. The point about the battle of Lincoln, which many missed, was that it effectively ended the rebellion. Some tried to give William Marshall his Latin title, *Rector Regis et Regni* but had not remembered the correct Latin. *Q.1(b)* was mostly satisfactorily answered though only a few made a point of dealing with *extent* and many answers only stated the differences. *Q.1(c)* was widely misread. The question was about the documents rather than the legate Guala and many of the candidates wrote about the part played by the legate. The better answers focused on the documents themselves, their tenor, composition, style and purpose while the weaker answers tended merely to state the part played by Guala in events after the death of John. Some candidates wrote about Matthew Paris's distinctive view of the papacy with some tendency to overstate the degree of his antipathy. *Q.1(d)* seemed to excite the same fault in all those who failed to deal with it satisfactorily: 'fuelled' was ignored. Many assumed that the question was about responsibility for starting the civil war rather than keeping it going. Others wrote about

the topic in too general a way. As so often in the past, many candidates have failed to do themselves justice in the Document Questions because they have not read the questions carefully enough to be able to deal with them.

This is particularly true of the essay questions.

Essay Questions

Qs 2 and 3 had no takers. *Q.4* saw a few answers; some were competent and explained how the religious differences tended to cause political trouble, particularly in Northumbria. One candidate argued convincingly that external differences were likely to perpetuate divisions and so fostered political disunity. Less successful candidates wrote narratives of the conversion. Others tried to write analytically rather than descriptively though a sizeable minority answered their own question: What were the important differences etc?

Q.5 had a single commendable answer which might nevertheless have looked further than the weakness of Mercia and the vitality of Celtic art.

Q.6 was the most popular of the pre-Conquest questions and mostly satisfactorily treated by those who attempted to balance *consistent plan* against *merely react*. Only the very best noticed the presence of the word *merely*, worth a few marks in itself. But some candidates believed that all they needed to do was to write out their 'Alfred essay': they should know that this kind of response cannot score highly.

Q.7 produced a single answer. The candidate linked what s/he knew about the general conditions of late Anglo-Saxon England to the well-known passage from the Laws of Ethelred.

Q.8 was fairly popular. For some candidates, the old view of Ethelred – that he was a cowardly, shiftless and generally useless individual – persists. They should know that such a monochromatic view has been long rejected by the revisionists.

Q.9 For a substantial number this question was an opportunity to write the prepared Norman Conquest essay. Candidates awarded A and B marks attacked the premises of the question: Did the battle of Hastings begin the Conquest? Was the process of conquest unfinished in 1087? Some candidates dealt with *extent* by arguing that whereas the process was begun by the battle, by Edward's promise, by Harold's oath, by Edward's death, the process was still unfinished in 1087. Others argued *extent* by reference both to *began* and *unfinished*. Approaches like these typically led to marks in the A-B range: the mark depended on the quality of argument and the range of evidence. Those who wrote about general changes rarely exceeded the E mark and those who regurgitated the prepared essay usually limited themselves to N.

Q.10 Candidates damaged themselves by explaining why Henry was a 'better' king than Rufus rather than answering the question. Those who managed their material to best effect questioned the assumption made in general textbooks that Henry was indeed the better king. It is good to see the Green/Poole view of Rufus disappearing from A level answers.

Q.11 One brave attempt. The candidate knew in theory what to do but the answer was unenlivened by examples.

Q.12 This was the second most popular question on the paper, and possibly one of the more interesting. High marks were scored by those who thought about what it meant, often seeing Becket's effects on the church in three stages: as Chancellor, Archbishop and Martyr. Common mistakes were that Henry II and Becket were the 'tired old sheep and the raging bull' and that Rainald von Dassel was an anti-pope. The question prompted much historiography and the view that Becket was adept at 'playing a part' was variously ascribed to Knowles, Brooke and Barlow.

- Q.14* A popular question which provided few difficulties for those who answered it. A brief discussion of the 'auld alliance' produced the view that the coast of Scotland faced that of France!
- Q.16* Many understood the circumstances of decline which stimulated the actions of the Good Parliament. More concentration was needed on the wording of the question.
- Q.17* Candidates needed to break away from their 'effects of the Black Death' essays and answer the question set. Those who made this break and thought carefully about the components of the question did well.
- Q.18* Few answers. In the better efforts the comparative element was to the fore.

Papers 9020/2 and 9020/5 English History 1450–1714

General Comments

Generalising about the work of some 2000 candidates and making comparisons with previous years is inevitably a rather impressionistic exercise and may produce what readers see as a good deal of repetition. It is hardly to be expected that with such numbers faults reported in previous years will have been miraculously eliminated. Some points, however, need to be repeated.

Firstly – and it is right to put this first – the general standard of the work submitted reflects a great deal of conscientious work by both candidates and teachers. The best scripts, as always, were outstanding; some would have done credit to third-year undergraduates. The majority of candidates had clearly benefited from their studies. There were comparatively few 'no-hopers'.

As usual, however, there were many candidates who failed to do themselves full justice, and it is right to draw attention to some common reasons for this. Firstly, a significant number of candidates simply do not write enough: two sides of average handwriting is insufficient to produce a balanced, developed and properly evidenced answer to an 'A'-level essay question. Secondly – and linked with the previous comment – many candidates do not provide enough detail to support their arguments. There has been an encouraging improvement in recent years in candidates' awareness of the need to write analytical essays, but this has been accompanied by an increase in poorly supported generalisations. Thirdly, some Centres are encouraging candidates to draw up essay plans which are so extensive that they leave insufficient time for the writing of the essay itself. This accounts for some of the over-brief answers. Fourthly, answering the question set remains a perennial problem. Lastly, standards of English continue to cause concern. Among the common errors which irritate Examiners are mis-spellings of commonly used words such as 'monastery' and 'parliament'; failure to use the apostrophe; omission of 's in phrases such as 'Henry VIII foreign policy'; writing 'wouldn't' instead of 'would not' or, even worse, 'would of' instead of 'would have'. In this respect, standards are not improving.

Before moving on to reports on individual questions, it should be pointed out that these reports are best read in conjunction with the Marking Scheme, which is available from the Syndicate.

Document-based Questions

The vast majority of candidates answered *Q.1 (The Reign of Henry VIII)*. Whichever question they answered, however, most candidates achieved a satisfactory or better mark. As usual, many weaker candidates improved their overall mark by working carefully through the questions. Nevertheless, there were others who failed to do themselves justice because they did not fully understand what is expected in answering this sort of question. In this report, comments on the specific questions are preceded by general advice and followed by extracts from actual answers which it is hoped will help candidates to understand better what is required.

The first general point is that precise reference to the documents is expected. The questions are intended to elicit close documentary study. This does not mean that lengthy quotation is needed; indeed, a brief summary of the point in the candidate's own words is usually preferable (except where attention is being drawn to the tone, style or language). The references should, however, be clear and specific.

Secondly, candidates should note the precise requirements of the question. If comparison of content is required (as in *Q.1(b)* this year), then evaluation of reliability will not gain the marks. If evaluation is required, paraphrase will gain little credit. If 'other evidence' is asked for, it should be provided: mark schemes usually allocate not more than 5 out of 8 marks to the documents themselves in part (*d*). If the question specified consideration of certain documents, this should be observed.

Thirdly, evaluation, which is usually the focus of part (*c*), seems to present especial difficulty. What is looked for is assessment of the reliability and value of the documents to the historian. This involves considering questions such as what the documents tell us about the issue under discussion; what motives the writers may have had in writing as they did; whether there are reasons to think they were being economical with the truth; and how far they agree with what others say. Teachers will be able to add to this list, but it is worth saying that simplistic judgements such as 'This document is reliable because the writer was present at the time' will gain little credit. Examiners expect the skill of evaluation to have developed in the two years since GCSE and indeed comments like the above would receive little reward in GCSE.

Fourthly, as in all examinations, timing is important. As a rule of thumb, part (*a*) questions require two sentences each – one to identify the reference and one to put it in context. Part (*b*) and (*c*) questions will take about half to three quarters of a side and part (*d*) questions about a side.

Finally, candidates should realise that, although the primary requirement of the questions is close study of the documents, they are expected to be able to read them in the context of their knowledge of the period. This requirement is made explicit in the usual request to consider 'other evidence' in part (*d*), but it is also needed for the second mark in each of the part (*a*) questions and, more generally, it is needed in the overall reading of the documents to make full sense of them. In this year's paper, Documents D and E of *Q.2* would only be half understood by candidates who knew nothing about the Putney Debates and the Levellers.

- Q.1*
- (a) Only about half the candidates recognised the reference to Mary. Most knew what the visitations were, but many confused them with the Valor Ecclesiasticus.
 - (b) Many candidates obtained high marks for this, but some penalised themselves by confusing comparison with evaluation. The reliability of the documents and the motives of Henry VIII and Aske in writing them were not at issue. What was wanted was comparison of what they actually said about the state of the monasteries. Best of all was a point-by-point comparison.
 - (c) By contrast this question did require evaluation. Most candidates, though not all, realised the importance of the fact that they were confessions, though, surprisingly, some thought this enhanced their reliability. Good candidates saw that the point of the question was that the gentlemen (or rather, one gentleman – William Stapleton) blamed the commons, while the commons blamed the gentlemen. A significant number of candidates failed to spot this – some because they confused 'the commons' with the House of Commons, thus making nonsense of lines 45–46. Another common weakness was failure to distinguish between the two documents: to make a sensible response, they must be evaluated separately, with a comparison of their usefulness as a conclusion.
 - (d) Many candidates mishandled this. It was not a request for a mini-essay on the causes of the Pilgrimage of Grace. What was needed was a close examination of the documents for evidence to support (or oppose) the given judgement, together

with a relatively brief selection of other evidence. The most obvious other evidence was the Pontefract Articles, but statements about the mixture of religious, social and political aims in the rebellion could also gain some credit. A surprising number of candidates concluded that there was little evidence in the documents to support the assertion. They should have stopped to ask themselves why in that case the Examiners had set the question. This might have led them to realise that, as well as the direct reference in Document E, a number of the other documents attacked Cromwell's policies (including the dissolution itself) and thus, by implication, Cromwell. Some candidates followed a false trail by interpreting the question as 'Was the rebellion in opposition to Cromwell or to Henry VIII?'

Three extracts from answers submitted to parts (c) and (d) illustrate some of the points made. The extracts are printed verbatim, with mistakes uncorrected. The first, in answer to (c), focuses clearly on the unreliability of confessions and the way in which the authors try to shift the blame from themselves.

'Document D claims that the rebellion was stirred up by rumours which must have been rife amongst both the commons and gentlemen alike. Yet it portrays a view that the commons were the main instigators as it was they who became "wild" and turned to the gentlemen for direction. The gentlemen were therefore encouraged by the commons. The confession was from William Stapleton, a gentleman, so if he was in fear when being questioned he would be more willing to place the blame elsewhere. This can be seen in the emotive words he uses in describing the commons. Words such as "wild" are used to try and exaggerate the picture of the situation.'

Document E appears to turn the blame around. It claims it was the work of Aske and the leaders who stirred up the commons into joining the rebellion. They were also induced by gifts of money, it claims. However this document may also be seen as somewhat unreliable as it also was a confession and so may have been taken under duress.

Both documents appear to lay the blame in different quarters. The unreliability comes from the fear that may have occurred in the men whilst confessing and also their wish to try and appear less guilty to Henry. Conclusions derived from these documents may be that both the commons and the gentlemen were equally involved in the rebellion.'

The next extract is part of an answer to part (d). It illustrates a straightforward but successful approach to the analysis of the documents in relation to the assertion given in the question. It has to be said that this candidate was less successful in using other evidence and this part of his answer has been omitted.

'Document A does go some way to suggest that Cromwell's dominance and policies played a part in the Pilgrimage of Grace in that Henry VIII has said that he will do nothing about reforming the Privy Council to please the rebels. Thomas Cromwell was a key power in the Privy Council and also responsible for many of the Acts "settled in Parliament" which is also a point of concern. Cromwell, however, is not mentioned specifically so the document does not really suggest that his was a chief role.'

Document B does mention certain councillors who are corrupt and unqualified and this is probably a direct reference to Cromwell so it does suggest that his was a chief role, although the people who appoint these councillors are also attacked.

Document C does not mention Cromwell at all but seeing as he was behind the visitations his role can still be seen as a major one. Document D does not mention Cromwell either but hints at new opinions of certain people which may be meant to include Cromwell who was practically a Protestant at this time.

Document E mentions Cromwell specifically as a traitor by the gentlemen and as they were leading the revolt it can be said that Cromwell's dominance and policies were behind the rebellion.'

The remaining extract – the whole of an answer to part (d) – is an unusual example of the successful interweaving of references to the documents and the candidate's own knowledge of the Pilgrimage of Grace to produce a good analysis of its causes.

'The assertion that the Pilgrimage of Grace was chiefly against the dominance and policies of Cromwell is not supported by documents or other information, although it was certainly partly and importantly against Cromwell, especially among the gentry and aristocracy, the leaders of the revolt. Aske himself knew enough of the Pilgrimage's varied interests to speak in religious and material terms with the commons and in political and material terms with the lords at Pontefract. The religious symbolism of the mov't was confused – Aske's followers supported the Five Wounds of Christ and the people burned the works of Frith and the New Testament while at Pontefract Luther and other non-English texts were mentioned. There was, however, popular concern for the preservation of the old religion, i.e. people were angry when not allowed to keep St. Winfield's Day, when their priest did not mention St. Luke's Day, or when the old service was not the same. The documents, particularly A ("a crucifix for their principal banner") and C (Aske) attest to the popular piety.

Yet the political interest is undeniable. Lords Darcy and Hussey apparently spoke with the Imperial ambassador Chapuys as early as 1534 about organising a popular movement designed to reform new men like Cromwell and place the Papist Mary on the throne, as Doc. A goes on to illustrate. Doc. E also speaks of Cromwell, the rebels citing it as one of the key components of gentry interests. The Pontefract Articles of 1536 also demand the removal of Cromwell, as well as the halting of the dissolution, as well as Repeal of the Statute of Uses.

This is the third point behind the Pilgrimage of Grace: material interests. Both Henry VIII in Doc. B and Doc. D make reference to finance. Henry that the money is used more wisely by the King for the people (and he gained £1.3 from the dissolution, the Church by owning 1/5–1/3 of all of England) while Stapleton states the assault upon the wealth of the parishes frightened the commons. The Statute of Uses, mention in the Pontefract Articles illustrates gentry material concerns as well, it threatened their land revenue. Thus Cromwell was only part of the purposes of the Pilgrimage, indeed only part of its political agenda (the other being Mary), and the religious and material concerns were also foremost among commons and gentry alike.'

- Q.2 (a) Surprisingly few candidates knew what excise was, and although more knew what tithes were, it was still a surprise to find many who did not.
- (b) Quite a lot of candidates did well on this, but a fair number failed to see the essential difference between the two documents – that B sees the soldiers as being misled by a minority of sectaries into radicalism, while C sees the army as a whole as growing more religious.
- (c) This proved to be a good discriminator. Weaker candidates resorted to paraphrase, better ones picked out points of comparison between Document B and the others and used these to confirm the accuracy of much of what Edwards says, but only the best drew attention to the hostile tone of Edwards' comments.
- (d) This proved difficult for many candidates. Some were puzzled by the question and even misinterpreted it as being about fear *in* the army. Many found difficulty in setting the documents in context – particularly Documents D and E, which only become relevant when the candidates recognises that they are expressions of radical opinions in the army which did indeed cause alarm. Omission of other evidence was also a common weakness. However, there were also many good responses which correctly picked out the many references in Documents A and B to radical views and the alarm they caused (e.g. lines 3, 6, 11–14, 28–36) and related Documents D and E to the growth of Leveller opinions in the army.

The extract which follows is a good example of a thoughtful if perhaps overlong answer to part (c)

'B's claims that the political demands of extremism would "bring this kingdom to anarchy" appears to be supported by A, who suggests that the Levellers see no difference between lords and commons, and wish to undermine the traditional hierarchy – to most people in the 17th Century this was indeed anarchy. Indeed, D emphasises the "rights" of all men, whether landed or not – although in its mention of the poor's "lawgivers", without questioning that the rich should be law-givers, suggests that Sexby, at least, does not propose a total overthrow of hierarchy – but in his comment that the poor have little property "at present", there may be a veiled threat of a future wish of the poor to take land from the rich – a clear revolution. On the whole, though, D appears more interested in improving the position of the poor than in political upheaval. Similarly, E appears interested in removing "burdens" from the poor – its demands that the poor should be given greater economic rights and freedoms and should have to pay fewer taxes appear genuinely interested in the common good – B's claim that the Levellers "pretend the public good" may seem a little harsh. But of course, there is also political revolution inherent in E – that the common people should be making such far-reaching demands about the running of the country was itself, revolutionary. Of course, B does not suggest that most of the army are of these opinions ("there would not be found above one in six of that way") and this, too, appears to be confirmed by A. Thus, B appears largely right about the consequences of the Levellers' wishes, even if he is unsympathetic, but is also right about the extent of radicalism in the army.'

Essay Questions

Question numbers in brackets refer to paper 5

Q.3 [Q.7] As expected, candidates generally saw the question as a variant on the familiar question about the causes of the civil wars. This was a topic for which most were well prepared and consequently the overall level of response was sound. Comparatively few, however, went on to address the question of the appropriateness of the term 'drift' – the phrase is actually taken from D.M. Loades's textbook – and those who did were rewarded accordingly. Some conscientious and well-prepared candidates did themselves a disservice by spending too much time on the long-term causes of civil war; in some cases they had barely reached the 1450s before it was time to go on to the next question. Another weakness in some answers was excessive concentration on narrative; a sound answer could be produced by a narrative approach, but care was needed in emphasising significant steps towards civil war and in drawing the material together in the conclusion if this approach was to be successful.

Q.4 [Q.8] This was a popular question which produced many good answers. Some candidates, however, adopted too narrow a perspective, confining themselves to the immediate consequences of the Woodville marriage in the years 1467–71. This approach scored sound marks if it was supported by detailed knowledge of the effects of the marriage on Edward's relations with Warwick. Often, however, it simply produced an over-brief essay. Indeed, some candidates, realising that their answers looked thin, went on to discuss Edward's other mistakes, which was not what was asked for. What they should have done – as candidates who gained good marks did – was to consider the longer-term consequences of the marriage: the jealousy between the Woodvilles and Richard of Gloucester and the results of this after Edward's death. It could be argued from this that the marriage led ultimately to the downfall of the Yorkist dynasty. Another approach which gained good marks was to discuss the case for the marriage – Edward freeing himself from dependence on Warwick.

- Q.5 [Q.9]* This was another popular question and again one which produced a sound standard overall with many good answers. Quite a lot of candidates, however, could have gained higher marks by closer attention to the wording of the question. Examiners accepted that answers which showed good knowledge of the ways in which Henry strengthened the monarchy were implicitly answering the question and many candidates gained sound pass-level marks by doing just this. Nevertheless this was not the best approach, particularly if there was too much concentration on finance and foreign affairs and little consideration of law and order and the curbing of the nobility, as was often the case. Sometimes Examiners began to wonder if the candidate thought the question was simply a request to describe the reign. A brief discussion of the problems facing a usurper who gained the throne by battle was a more direct and more explicitly relevant approach and gained higher marks. This approach led candidates to give more prominence to the pretenders and the surviving Yorkist claimants to the throne, the threats from whom arose directly from the fact of usurpation. Sometimes, however, this approach led candidates to provide excessive narrative detail on the pretenders, and some confused Simnel and Warbeck. The best answers combined discussion of the beginning of the reign, the pretenders and the wider question of measures to strengthen the monarchy.
- Q.6 [Q.10]* Very few candidates attempted this question and hardly any tackled it with any success. The topic is an important one for students of this period and Examiners are disturbed by its increasing neglect.
- Q.7 [Q.11]* Wolsey is a 'banker' for many candidates, but some find it difficult to adapt their knowledge to the question set. This was true of this question on him, though there were also many good answers. Indeed, one Examiner reported 'some splendid analytical, thematic answers with abundant evidence'. Among the weaker brethren, some wrote about other aspects of Wolsey's career than foreign affairs, a mistake for which it is difficult to see any justification. More understandable, but still disappointing, were the answers which showed good knowledge of foreign affairs down to 1521 and then degenerated into vague generalisations, sometimes because they spent too long on the earlier period. Many candidates found it difficult to judge the appropriate balance between analysis and narrative. There were, for example, some answers which discussed at length various historians' interpretations of the aims of Wolsey's foreign policy but gave little factual information by which to judge his success. Others provided good narrative detail but little comment beyond commendation of his success in bringing about the Treaty of London in 1518. Overall, however, this question was soundly answered by the majority.
- Q.8 [Q.12]* This was a minority choice and with a few exceptions poorly answered. It was a demanding question in that it required good knowledge of a specific – indeed, rather specialised – topic in relation to both Wolsey and Cromwell. Many answers were sound in their analysis of Wolsey but not Cromwell, or vice versa, suggesting that the question may have been chosen by candidates who had limited their revision too much. A reasonably well prepared candidate should have been able to construct a sound answer from knowledge of Wolsey's financing of Henry's wars, the Amicable Grant, the institution of the subsidy, the dissolution of the monasteries and Cromwell's financial courts.
- Q.10 [Q.14]* As a starred question, this attracted only a limited response, but those Examiners who saw answers to it reported some good answers. It did, however, require more detailed knowledge of the various strands of opposition than some were able to

produce. Discussion of the Pilgrimage of Grace and More provided the foundation for a sound answer, but reference to other opponents of religious change such as the Carthusians strengthened the better answers.

- Q.11 [Q.15]* This was the most popular question on the paper and produced a full range of responses from weak to outstanding. A substantial number of candidates obtained sound marks by describing the unpopular and divisive policies of the period, but they excluded themselves from the higher mark bands by failing to define 'unbroken crisis'. Without this, essays lacked any criteria by which to judge the seriousness of the problems identified. Needless to say, the narrative approach adopted by some weaker candidates had limited success, not only because it was not what the question demanded but also because lack of time led to incompleteness. The majority of candidates, however, adopted an analytical approach, but some failed to provide enough factual support for their ideas. Striking a balance between analysis and factual detail was particularly difficult for some because of the need to discuss two reigns: the demand for selectivity 'threw' some candidates who were perhaps expecting a question on either Edward or Mary, but not both. Defining 'crisis' helped in selecting appropriate material. The best answers rose to the challenge in impressive fashion and many candidates scored their highest mark for this question.
- Q.12 [Q.16]* Few answers were seen and they largely lacked the knowledge to tackle the question effectively.
- Q.13 [Q.17]* On the whole the response to this was disappointing, though there were some good answers. Candidates were not expected to produce detailed narratives, but some seemed distinctly hazy about the main facts, particularly the development of the central theme of relations with Spain over the Netherlands. Others neglected some aspects of the question, especially Anglo-French relations, while yet another weakness displayed by some candidates was the introduction of irrelevant material, either by going beyond the terminal date of 1585 or by treating Ireland as an aspect of foreign affairs. The breadth of the question required an analytical and thematic approach, which in turn benefited from an attempt to define England's 'best interests'. Many candidates failed to do this and ended up with rather shapeless essays which did not make the best use of the knowledge they had.
- Q.14 [Q.18]* This attracted quite a lot of answers and was on the whole well answered, partly because weaker candidates tended to avoid it. Many candidates showed awareness of the ideas of both Neale and his critics and the best produced an impressive array of evidence to support their analysis of these views. Some, however, while showing sound understanding of the ideas, wrote on too general a level, failing to relate the ideas closely enough to their knowledge of the main issues which arose in specific parliamentary sessions. One common weakness was the lack of discussion of changes in the composition of parliament in the period: most answers concentrated exclusively on relations between the queen and parliament.
- Q.15 [Q.19]* This was the least satisfactorily answered of the popular questions. Most candidates simply treated it as a question on the opposition to the religious settlement and described Elizabeth's dealings with the Catholics and the Puritans. When this concluded with an assessment of how successful the queen was in overcoming this opposition, it could be regarded as a partial answer to the question. Comparatively few candidates focused sufficiently on the end of the reign or discussed the state of the church itself in 1603 (e.g. quality of clergy, church finances): those few who did scored highly and there were a few very impressive analyses. Overall, however, this was not the question candidates expected and, many, having revised religion in Elizabeth's reign, struggled to adapt their knowledge to it. A significant number failed even to mention Whitgift.

- Q.16 [Q.20]* Hardly any answers were received.
- Q.17 [Q.21]* This was a popular question and well answered. The phrasing of the question discouraged even weaker candidates from attempting a narrative approach. Such candidates, however, sometimes floundered because their answers lacked the structure which a narrative can provide. Average and good candidates, however, rose to the challenge of an analytical answer and many of them produced well-balanced and well-evidenced surveys. Indeed, for some the abundance of material presented problems of completeness of coverage and balance, thus making the question a good discriminator between sound and good candidates. The case against James continues to be more strongly argued than that for him and some candidates made little attempt to defend him.
- Q.18 [Q.22]* Candidates found this difficult. Many lacked the detailed knowledge of the period 1625–29 which is needed for a sound answer, and some omitted crucial elements such as the Petition of Right. There were some very good answers which picked out salient features of the period to show that both the king and parliament bore a share of the responsibility for the breakdown of 1629, but these were few and far between.
- Q.19 [Q.23]* Hardly any answers.
- Q.20 [Q.24]* This was popular with the limited number of Centres which studied the seventeenth century and was quite well answered by most. Answers were generally analytical in approach and were well informed. Few made the mistake of concentrating exclusively on either religious or commercial aims.
- Q.21 [Q.25]* This attracted candidates from a small number of Centres, with varying success. Most rightly avoided the narrative approach but some found the phrasing of the question difficult. Some wrote repetitively and at length about Charles's admiration for Louis XIV's absolutism but others produced competent answers which showed knowledge of the main principles of Charles's foreign policy and balanced his pro-French proclivities with other factors such as commercial rivalry with the Dutch.
- Q.22 [Q.26]* The comparatively few answers seen were generally rather weak. This was admittedly a demanding question and candidates needed closer knowledge of the last years of Charles II's reign than most of them possessed. Charles's success in defeating exclusion and the subsequent collapse of the 'first' Whig party provided readily identifiable ideas for discussion of the strengths of the monarchy. Candidates found weaknesses harder to identify.
- Q.23 [Q.27]* This was a more straightforward question but few answers were received. The Examiner who marked most of them reported that it was a question on which even weaker candidates were able to gain respectable marks by showing knowledge of the main facts about the Revolution Settlement.
- Q.24 [Q.28]* Candidates from a few Centres tackled this with varying degrees of success. It was a standard question for students of the period and presented few problems for the well-prepared candidate.
- Q.25 [Q.29]* The very few answers to this tended to concentrate on crown finances. Failure to distinguish between crown finances and the national economy was a common weakness not only in this question but in several others.

Papers 9020/3 and 9020/5 English History 1660–1832

Question numbers in brackets refer to Paper 5.

For Qs 3–7 [Qs 25–29] see Paper 2 Qs 21–25.

For Qs 2 and 16–20 [Q.4 and Qs 38–42] see Paper 4 Q.1 and Qs 4–8.

*Q.1 [Q.3] Britain and the American Colonies**The Intolerable Acts*

- (a) Most answers gained good marks for the explanation of the references. The first related to the Boston Port Act, which was passed in retaliation for the Tea Party. The second was the Quebec Act, which not only gave toleration to Roman Catholics in Quebec but extended its frontiers to the Mississippi, thereby excluding further expansion by the American colonies.
- (b) The comparison question was also answered quite effectively. Both Chatham and Dartmouth condemn the original action of the colonists, but Chatham opposes the retaliation of the British government in passing the Intolerable Acts. He argues quite strongly that they punish the innocent as well as the guilty. Dartmouth believes that strong action is the only way to weaken the 'dangerous persons' who are undermining the authority of Britain.
- (c) This part was not answered so well, because the variety of argument in Document A was not exploited. St. John argued that the Americans could not offer military resistance, that self-interest would break the 'cobweb conspiracies' of trade boycotts and that the colonies were disunited. Generally Documents B, D and F agree that St John is optimistic in his assessment. The views of Dartmouth and King George III in particular needed some kind of evaluation, as they were the leading protagonists of the British demand for military action against the colonists.
- (d) There was plenty of evidence in the documents for answers to show that the Acts were designed to subdue Massachusetts. George III and Dartmouth write clearly on the need for action. On provoking rebellion Document E is the main evidence with reference to 'enslaving these colonies'. Answers were rather short of external evidence, even though the obvious consequences of the Acts are well known. Lexington, Concord and the Declaration of Independence offered good opportunities for marks.

Q.8 [Q.30] There were very few answers to this question, which required a fairly broad examination of the reign of the first two Hanoverians. Comment was required on how far political developments like the Cabinet and 'Prime Minister', together with the domination of a single party, had permanently affected the power of the Crown.

Q.9 [Q.31] Most candidates answered this question on Walpole, but the idea of 'loyalty' in respect of this frequently cynical statesman proved difficult for some to consider. Attempts were made to outline his achievements and then to discuss them, but this method was rather erratic. Areas which proved profitable for discussion included the preservation of Whig domination, concern for the Jacobites, his peaceful foreign policy and the successes of Walpole's economic policies. Good answers commented that most policies were what suited Walpole's personal interests best and criticised his loyalty to his country.

Qs 10–11 [Qs 32–33] There were no answers to these questions.

Q.12 [Q.34] Most answers tended to discuss the aims of George III in 1760 and then examine the ministries to 1770 in turn. This enabled the answers to focus on the king and his errors, but often led to omission of other important factors. Good answers also gave some attention to the effects of the disintegration of the Whigs after 1761 and to the rise of radical politics.

Q.13 [Q.35] Some breadth of treatment was necessary for a good mark and answers restricted to one industry or to a single aspect of industrialisation did not do well. The emphasis needed to be placed on changes and to be related to the speed of change achieved by the end of the eighteenth century.

Q.14 [Q.36] There were some good answers to this question which enabled the long term causes of the American Revolution to be discussed as well as the 1763–75 period. Sensible use was also made of relevant aspects of the war of independence.

Q.15 [Q.37] There were very few answers to this question.

Papers 9020/4 and 9020/5 English History 1783–1964

General Comments

There was a slightly increased entry again this year. The percentage of passes at Grade E remained similar to last year, but the percentage at both Grade A and B rose slightly. Examiners were impressed by the considerable number of well informed scripts, which revealed considerable effort on the part of candidates in preparing themselves for this examination.

At the same time it is important to draw attention to the work of well meaning candidates, who are not so successful in using their knowledge effectively. In this respect the problem of narrative writing is worth a comment here. At worst, the problem appears in scripts where the candidate attempts to do no more than remember factual material relating to the topic on which the question is based and pays no regard to the particular question set. Clearly, such answers cannot pass. In addition, there still exists the type of answer which leaves all argument until the final paragraph. This is an immature approach which is unacceptable for A level. As this type of answer still continues to appear, it is vital for candidates to learn the basic essay skill of relevance.

The same problem is also present in answers which refer to the question in the opening paragraph and then revert to narrative for the rest of the essay, relying only on occasional or oblique reference to the question. Such answers usually manage a low pass, but the candidate's knowledge is such that a higher grade could have been achieved with improved technique.

The most usual approach of competent candidates is to convert the period covered by a question into shorter periods for relevant analysis and discussion. The contribution of changing circumstances is thereby maintained, but good evidence of analytical ability and relevant argument is demonstrated. This approach is especially useful for questions on foreign policy, like *Qs 7, 17 and 23*, and on the social and economic questions which usually cover long periods.

The completely analytical approach is not easy for most candidates, who prefer to maintain an outline of the familiar sequence of events, but it is this approach which can gain the top marks. It is the method which is most economical of time and which eliminates the tendency to drift away from the question. It is particularly effective where the assessment of an individual is required, as in *Q.8* or *Q.18*.

In practising essay skills candidates should also be more aware of the different type of question which they might have to face. In particular, some candidates seem obliged to discuss 'causes' even where 'consequences' are specified. The result is often extensive irrelevance. In the same way some candidates seem unable to break out from the chronological sequence of events. However, a question requiring an assessment of personal achievement is best tackled from an overall viewpoint focused on the end, rather than on the beginning, of a career.

It is assumed that the specifying of syllabus topics assists both teachers and candidates in preparing for the examination. However, it is apparent from some scripts that candidates do not cover all the themes indicated. Where candidates revise only a small number of topics, they are in difficulty in finding a suitable final question. A wider spread of topics is advisable.

Documents Questions

Some candidates continue to display weakness on the later parts of the documents question. As emphasised in this report last year, each part has different characteristics and candidates should be made aware of the requirements laid down by the Syllabus. Some examples of work from this year's examination are included at the end of this section to illustrate (i) the kind of evaluation expected in part (c) and (ii) the integration of evidence useful for part (d).

Comments on Individual Questions

Question numbers in brackets refer to Paper 5

Q.1 [Q.4] The Early Industrial Revolution: Enclosure

- (a) The 'current of national improvement' related to the forces behind the agrarian revolution. Most answers included an example or two of major changes or reference to improvers. 'Come to their parish' provided some problems for candidates unfamiliar with the Poor Law. Relief was allowed for most people only in the parish of their birth.
- (b) This was a straightforward question and most candidates identified relevant material in the three extracts. Some answers failed to make enough of the abundant detail provided by Cobbett in his attempt to defend the productivity of the waste. Some candidates were reluctant to offer much explanation of the material.
- (c) The material for this part was rather more difficult to deal with, and some answers ignored the question's limitation to the economic effects of enclosure. On employment Arthur Young in Document A indicates increased opportunities, but Davies in Document C points out that this is often of 'hirelings' at the expense of farmers who have been reduced to day-labourers. Davies also suggests that landowners have made great profits for themselves through the efficiency made by the engrossing of farms. Cobbett's views on the productivity of the waste are also significant, especially as Arthur Young in Document D regrets the loss of the poor man's cow as an unexpected consequence of enclosure.

- (d) Answers to this final part were often disappointing. Additional evidence was rarely introduced and discussion of key points was limited. The restriction in this part was to the social effects of enclosure, and some answers repeated material from part (c), seeming not to appreciate any distinction between economic and social matters. The main concern of Documents C, D and E is the poverty consequent on the loss of land by the lower classes of society, whether they be the farmers, the peasantry or the poor. Davies is concerned about the loss of independence by the poor, and given that he was writing in 1795 when the Speenhamland system started, this might have been an opportunity for candidates to introduce some discussion on this theme. Cobbett was concerned with the 'health and vigour' of children brought up in the insanitary conditions of the new towns, and this could have been a further opportunity to introduce background material, even of the most general kind, on this controversial topic. His implied expectation for children to be 'saucy and daring' was rarely commented on.

Q.2 [Q.5] *The Age of Reform 1832–46: Income Tax 1842*

- (a) Virtually all answers identified 'the Corn Law' correctly, but many could not explain the context of 1842. A comment on their unpopularity because they maintained the incomes of the landowners at the expense of other classes or on their importance to the Conservative party helped to gain full marks. 'The wild dreams of the Chartists' amounted to their hopes in achieving their programme. Details of the Charter, or of their activities in 1842, or of the hostility of the upper classes towards them as implied in Document G resulted in full marks.
- (b) This proved to be a straightforward question and some high marks were awarded. The main arguments were identified easily enough, but some candidates did not make the required comparison. Peel's argument was based on long-term benefit, whereas Goulburn emphasised the immediate duty of reducing the deficit. One common error, which was not too serious in this context, was mistaking the deficit on annual expenditure for the National Debt.
- (c) Too many candidates were content to identify the relevant evidence and ignored the request for evaluation. It should be emphasised that evaluation need only consist of a brief comment or a short sentence. Greville's statements in Document D on Peel's success are so extravagant that candidates should have felt obliged to comment on the latent divisions within the Conservative party. Document F was useful for providing the views of Melbourne, which should have indicated that these were Whig opinions. His argument on the effect of the Opposition on Peel's programme was usually understood, but his comments on public meetings and the effect of the Chartists was often missed. Cobden's views in Document E contained sharp criticism of Peel, which deserved some evaluation, notably the 'pretence' in *lines 35–36*. His allusions to shopkeepers, southern boroughs and manufacturing districts also provided opportunities for a brief comment.
- (d) This part revealed the difficulties facing the weaker or less practised candidates. Some used none of the evidence of the Documents, others used no external evidence and a few did not come to any conclusion. Documents C and G provide the basis for discussion, the first condemning the 'inquisitorial character' of the tax, and the latter suggesting income tax

should only be used in war time and that the lower classes had been offered a 'bribe'. There was plenty of material here for discussion. On additional material good answers saw the opportunity to explain how successful the income tax was in practice, both in paying off the deficit and in achieving commercial reforms and national prosperity. Overall, it was encouraging that well organised answers often succeeded in reaching the 19–21 mark band.

Q.3 [Q.5] Unemployment between the Wars 1919–39: The Unemployed and Politics

- (a) The reference to 'Public Assistance Committees' was unfamiliar to many candidates. Some knew that they had some responsibility for the Means Test, but few could identify their role as local authority committees responsible after 1929 for distributing transitional relief. The 'economy measures of 1931' were explained more effectively. Answers which commented on their origin or on their effects gained full marks.
- (b) This comparison question was generally answered competently. The Labour party's reluctant attitude to hunger marches was noted in both documents, but some candidates did not draw the distinction between the 'official' party view and that of local activists. This is made clear in Document D where evidence is given of Ellen Wilkinson who, as a Labour MP, united all parts of her local community, led the Jarrow march of 1936 and criticised her party's leaders and the TUC. Hannington in Document B also demonstrates that the Labour party could capitalise on the hunger marchers' efforts.
- (c) There was a great deal of material available in Documents A and C which could be used in this evaluation question. Bakke's comments on 'security' and 'publicity' were contrasted with the activities organised by the NUWM. Evaluation usually lacked confidence, but good candidates pointed out that Greenwich in 1932–33 was probably different from the northern industrial cities and that the NUWM, in spite of its publicity and of all Hannington's skill, did not gain many adherents because of its links with the Communist party.
- (d) Most candidates were able to locate relevant material and provide comment, but few used external evidence to reinforce their ideas. The material in the documents which reflected a 'wonderful talent for organisation' was related to the Jarrow march and the activities of the NUWM. References to other hunger marches were relevant, although somewhat surprisingly most answers did not include much on this theme. Reference to Job Clubs would also have been relevant. Bakke in Document A and Hannington in Document B highlight the lack of 'capacity for leadership' and Hannington's criticisms of the Labour party could have been taken further by discussion of the Labour party after 1931. After the 'betrayal' of 1931 its small parliamentary membership was demoralised and hampered by defection of the ILP in 1932. Leadership of the TUC, with individuals like Citrine and Bevin was stronger, but their hostility to Communist action was very marked.

Examples of candidates' answers

Q.2 Part (c)

'Greville's prediction (Doc. D) that Peel would be "Minister for . . . many years" due to his 1842 budget characterizes that of Peel's supporters who believed strongly in Free Trade. That the measure "took the House by storm" was very likely, as Peel was a highly skilled economist and

administrator. Yet Greville overlooks the fact that the party was split over the issue of Free Trade versus Protection. If in 1842 the opposition was not strongly voiced, he acknowledges in (F) that "the Opposition was what would hold the party together." Greville's clearly high regard for Peel's measures makes him overlook the weaknesses of his position. Greville's comments in (F) are perhaps perceptive, in that they note that Chartists would support a measure opposing protection and pressurizing the upper classes, but Parliament paid little heed to the Chartists at any time.

Cobden's feelings that the "Income Tax will do more than the Corn Laws to destroy the Tories" were, of course, not to be proved true, but at the time the "professional men" may well have formed a viable opposition. What all three documents seem to miss, however, is the fact that it was the moves towards free trade in the rest of his budget that would cause later discontent within the Tories. It is perhaps Greville who comes closest in his comment that the Tories' objections would be silenced, for in a year of high Chartism the Tories did indeed stomach the Income Tax for the time being, although eventually moves against protection were too much for them.'

This answer shows evidence of good evaluation. The candidate has identified the salient points of the documents, using brief quotations where relevant, and then discussed the extent that these points are realistic. The importance of this approach is that he has not accepted the evidence presented in the documents at face value. His appreciation and understanding of the period is apparent in several places, sometimes by implication rather than by a full statement. Overall, the approach is direct, relevant and concise.

Q.2 Part (d)

'Arguments against income tax were neither "petty" nor "unrealistic", but were a result of shock at the move as Document G exemplifies. Income tax was seen as a "war tax", as had been adopted by Pitt and the taxing of property – sacred to the Tories – would have seemed very shocking. Peel's measure proved to be very successful in raising revenue to pay off the deficit. Arguments against it were a knee-jerk reaction to the shock of such a tax being introduced.'

Likewise, to see the tax as an assault on privacy as (C) and (E) suggest is an understandable argument. Peel's party had been seen as the party of property and protection and to depart from protecting these principles would have been seen as a betrayal to his party, the party which had given him power. To mislead his party in this way and show little regard for their beliefs was not wise and would lead to his downfall in 1846. This ignorance of the strength of party ties is not seen in most of these documents, but was later fatal to his career. Arguments against Peel were perhaps in this respect justified in party terms, although Greville predicted the opposite.

The income tax was, however, an effective and efficient move as Greville appreciates in Document D, and party members did go along with it in 1842. In terms of economics the tax made sense, removing the deficit by 1844. Whilst arguments against the tax did not perhaps acknowledge the economic importance of it (stressed by Document B), on party grounds they did have reasons for seeing the move as a betrayal of Tory interests.'

Although there are points which could have been followed up in a little more depth, the candidate succeeds both in introducing external evidence and in providing a coherent argument to the question set. He hints at some of the relevant background to Peel's work and career, but, most important of all, the answer suggests a good sense of historical judgment.

Q.3 Part (c)

'Sources A and C come to different conclusions about the level of militancy among the working classes and their support for extra-parliamentary groups. However, this is only to be expected from writers as different as Orwell and Bakke. Bakke (Source A) is much more reliable. As an American he was much more detached and unbiased than Orwell, and his results were based on a comprehensive survey he carried out in Greenwich. His reliability in the source is expressed by his business-like prose style, and he uses facts to back up his evidence. Perhaps, most importantly, he took evidence first hand. Orwell, however, got much of the evidence for his book, "The Road to Wigan Pier" from other people's anecdotes. Also at this stage of his life he was a Communist and

unreliable. This is shown in the source (Document C) by his use of emotive language (ragged and underfed, black-legging), but more so by his great admiration of the NUWM. Orwell paints it as a great organisation with much influence, when in fact it was never very large. Its efforts to help the unemployed against the Means Test and the convictions of its leaders were undoubtedly important, but Bakke's comments on protests seems much more realistic, when he writes that "the publicity which these demonstrations get is out of proportion to their importance as indications of unrest".'

This candidate's approach to evaluation is based in part on an appreciation of the writers. This is a perfectly acceptable method, and in this example it is well done. Effective evaluation of the arguments in the two sources is also offered, although a little more direct use of Bakke's evidence would have been helpful.

Q.3 Part (d)

'The documents tend not to support the statement on organisation. It seems to be a generalisation, which fits into "The Road to Wigan Pier" quite well, but not into reality. Bakke's survey of Greenwich (Document A) found that only a handful of the large numbers of the unemployed turned up for demonstrations, but that they still attracted publicity. Document B paints a picture of hunger marchers advancing on London and dictating government policy, but since it was written by the leader of the NUWM, this is not surprising. This idea of successful organisation is supported by Orwell, who describes the way the funds were raised from the unemployed themselves.

However, Ellen Wilkinson in Document D does portray much good organisation, and the Jarrow march was an example of both the organisation and the leadership of the working class in obtaining the backing of a whole community from "bishop to businessman". It was no surprise that Jarrow was an example of good organisation, because it was hit very hard by unemployment in the ship-building industry.

But the problem the Jarrow marchers found was that they did not receive the backing of the official Labour party, who feared Communist influence. The Labour leaders had been eclipsed since the disaster of 1931 and offered little good leadership.

The fact that there was little militancy goes against Orwell. The NUWM only had at most 50,000 members, but many of these were extremists. Most unemployed, as Bakke states, were not interested in protests, and did not want to undermine the small amount of security which had been brought into their lives.'

This example demonstrates the importance of argument from the start. The argument is perhaps a little too emphatic in places, but the candidate makes the discrimination between 'organisation' and 'leadership', which is necessary for proper coverage of the question. Relevant evidence from each of the documents has been identified and external evidence has been introduced in support of the argument at the critical points.

Essays

Comments on Individual Questions

Q.4 [Q.38] This has been a reasonably familiar question on this paper in the past, but many answers lacked the element of breadth in discussing the impact of the French Revolution on 'British political life'. The initial welcome in 1789, especially by the Whigs, was dealt with adequately, but the doubts of Burke were often omitted. The repressive reaction of Pitt's government to middle and lower-class radicalism after the outbreak of war with France was usually outlined properly, but the nature of radicalism itself was rarely discussed. Few answers discussed the effect of individuals like Hardy, Tooke or Paine.

Q.5 [Q.39] There were relatively few answers to this question on the social and economic effects of the changes in transport from c.1780 to c.1830. The better answers focused quite rightly on the effects rather than on the changes themselves. The emergence of industrial towns based on the canal system provided a good opportunity for discussing examples like Birmingham and the Potteries in the

context of their trades. The continued expansion of the turnpike system and its importance for personal transport was sometimes neglected. Discussion of social changes was needed for a high mark, and some reference to the growth of the middle-class prosperity based on both transport and industry was relevant. Some credit was available for early railways, but answers which strayed too far into the 1840s were clearly becoming irrelevant.

- Q.6 [Q.40]* Most answers tackled the two themes of Pitt's war strategy in dealing with France and his attempts to repress opposition at home in the period from 1794–1800. Most were critical of his reliance on financing continental coalitions, but few seemed to give any credit for the naval successes packed into the decade after 1794. Comments on the 'storm', the remarkable vigour of the French army and its generals, and on the eventual success of Pitt's strategy by the Fourth Coalition helped to give the breadth of argument needed for a high mark.
- Q.7 [Q.41]* This was a popular question and most candidates realised that this was an opportunity for discussing principles rather than personalities. The problem of narrative, however, was often evident in weaker answers, where candidates insisted in dealing with, and sometimes describing, the whole of the Castlereagh period before proceeding to the contribution of Canning. The phrasing of the question invited some analysis of the underlying principles of the whole period from 1812 to 1830, and those answers that followed this approach usually scored high marks. Basic principles like the balance of power and the expansion of Britain's trade and empire were all that were needed to open up discussion of aspects like the defeat of France, the Vienna settlement, the Congress System, the independence of the Spanish American colonies and the intervention of British troops in Portugal. Two details indicate the wide variation between scripts. A few candidates relied on the term 'British interests' and seemed to think that this was enough explanation. On the other hand answers which included the 1820 State Paper were able to discuss the implications of those interests in the context of all the foreign secretaries to 1830.
- Q.8 [Q.42]* This question on Lord Liverpool was also widely popular, and most candidates rightly included some definition of 'Arch-Mediocrity' and discussion of its originator, Disraeli. The analytical approach again served to provide better opportunities for an assessment of Liverpool's achievements and good answers did not neglect to indicate his skill in handling his party and his cabinet. With that in mind Liverpool can be given credit for the work of ministers like Peel, Robinson and Huskisson, credit that many candidates were reluctant to give. Good answers also used the post-1827 evidence to emphasise the same skills. The weaker answers tended to become entangled in post-war distress and discontent, while the good ones emphasised the post-war economic problems, the limitations on the government's freedom of action after 1815, and the weakness of the Whigs.
- Q.9 [Q.43]* Because it was starred, there were not many answers to this question on the new Conservative party. The extent of transformation should not be over-emphasised, given the later problems for Peel, but the effects were the winning of the 1841 election and the opportunity for Peel to introduce economic reforms.
- Q.10 [Q.44]* There were more takers for this question than expected, and it was pleasing that this period had not been completely neglected. The better answers concentrated on examining the effects of the 1846 Conservative split on the parties and included the formation of the Liberal party as a broad coalition in 1859. Coupled with some assessment of the main personalities, this was sufficient material for a good mark. Some discussion of the final failure of Chartism was useful for a link with principles, especially with the revival of the Reform movement just before 1865. This question also attracted some candidates who had clearly hoped for something on Chartism.

- Q.11 [Q.45]* Answers to this question were often disappointing. A discussion of Anglo-Russian relations from 1830 was called for, but many answers made little of the growth of mistrust over the decline of Turkey, the Straits and India. It was certainly expected that the Near East crisis of 1839–41 would be given some prominence. Similarly, the motives for British support for Turkey in 1854 were sometimes given less space than the Holy Places in Jerusalem. Discussion of the roles of Aberdeen, Palmerston and Stratford Canning was rare.
- Q.12 [Q.46]* There were few good answers to this question on the social and political consequences of the expansion of education. Although the period to be covered was quite long, the three key phases concerned the 1830s, the 1870s, and the post-1902 period. In the first phase came the state's first steps in giving financial support for education. In the second the education of the lower class voter of the future became a key issue, together with the political control of the new Board schools. In the third the opportunities for secondary education for the less well off were enhanced significantly. The outcome was the 'ladder of opportunity' that had emerged from compulsory and free education by 1914.
- Q.13 [Q.47]* This topic is becoming a more familiar one, and some good answers were read. The term 'classes' required a little more definition than merely upper, middle and lower. For those that examined the landed class, the middle class manufacturers, the agricultural labourers and the industrial working class, there were clear points to be made. Reference to the 'age of equipoise' also indicated general points which affected the whole of society, such as the growth of social harmony which characterised these years. One problem was the lack of illustrative detail for these developments, and examples from local industry occasionally featured. The Earl of Dudley as a humanitarian industrial magnate was an example from the West Midlands.
- Q.14 [Q.48]* Questions on Disraeli are normally popular and this one attracted answers from most of the candidates who tackled the second part of the nineteenth century. There were some high quality answers which indicated a wide appreciation of Disraeli's motives and of his achievements. It was a straightforward question, except for those who wanted an even more straightforward question on the social reforms of his second ministry. For a good mark it was essential to include Disraeli's contribution to the passing of the 1867 Reform Act and his ideas as expressed in the Manchester and Crystal Palace speeches. Although the success of 1867–8 was only temporary, most answers gave some credit to Disraeli for his party's recovery in 1872, while explaining that Gladstone's errors enabled Disraeli the opportunity to win the 1874 election. Good answers also emphasised the work of Gorst in establishing the central party organisation, followed by its post-1874 neglect. The long-term influence of Disraeli's imperial idea of Conservative popular appeal was also relevant.
- Q.15 [Q.49]* A good answer on Ireland from 1886 to 1914 required familiarity not only with Gladstone's efforts at bringing Home Rule, but also some understanding of the growing crisis over Ulster in the years from 1912 to 1914 and of the Liberal government's policies towards effecting Home Rule. Many answers suggested that candidates had concentrated only on the Gladstone portion of this question. Some tried to start at 1868. Assessing the 'effectiveness' also required some comment on Conservative policies both in 1886 and 1912–14 and on the relatively successful policy of Land Purchase started in 1885.
- Q.16 [Q.50]* Here some depth of detail was needed for a good mark, and most of those who tackled it provided evidence of Britain's 'fundamental interests'. These included economic aspects such as the gold of the Transvaal, protection of the

British Uitlanders, and the strategic importance of the Cape on the route to the East. What was often neglected was the contemporary view of Britain's imperial destiny, which meant that Chamberlain and Milner, and a large proportion of the British population, could not surrender any part of the Empire.

- Q.17 [Q.51]* This was a popular question for those candidates who concentrate on the second part of this paper. There were many good answers which were based on a thorough knowledge of Anglo-German relations after 1890 and which provided good argument in order to explain the change in relationships. The major theme of naval rivalry was given emphasis and the subsequent improvement of relationships with France after 1904 was linked to the change. Some answers suffered from narrative, especially in dealing with the Jameson Raid and the Moroccan crises. The final section on hostility in August 1914 needed some brief explanation in terms of Britain's support for France and Belgium. Answers which had emphasised Britain's expanding military commitments to France were able to do this succinctly.
- Q.18 [Q.52]* Although this was a popular question, it was not always well done. The weakness of some answers was to attribute too much to Lloyd George, when the object of the question was to think about all the forces behind the success of the Liberals. Good answers gave Asquith his due, notably over the Parliament Act. Churchill and even Beveridge also gained credit. Other good answers considered the implications of 'inspiration' and used evidence of his skills as a speaker and conciliator to good effect. For the weaker answers the problem was a narrative of the Liberal achievements starting in 1906 or even a reliance on plain description of social reforms.
- Q.19 [Q.53]* For some candidates this was evidently not a familiar approach to discussing the post-war peace settlement. At the factual level Britain's gains from the settlement were not known accurately, which meant that the implications for Britain's world power and status were ignored. Concentration on the Treaty of Versailles and on such matters as reparations led to serious omissions. The few good answers concentrated on the destruction of German naval and military power, the domination of the Middle East, expansion of imperial power in Africa, the rehabilitation of France and Belgium and support for the League of Nations.
- Q.20 [Q.54]* The decline of the Liberals between the wars is one of the major topics of these years. Too many answers started in 1914, or even earlier. Although some credit can always be given to ideas originating before a question's starting point, it is unwise for candidates to allocate the major part of an answer in this way. Many answers suffered from this approach, and this was probably because little was known about the Liberals in the 1930s. In outline a good answer should have included discussion of Liberal leadership under Asquith, Lloyd George and Samuel, policies and programmes, the effect of the continuing rise of the Labour party and the implications of the British electoral system on a third party. Most candidates agreed with the quotation, but there was a good case to be made for its rejection.
- Q.21 [Q.55]* This was a popular question and generally quite well answered. The main aspects of MacDonald's career were known, although not enough differentiation between prime minister and party leader was made by some candidates. The first Labour ministry and its achievements were usually given a fair degree of depth, but some answers faded after 1930, when rather more could have been made of the political issues involved in the 1931 crisis. The better answers emphasised the choice to be made between country and party and pointed to the internal difficulties of the Labour party and to the growing disillusion with MacDonald from the left of the party.

Q.22 [Q.56] There were few answers to this question, which was starred against the documents question. What was concerned in discussing economic revival was the idea of regional disparity. The growth of new industry in the Midlands and South East represents an obvious comparison with the difficult legacy of the old staple industries in South Wales, the North East, the North West and Clydeside. Discussion of the housing boom and rearmament was also significant in terms of gaining a good mark.

Q.23 [Q.57] Appeasement continues to be a relevant theme and this question proved to be quite popular. More candidates were prepared to justify Baldwin and Chamberlain than to reject their policies of appeasement, but the basis of the argument was often the practical one of Britain being unready militarily to go to war in 1938. Few candidates adopted an analytical approach, but those who did were able to focus their ideas clearly on the main issues at stake. The chronological approach was quite acceptable, as long as effective comment accompanied discussion of key events like the remilitarisation of the Rhineland in 1936. In some answers more emphasis was placed on Chamberlain and this meant that the years 1933–7 were underplayed. The question was designed to include the British change of policy in March/April 1939, and those who made little of this were neglecting the climax of the topic.

Q.24 [Q.58] There were some good answers to the contribution of the RAF to victory in the Second World War, and accurate detail was helpful in securing a good mark. The focus was required on 'victory' and for this reason, undue emphasis on the Battle of Britain was not needed. Discussion of the area bombing policy adopted by Harris and Churchill was expected, and a variety of views emerged on this controversial theme. The role of the RAF in other areas was also significant, notably in helping the navy to win the Battle of the Atlantic and in combined operations with the army in North Africa and after D Day.

Qs 25–27 [Qs 59–61] Too few answers to comment on.

Paper 9020/5 English History 1450–1964

See reports for 9020, 9020/3 and 9020/4.

Paper 9020/6 English Social and Economic History from c. 1750–1973

General Comments

Many of the points made in last year's report are equally true this year. Yet again, it was very pleasing to see that many Centres used recent research (e.g. *Economic History Review* and REFRESH) in preparing their candidates for the demands of the examination and this bore fruit in some excellent scripts in which candidates employed to the full their analytical skills and their knowledge of the historical context. On the other hand, some of the more depressing features continue: weaker candidates tend to resort to long-winded narrative as a substitute for a sustained argument. Frequently the narrative is relevant to the question asked **but is not employed in a way which serves to answer the question directly**. One sometimes has the feeling that candidates are almost afraid to let go of the apron strings with which story-telling provides them. Every year, of course, there are candidates who go one step further than this and marshal whatever knowledge they have in a way which is irrelevant to the question set. Unfortunately, one frequently has the impression that this trait is most common where candidates have been provided with detailed notes by their teachers. If the notes do not correspond to the question set, then the candidates are not in a position to adapt their knowledge to the specific demands of the question paper.

Technical problems in examination management still persist, with candidates giving overdue attention to some early questions and allowing themselves insufficient time to deal with four questions successfully. Candidates exacerbate this problem if they leave the document-based question until last, as it is necessary to read the sources carefully rather than in a rushed fashion, in order to score at an acceptable or better level. Even bearing in mind the pressures on candidates created by examination conditions, weaknesses in the quality of English still depress.

Document-based Questions

There has been a very pleasing shift to the second of the two document topics which has created a much more balanced approach to the demands of the question paper if one takes the candidature as a whole. It is difficult to speculate on any reason for this but it may be that an awareness in Centres that the topic on the Early Industrial Revolution is about to be withdrawn (after the 1995 examination) has encouraged them to look to the future. It is worth reminding Centres, however, that the Unemployment in Britain topic is itself going to be amended so that it will incorporate broader economic and social themes from Britain's inter-war history. Details about these changes appear in the 1996 syllabus booklet.

Q.1 For comments on this question, see the Report on 9020/4, *Q.1*.

Q.2 For comments on this question, see the Report on 9020/4, *Q.3*.

Comments on Essay Questions

Section A

Q.3 Responses to this question were by and large disappointing. Successful candidates drew upon the problems encountered in the post-war years and exemplified the causes of the stress by discussing the Swing Riots and by looking closely at the operation of the various Poor Law systems as they affected agricultural labourers.

Q.4 Although there were some very good responses to this question where candidates drew on local knowledge in helping to frame their responses, many answers were characterised by failure to differentiate between the North and the South in relation to the impact of and the reaction to the passage of the Poor Law Amendment Act.

Q.5 Responses to this question tended to be from a few Centres. Unfortunately, the candidates were not very successful in getting to grips with the complexities involved in relating free trade to the other factors which contributed to the stimulation of economic growth. This is an area where there is a classic 'causal web' and very few candidates got to grips with untangling it.

Q.6 Too few candidates responded to this question to enable sensible comments to be made.

Q.7 Too few candidates responded to this question to enable sensible comments to be made.

Q.8 There were disappointingly few candidates who answered this question. One can understand the reluctance of teachers to tackle the complexities of this issue, but it remains central to changes and developments in the operation of British industry in the nineteenth century.

Q.9 This question was answered by the vast majority of candidates, not always successfully. Where candidates fell down was by employing the 'write down all you know' technique rather than sifting their knowledge and analysing. The best candidates appreciated that Chartism had many and various reasons for its popularity, and indeed those reasons changed over time, and from one locality to the next.

Qs 10, 11 and 12 elicited too few responses to enable sensible comments to be made.

Q.13 Candidates felt they were on comfortable ground with this question and indeed some responses were well organised and well documented. Unfortunately, there were some others which displayed the features commented on in the introduction to this report: there was much description of Victorian street life and many narratives detailing public health reforms which did not sufficiently analyse their success or failure.

Q.14 There were some very pleasing responses to this question, some of which drew on recent historical research and brought in successfully a wide range of relevant issues such as the impact on the development of new trade unions of strategic changes in the economy, foreign competition and legal judgements and legislation.

Section B

Strangely enough, although there has been a shift towards the twentieth-century document-based topic, this was not accompanied by an increasing frequency of answers to the twentieth century essays. Although one or two Centres clearly concentrate on the twentieth century, they are far outnumbered by those Centres whose candidates rarely, if ever, venture beyond 1914. This has been a feature in this paper for some time, and regular readers will recall the Examiner's frequent urgings for candidates to be given a broader framework from which to select their examination answers. It is to be hoped that the new sectionalisation of the syllabus for this paper which takes place from the 1996 examination will enable Centres to prepare for twentieth-century topics with greater confidence.

Only *Qs 19, 22 and 24* produced enough responses to allow any sensible comments to be made.

Q.19 The error in the printing of the question paper concerning the date of the Hadow Report is regretted. In practice candidates did not seem to be put off by this error in their answers. The responses to this question were mixed in quality – the best answers placed both reports in their context and drew upon the changes made by the Butler Act and subsequent reforms in the educational field. There were some interesting comments on the 'backwash effect' of the 11 plus examination on primary education.

Q.22 This was a popular question amongst female candidates. There is always a danger with these questions that they will collect responses from desperate candidates struggling for a fourth answer. However, this year there were many thoughtful answers which did draw heavily on the economic and social changes which have contributed to the development of feminism. Good answers appreciated the role which contraception played in freeing women from the restraints created by the absence of reliable family planning.

Q.24 Although this question was attempted by a few candidates, good answers were rare and curiously some of the sorts of responses which one would have anticipated for *Q.22* appeared in *Q.24*.

Paper 9020/7 History of the USA, c. 1783–1945

General Comments

There seemed to be no problems with the rubric but it was disturbing that several candidates did not attempt a fourth answer. With a detailed syllabus and twenty-two questions to choose from, only one of which is compulsory (for UK Centres), this must indicate over-specialised preparation. It is desirable to answer the document question first, but one Centre's candidates all put it last. The general standard was good and teachers deserve congratulations. The candidates who scored high marks used their knowledge in a relevant, structured way, confronting and discussing and answering the question. The quality of material used was often very good, including awareness of historical controversy. Many, however, gave straight descriptive answers, largely ignoring the question, and received (at best) moderate passing marks.

The document question continues to give cause for concern. The biggest single fault is the tendency merely to repeat or summarise the words of the extracts; higher marks are *only* earned if candidates can relate extracts to the wider context, and too little time is spent on the last section which scores the highest marks. Teachers are again referred to the Preface to the Collection Documents in Sectional Conflict in the United States which, it is hoped, they will find helpful.

Comments on Individual Questions

- Q.1 (a) (i) To gain both marks, candidates had to summarise accurately the provisions of the Act and state that it was part of the 1850 Compromise.
- (ii) To earn both marks, it was necessary accurately to summarise the provisions of the 1850 Compromise which has to be specifically mentioned. One mark was earned by referring to the controversies over annexations from Mexico.
- (iii) This refers to *Dred Scott v Sandford*, though an accurate reference to the facts and judgment was sufficient.
- (b) What was needed was a logical summary of charges made against Lincoln and the Republicans: he wishes to prohibit slavery in territories, but his real aim is total abolition; that he aims to destroy the South to establish tyranny over it. Next one looks at Lincoln's stated aim of acquiescing in slavery and the three uneasily linked statements in the Republican platform. Hence there is agreement on one point, slavery in territories, but not in other issues raised.
- (c) (i) Most candidates correctly stated they were typical but they should go on to give the evidence, mainly the conventions called to discuss secession in the eleven states which formed the Confederacy.
- (ii) Most answers mentioned the Unionist minorities. Some mentioned the four slave states which did not secede. Some discussed abolitionists in the North, or even Lincoln and the Republican Party.
- (d) This needed an awareness of the revisionist school which praised Duplas and criticised 'extremists' on both sides, for bringing about a war which the majority did not want. Some answers missed the point completely. The best scripts had a reasoned critique of this theme and received high marks.

- Q.2* A popular question and well answered. Candidates gave a great deal of good detail about who the opponents of the Constitution were, the interests they represented (debtors, small farmers, radicals) and the arguments put forward by them. The point was well put that they probably represented a majority in most of the thirteen states. They did not succeed because they had no clear alternative plan other than to keep the Articles of Confederation, their opponents had the big names, Washington, Franklin, and the Federalists were better organised. The Bill of Rights was the consolation prize they won from the argument.
- Q.3* As always, a popular question with a wide range of ability shown. Weaker answers were wholly or mainly a narrative account of Hamilton's policies. It was essential that there be some discussion of what the spirit of the Constitution meant. Already by 1790 one could see in outline the elements of the broad school of interpretation and narrow interpretation, as represented by Hamilton and Jefferson respectively in their argument as to whether the setting up of a National Bank was permitted. Once this framework is established, discussion of his policies should flow naturally. Other points which needed mention here were republican form of government, separation of powers, checks and balances, limited government, the sanctity of private property. Candidates were good on Hamilton's élitist philosophy, but rather grudging in crediting him with laying firm fiscal foundations for the infant Republic. Washington's role tended to be ignored as was the fact that Jefferson was part of the Administration for the first term.
- Q.4* A very popular question with answers ranging from brilliant to mediocre. Too many did a resumé of Jefferson and Madison's policy without any discussion of what was meant by Republican principles. The term permits of a number of interpretations, but the enduring national interests of the new Republic clearly involved keeping its independence, neutrality and territorial integrity. In all of these areas they were successful; more arguable was Jefferson's sympathy with the French Revolution, but, in practice, he opted for neutrality. There was a great deal of material to fit into this answer and, while nearly all mentioned the Louisiana Purchase as a great triumph for Jefferson, discussion of the 1812 War was often limited and evaded some interesting questions. Could it have been avoided? Did it put the seal on America's de facto as opposed to de jure independence? Most answers stated correctly that US policy did succeed, but reasoning to back this assertion was often limited.
- Q.5* Answers tended to treat this as a 'Jackson question' dressed up in another form, accordingly emphasising the disputed election of 1824, and the ensuing 'corrupt bargain' between Clay and Adams, moving on to the 'Bank wars'. This approach was inadequate; what was needed was to emphasise the rapid changes in US society in this period; mass immigration after 1815 and the growing westward movement led to the fall of the Virginia oligarchy, which had dominated the US from 1789 to 1821. Universal male suffrage, the people directly voting Presidential electors, rather than state legislators, nominating conventions for candidates all led to a more democratic agenda. This provides the contrast to make the familiar points in the Jackson saga. As modern America is in the Jackson tradition in many ways, it was a pity so few could discern these major themes, which continued after his Presidency.
- Q.6* Very few candidates answered this question.
- Q.7* Very few candidates answered this question.
- Q.8* A popular question which required careful handling. Again, too many adopted a narrative approach. The basic problem was that rapid westward expansion, in particular the admission of California as a free state, brought to a head the growing sectional mistrust between slave and free states. Time was not on the side of the former, but all

economic and political logic demanded expansion. The South was, however, in a position to block states' admission by its parity in the US Senate. Answers described the terms of the Compromise well, and usually made the point that, apart from the strengthened Fugitive Slave Act, it favoured the North. No candidate argued that the 1850 accord brought a few years during which America expanded, particularly in the North, and was therefore a success in helping to preserve the Union. Most correctly pointed to clashes over Kansas, Nebraska, and the increasing extremist agitation in both sections as evidence of its failure.

- Q.9* A popular question which was well answered. Most answers played it safe, giving the list of events of the 1850s leading to secession: Kansas-Nebraska Act, failure to enforce the Fugitive Slave Act, growth of abolitionism in the North, reaction to John Brown's raid in the North. Few weighed the relative importance of slavery and states' rights, or why Lincoln's election in November 1860 was seen as a trigger event, justifying immediate secession without waiting to see what he would do. It is, of course, significant that Lincoln received virtually no votes in the South and did not bother to campaign there. Secession was often written about as inevitable, but there were voices calling for delay, and some candidates noted that in Kentucky and Missouri these succeeded.
- Q.10* A popular question, with most candidates making the basic points though little originality was shown. Answers went through the disparity between North and South in all the material resources that made for military strength. They should have then gone on to outline the economic boom that war caused in the North, whereas the South, unable to export cotton, break the Union blockade or gain access to credit, was in increasing difficulties as the war went on, particularly in mundane but crucial things like uniforms, boots, medicines, even food distribution. Few candidates *assessed* the part of economic factors; those that did, and made a reasoned critique of the military and political aspects of the war, did well. In spite of all the economic factors, war-weariness nearly led to Lincoln's defeat in 1864 and a negotiated peace. Here Sherman's capture of Atlanta proved a catalyst.
- Q.11* Always a popular question, but many candidates did not study the wording of the question, and gave a straight Reconstruction answer. The sociology of the White South needed careful scrutiny, and only the best candidates really probed as to why the overwhelming majority of non-slave owning whites sided with the plantation owning élite which had led them to disaster. The argument that disaster and repression united the Southern whites in a way that war could not do, was rarely examined, but some skill was shown in analysing the different phases of Reconstruction, and some pointed out that no serious attempt was made to encourage co-operation, apart from enlisting the support of 'scalliwags', who were despised by their compatriots. All should have noted the end of Northern interest in Reconstruction in the return of states' rights to the South following the disputed Hayes-Tilden election of 1876.
- Q.12* Very few candidates answered this question.
- Q.13* Very few candidates answered this question.
- Q.14* Very few candidates answered this question.
- Q.15* All candidates from one Centre answered this question, apart from that, few did. The key to a good answer lies in the quotation. 'The People's Party was the seedbed of American politics for the next half century'. Though on the surface a failure, because that party disappeared, there is a direct link between the Grange, the People's Party, Bryon's first two election campaigns of 1896 and 1900, and the Progressive movement. A surprising number of its programmes and ideas were carried out in one form or another. In a typically American manner, its specific concerns were simply adopted by the existing mainstream parties, particularly the Democrats.

- Q.16* Not as many answers as expected and rather disappointing in overall quality. The 1890s was a period of rampant imperialism and it was inevitable that America should participate given the weakness of its immediate neighbours (apart from Canada). The US picked a quarrel with Spain and emerged with hegemony or new possessions in both the Atlantic and the Pacific. A curious feature of US imperialism was that all its new possessions (apart from Hawaii) had belonged to other nations. No scripts mentioned the award of the Nobel Peace Prize to the rather improbable figure of Theodore Roosevelt for mediating in the Russo-Japanese war, nor did any candidates draw out the point that while the US had expanded greatly its sphere of influence in the Caribbean, Central America and the Pacific, it remained isolationist as far as European conflicts were concerned; here Washington's farewell speech and the Monroe doctrine still applied.
- Q.17* Usually a more popular question. Answers tended to be largely descriptive and to evade the question posed. A good approach would have been to list the positive sides: civic reform, slum clearance, social work, public health, extension of democracy, trade unionism, and to contrast these with the naïve belief that change of structures would automatically bring about benefits; to discuss the idealistic belief that once the citizens knew of evil, they would combat it. Also, there was much talk about Trust busting, but little in practice was done and the Trusts were able to circumvent any restrictions. Finally, on civil liberties for blacks there was a shameful silence, Woodrow Wilson in particular being totally opposed to even the token gestures to equality made by Roosevelt. Labour problems, too, were handled with ambivalence. A curious feature of the 1912 Presidential election was that all three candidates, Taft, Roosevelt and Wilson, were regarded as Progressives.
- Q.18* A popular question, with a common error being to exclude Wilson's domestic policies and to concentrate exclusively on US war aims and peace policies. These were well handled, and there was some good discussion on why the US did not ratify the Versailles Treaty or enter the League of Nations. There was surprisingly little discussion of Wilson's famous Fourteen Points and the extent to which they influenced the final settlement. While domestic concerns were subordinate, at least up to November 1918, a great deal was happening; first, unprecedented government controls from 1917 onwards on all aspects of domestic life, women's suffrage, Prohibition. A common fault was that candidates did not come to any argued conclusion to the question posed.
- Q.19* Only one candidate answered this question.
- Q.20* Only a small number of answers which trod well-worn paths. None made the point that to talk of a New Deal is itself a simplification, as there was no coherent, sustained programme, but experimentation in a number of fields, and a great deal of government activism. Of course, all groups suffered in the depression, even the professions, but the burden fell greatest on those already low down the socio-economic scale, particularly rural blacks in the South. The best approach is to take F.D.R.'s measures one by one, show what impact (if any) they made, and who benefited from them.
- Q.21* Only a few candidates answered this question, with no great flair or merit. The period falls into two separate epochs; first 1921–1933, when the US was pressing for disarmament and the outlawing of war. Measures such as the Washington Naval Agreements and the Kellogg Pact showed that the US, though not in the League, was not narrowly isolationist. Secondly, from F.D.R.'s accession to office in 1933, which broadly coincided with Hitler's coming to power and Japan's leaving the League. Then, F.D.R. wanted to internationalise but had to follow the voters, who were determined to stay away from all European conflicts and, in the case of the US Senate, were deeply suspicious of any moves towards confronting the aggressors. Only when war broke out in 1939 did F.D.R. start an active policy of helping the Allies resist the Axis powers. No scripts developed these themes

methodically, leading to a conclusion that the only consistent theme of US foreign policy was an overwhelming desire to prevent war, or at least avoid entanglement in it, but with no clear-cut, consistent measures capable of resisting determined aggressors.

Q.22 There was only one answer to this question.

Paper 9020/10 European History 337–1500

General Comments

There was a wide range of achievement, with a good proportion of work ranging from very competent to very good. Candidates profit from the work they devote to handling documents, and seem to find this type of question a stimulating challenge. There is good work on Dark Age Europe and on the eleventh and twelfth centuries. There is a greater element of selection in work on the latter middle ages, but those areas which are chosen for study show sound results.

Q.1 Documents

Candidates showed that they have a sound technique for dealing with documents, and that this question on 'Compromise or zeal: the crusaders' dilemma' presented an interesting problem. A minority found it difficult to distinguish between periods of active warfare and periods of comparative peace, between crusades.

The definitions in (a) were straightforward. Too many people were content with a vague claim that Edessa was 'a city in Syria', or 'in the Holy Land'. Question (b) enabled them to draw sharp pictures of how acceptance and suspicion could work in a mixed community. In question (c) some candidates found problems in fitting Document A into their account. Tancred came after Baldwin, so he must be a newcomer: and from that point they were in trouble. In (d), as already noted, candidates did not distinguish clearly between periods of active warfare and periods of comparative peace. So, for example, they linked Fulk's appearance with the outbreak of hostilities. The stronger candidates saw that there were too few westerners, and especially fighting men, to ensure peace and protection, and that acceptance and agreement were essential.

Essay Questions

There was sound work on post-Roman and Dark Age Europe. Roman problems (*Q.3*) and Justinian's reconquests (*Q.4*) were handled with a good range of detailed knowledge. The change of status under Pepin III (*Q.5*) was also discussed intelligently. Answers tended to concentrate either on long-term development, or on the immediate background to what happened in 751.

With Charlemagne (*Q.6*), a surprising number of candidates assumed total domination of the whole of Europe, with little attempt at comparative judgement. The better candidates made it clear that the extent of Charlemagne's influence varied widely in the countries which he 'ruled' and that there were areas of Europe to which his control was never extended. His Spanish conquests were consistently overstated. Many essays needed a greater distinction between areas which Charlemagne ruled, and areas in which his influence can be identified. If no other example is quoted, Offa and his diplomatic and trading links with the Carolingian kingdom could be cited. The Saxon monarchy in Germany was popular (*Q.7*), with fewer candidates interested in the Salians. Most candidates reflected the older Barraclough line and produced sound assessments of royal policy in terms of the church and the dukes. A smaller number of candidates are aware of revisionist views, especially of Henry I's reign, and Leyser's influence is clearly making an impact.

The investiture contest (*Q.8*) remains a popular topic. Many candidates saw the Concordat of 1122 as a welcome settlement of the long struggle between papacy and empire. Some spent a great deal of time recounting the struggle, from the time of Leo IX onwards: the worst example gave the opening sentences and the closing sentences to the Concordat, with the intervening three and a half pages of narrative. A minority gave some attention to the place of the Concordat in the longer history of the relations between papacy and empire.

Normandy (*Q.9*) attracted comparatively few candidates, most of whom attempted a decision. Hallam's work is clearly influential. A few candidates used the question to write about the Capetian monarchy.

Frederick Barbarossa remains a firm favourite (*Q.11*). The majority of those who wrote about him confined their attention to Italy; a small minority were aware of his late success in Tuscany. There were very few extensive narrative essays.

Answers on the Cistercians (*Q.13*) were disappointing. They tended to be essays on St. Bernard, sometimes with a brief note about Stephen Harding; his work and the centralised structure of the order were recognised as the means by which the worst effects of popularity were avoided.

Philip Augustus (*Q.15*) was very popular, and this subject produced some good essays. A few candidates tackled the problem of why 1200 was a useful limit of date, and saw that the strength and reputation of Richard I was the critical factor, and his death a key event. The importance of Philip's administrative work and his relations with the towns was fully appreciated, and a few candidates emphasised the importance of his consistent policy of seeking limited ends where he might have been tempted to be over-ambitious. It was odd to read that he owed much to his attractive personality. With Innocent III (*Q.17*) we are still in the grip of the view made popular as long ago as the 1930s, with Innocent's pontificate marking the apogee of papal growth; candidates still want to state this as fact and then to argue that Boniface VIII marked another stage in the growth of papal power. There is obviously a need to look at the influence of lawyer popes in the thirteenth century, and to the expansion of papal finance and of the use of technical powers such as reservations and provisions in the conflict with Frederick II.

The Great Councils (*Q.18*) are deservedly popular. As might have been expected, there was heavy concentration on Sigismund, and not much knowledge of how secular influence worked apart from his interventions. The extent to which English and French influence was exerted, and the use of national groupings for voting purposes, were occasionally mentioned.

There were interesting essays on the effects of famine and plague (*Q.19*). The loss of manpower is clear, but less is known of the compensation by abandoning marginal lands and maintaining food production on the richer lands. Candidates did not see manpower loss in catastrophic terms because of the increase in the value of labour and of wages as a result of shortage.

The re-emergence of France (*Q.20*) produced a variety of approaches. Charles VII was properly recognised as the key figure. Some candidates built up his personal contribution; others wrote at length about the decline of English power after the deaths of Henry V and the Duke of Bedford. In general, Burgundy's influence was underplayed, and Joan of Arc dismissed as a minor figure. These factors were reduced in scale partly because candidates tended to describe the increase in Charles VII's role, but not to explain how that increase was built up.

Despite the difficulty of handling the material, there were interesting essays on Germany in the late middle ages (Q.21). They turned on three factors: (a) that it was difficult for the king-emperors to govern Germany as a whole, (b) that the princes and especially the electors could and did govern their smaller states effectively and (c) that, for the emperors, dynastic rather than imperial policies were the norm.

The Document question is handled very effectively by many candidates, though a small number spend too much time on it to the detriment of their essay questions.

The emperor 'Valence', and the king 'Henry the Foul' suggest that candidates listen without following up by reading. Spelling seems to be improving, though consumacious is an odd description of a thirteenth-century vassal.

Papers 9020/11–14 European History, 1450–1964

This is an overall report on four options in European History because sections of the syllabus overlap and therefore some common questions are set. The questions in the options are indicated as follows:

- 9020/11 European History 1450–1715: Q.1, Q.2, Q.3 etc.
 9020/12 European History 1610–1815: (Q.1), (Q.2), (Q.3) etc.
 9020/13 European History 1789–1964: [Q.1], [Q.2], [Q.3] etc.
 9020/14 European History 1450–1964: <Q.1>, <Q.2>, <Q.3> etc.

General Comments

This report, as all the other History reports, is of greatest value when read in conjunction with the Marking Scheme which is published by the Syndicate. Together, they indicate the expectations of Examiners, the common standards to which answers are marked and the final outcome of the exercise.

The overall standards reached by candidates were very similar to those achieved in previous years with most scripts showing the necessary qualities of relevant argument and appropriate knowledge. A commendable proportion of candidates reached very high standards; indeed it was impressive to see how some could maintain these standards throughout their four answers and in the diversity of skills required by the document-based and essay questions. There is no doubt that the great majority of candidates had worked hard; if effort alone gained success an even higher proportion would have gained at least an 'E' grade. The proportion of very weak scripts is probably lower than was seen some years ago although it may be that such students are not now entered for the examination. Few scripts did not contain the required four answers and Examiners did not often read scripts in which the last answer was significantly worse than the others. However, hard work must be harnessed effectively and the weaker scripts usually displayed too much irrelevance or too little exact knowledge to reach an acceptable standard. One still finds too many apparently 'prepared' answers on popular topics, where candidates neglect the set question in favour of a general approach. Perhaps after the experience of 'mock exams', some candidates concentrated on answering last year's questions which had now been carefully prepared! All candidates should be reassured that, in the necessary discipline of facing a new examination paper, the basic skills required by Examiners are not essentially different to those which they have probably prepared during their course of studies: relevance, organisation, judgement and the mastery of salient facts.

The examination is more of a test of skills than recall of facts. Apart from the very weakest candidates who are inadequate in every respect, most could improve their performance if they used their knowledge more effectively; that is, many candidates fail not because they do not know enough but because they use that knowledge badly. Many who are awarded 'fail' grades could reach an 'E' grade if they avoided irrelevance, used their knowledge to discuss the set questions and gave their answers a basic structure. At higher levels, Examiners often read scripts which are well-informed and detailed but in which the arguments are imprecise and highly descriptive. A more analytical approach which tried to set out and explore various lines of argument might well raise a 'C' grade script to a higher grade. One of the characteristics of the 'A' grade script is that it follows the instructions in the questions. Those which ask 'Why...?' invite a series of reasons. 'To what extent...?' means that candidates should put relevant factors into an order of priority. 'Compare... ' requires a balanced and particular approach. This sense of discrimination in planning an answer is very valuable and marks out the thoughtful from the merely competent candidate who has memorised facts but makes less of them.

In answering the document-based questions, some candidates tended to repeat mechanically statements about reliability without considering the printed texts sufficiently. The following are examples of unhelpful statements: 'Document X is reliable because it is a primary source'; 'Document Y is an official report, therefore it is reliable'; 'Document Z is unreliable because it was written after the event'. These sorts of comments can be applied to each of the document-based questions in this year's examination. To be avoided are paraphrases of the extracts and it is not necessary to substantiate points by long quotations; brief references are usually sufficient.

The general pattern seen again in this year's examination was that most candidates performed creditably in the document-based questions in comparison with the essays. There has been discussion at the Syndicate about the amount of reading required by candidates in the examination and this is kept under review so that the demands made by the examination are fair. Candidates should be reassured that care is taken to ensure that they have enough time to complete the required exercises adequately. As has been pointed out previously, the printed mark allocation for the sub-questions is a guide to the time to be spent. The successive questions become more discriminating, with the easiest first and the most difficult, which usually require a combination of document-study and candidates' own knowledge, as the last. The sections of the questions which demand own knowledge are usually those which are done least well. Candidates would be advised to be exact in their discussions and to avoid vague surveys.

Another concern of the Syndicate is to ensure that questions are of comparable difficulty with each other and with those set in previous years. Apart from the preparatory stages when questions are set, the results in individual document-questions and in essay answers are scrutinised so the performance of groups of candidates can be compared. Candidates should be reassured that, in the document-based questions, the essential skills are focused on the printed texts and outside knowledge is usually only directly needed for the brief references in the first question and for part of the final question. Awareness of the general context is usually helpful but not necessarily essential elsewhere. In the essay questions, candidates have been assisted by the specified syllabus and the guaranteed questions on sections. However, this can lead to some undesirable results if it leads to a further narrowing of study. Some centres go further and risk danger because they appear to concentrate not only on a few sections but on some particular elements of those sections, resulting in a restriction of candidates' choice in the examination. It may lead to the preparation of the all-purpose answer which may demonstrate a certain level of competence in the examination but which is insufficiently exact to deserve a high mark. Essay questions are not designed as subtle tests to confuse the less able candidates but they do contain certain clear directions which an argument should follow. For example, *Q.6 <Q.9>* was not merely on the foreign policy of Francis I but more specifically on his aims and the possible fear of encirclement. *Q.28 (Q.13) <Q.31>* needed an explanation of the forces opposed to Peter the Great as well as a description of his policies. [*Q.7*] *<Q.44>* allowed credit for explanations of

the Vienna Settlement but it was based particularly on a study of 'continuity and change'. [Q.28] <Q.65> asked candidates to consider 'idealism' and 'realism' as a framework of post-World War I settlements. Even when knowledge and lines of argument were incomplete, candidates who seriously tackled these issues were usually more deserving of reward than those who outlined general developments.

The coverage of the syllabus by the cohort of candidates was sound but two areas of concern are worth raising. The pattern seen in previous years of candidates avoiding the eighteenth and much of the twentieth century, especially post-1945, recurred. Secondly, little knowledge was demonstrated of cultural and economic history (apart from seventeenth-century Spain and the United Provinces). Even if Centres are reluctant to devote much time to cultural and economic history, more could be done to integrate them into the study of more popular topics to give candidates a wider awareness of developments.

Finally, some brief words of advice. It is not necessary to write out the questions but candidates are reminded of the need to indicate the number of the question which they are answering. Abbreviations should be avoided unless at the very end of the script when Examiners may take a more lenient line. References to historians (in moderation) are welcomed but Examiners note occasional tendencies to make up quotations – or perhaps the historians write ungrammatically! Excessively long introductions should be avoided; do not explain backgrounds mechanically but plunge directly into relevant arguments. Do not repeat the questions, for example, 'In this essay I am going to discuss how effectively Peter the Great dealt with the forces in Russia which resisted his reforming policies/why Napoleon III became isolated in Europe by 1870'.

Document-based Questions

Teachers may wish to refer to the section later in this Report (pp. 37–46) in which some candidates' responses to these questions are printed.

Q.1 <Q.1>

The Protestant Reformation, 1517–63

The question was on Philip Melanchthon, although a specific knowledge of Melanchthon was needed only in a part of (e) and then as a comparison with Luther. Most candidates explained the references in (a) correctly and cogently. (b) saw variable levels of response. The weakest answers were those which only paraphrased Document D; this was worth little because paraphrase is a very basic skill at this level of study. Additional credit was given when candidates pointed out that the source was written from first-hand but slight experience. It is largely confirmed by Documents B and C. However, Calvin may have been too willing to see Melanchthon as conciliatory in view of his differences with Luther. (c) and (d) required a comparative approach and the more successful answers were aware of the indirect, as well as the direct, value of the extracts. In (d), candidates were able to point to the personal disagreements between the reformers, the unwillingness to compromise and the differences over the Eucharist. (e) was deliberately the most testing of the questions and needed some knowledge of the German Reformation after 1529. Most candidates completed the exercise successfully although the weaker answers were again largely based on paraphrases of the printed texts.

Q.2 (Q.1) <Q.2>

Louis XIV, 1661–1715

The question focused on the beginning of Louis XIV's personal absolutism. In general, the responses to (a) were satisfactory although some candidates were vague or ignorant about Lionne. Sound answers to (b) considered the timing of the two relevant documents; Document D was written when Mazarin was dead and Louis XIV had assumed power. The generally reliable status of the reports of Venetian ambassadors was discussed and some answers used the other documents to assess the reports. Most of the answers to (c) were full but the highest marks were deserved by candidates who attempted a comparative approach and more

might have looked at the social groups from which Louis XIV chose his ministers (lines 46–47). In *(d)*, three levels of response emerged. At the lowest were the answers which merely reiterated the main points of the documents. Rather better were those which combined the documents with a general view of Louis XIV's rule. The best were those which considered narrowly how far the King's absolutism was 'a reaction against the excessive power of Mazarin and Fouquet'.

(Q.2) [Q.1] <Q.3> France, 1787–1799

The particular question was on the Directory. Although the answers to *(a)* were generally acceptable, more candidates would have gained higher credit if their explanations had been exact. *(b)* produced a variable response. The best answers looked at the indirect value of Document C. For example, lines 42–49 indicate that the Directory had allegedly threatened 'internal tranquillity ... the sovereignty of the French people ... the representative system' etc. *(c)* was based on Napoleon's justification of his role in the downfall of the Directory and was a good example of the way in which an exact discussion of reliability was more effective than the rehearsal of vague generalities ('It is reliable because it is a primary source' 'It has to be balanced with other [unspecified] sources'). Candidates gained credit when they pointed out the self-justifying tone and content of the extract. They tried to distinguish between what might be regarded as hard facts and interpretation by Napoleon. Deliberate comparisons in *(d)* were more effective than sequential accounts of Documents A and B. In *(e)*, the more successful answers were usually those which used their own knowledge to discuss 'the end of the French Revolution'.

[Q.2] <Q.4>

The Unification of Germany, 1848–1871

The question was based on the Austro-Prussian War, 1866. Most of the answers to *(a)* were sound although some candidates did not understand the reference to 'the dualism between Austria and Prussia' in *(a) (ii)*. Answers to *(b)* were variable. The less successful saw Bismarck alone as responsible for the forthcoming war but Document A attributes some responsibility to Napoleon III ('... he approves, if he has not secretly instigated, the quarrel now pending. It must be remembered...'). Responses to *(c)* were sound and most candidates showed a good level of analysis. In *(d)*, there was a tendency in the weaker answers to paraphrase Documents C and D in a sequential manner; the higher marks were reserved for those who attempted a more comparative approach and to those who considered which was 'the more *useful* description'. Credit was given when candidates pointed out the different perspectives of the writers. Baroness Spitzemberg was writing in a very personal manner, preoccupied by the casualties and by the loss to Austria, whereas Stanley considered the wider European implications of the situation. In *(e)* although almost all of the candidates wrote about developments in 1866–71, with only a few being irrelevant, the better candidates were markedly more successful in considering the 'tragic era'. For example, it was helpful when candidates pointed out the consequences for the smaller German states.

[Q.3] <Q.5>

Hitler and Germany, 1933–1945

The question focused on the effects of war on Hitler's Germany. In *(a)(i)*, most candidates referred to Himmler but some candidates erred in writing about Hitler or even about the Gestapo in general terms.

(a)(ii)–(iii) generally produced exact responses. In (iv), the impact of the defeat at Stalingrad on civilian morale was appreciated only by the better candidates. (b) produced some disappointing answers. Examiners expected more candidates to show a basic knowledge of Speer in Document F, as a basis of the assessment of the extract whilst a number of candidates related the content of Document E or asserted their reliability as official reports without considering their importance as the product of a highly politicised police agency. Answers to (c) were generally better. In (d), some candidates gained less credit because they referred to the effects of war on Germany in vague terms whereas the more successful answers concentrated on more extreme policies adopted by the regime.

The following are examples of answers to Document-based questions which were considered to be of high quality. They are not intended to be model answers but may be useful as indications of what the best candidates produced.

Q.1 <Q.1> *The Protestant Reformation, 1517–1563: Philip Melanchthon.*

(a) Explain briefly the following references:

(i) ‘Marburg’

‘This is a reference to the Colloquy of Marburg in 1529, an attempt by Philip of Hesse to create a doctrinal agreement between Luther, Melanchthon, Bucer and Zwingli and a defensive alliance against possible Catholic persecution. However, it failed.’

(ii) ‘Bucer’.

‘Martin Bucer brought the Protestant Reformation to Strasbourg in the 1520s and was continually in discussion with other Protestant leaders. He shared some of the ideas of Luther and Zwingli and had some influence on Calvin.’

(iii) ‘the Augsburg Confession’.

‘At the Diet of Augsburg (1530), Charles V requested a statement of faith by the Lutherans (particularly after the Protestation of Speyer in 1529). The Confession, largely drawn up by Melanchthon under Luther’s direction, covered the core beliefs of Luther (e.g. faith alone, scripture as the basis of religion).’

(b) How useful and reliable is Document D as a description of the views of Melanchthon in 1539?

‘It should give a fairly accurate account of Melanchthon’s views as its author was another reformer, John Calvin; if a papal agent had written it, it would most likely have attacked Melanchthon. It was written shortly after discussions with Melanchthon. However, it may be a little too extreme; Calvin writes, “consider he is of the same opinion as ourselves”. Here he may be looking for wider support for himself (Calvin did not return to Geneva until 1541 and had been expelled in 1538 – he was not yet an established reformer). However the theory that Melanchthon wanted to maintain “the present accord” is believable because he did indeed hold as an ideal the concept of united reformed Church and he did resent “gross and extreme” opinions (line 45). Document C supports this, as it is the accord drawn up by Melanchthon himself.’

(c) How far do Documents A and E confirm the view of Melanchthon’s character expressed in Document D?

'Document A gives two facets of Melanchthon's character, firstly his thorough knowledge of scripture and doctrine (lines 2–3), which is not actually mentioned in Document D and secondly it claims that he was an amiable personality (line 5), which seems to support Calvin's favourable view of Melanchthon in Document D. There is also a mention of disagreements with Luther (lines 13–14) which supports the differences of opinion mentioned in line 47 of Document D. Document E essentially details Melanchthon's grief at Luther's death, which does not actually support Document D, which mentioned disagreements with some of Luther's opinions. Neither Document A nor E supports Calvin's conviction that Melanchthon was in agreement with his opinions. Document E does confirm that Melanchthon was a concerned and sensitive teacher (lines 52–53), reflecting the ideal of an "amiable character".'

- (d) What do these documents suggest were the main causes of disagreement between Protestant reformers in the early sixteenth century?

'The documents cover a wide range of disagreements. Document B highlights petty jealousies ("Luther . . . as if he trusted us less") and also illustrates his personality ("vehement and fiery"), which was considered sufficiently important to keep the main leaders apart at the beginning at least. Zwingli had a similar temperament. Document C represents an attempt to reach some form of Protestant agreement. However, the named signatories are all of similar persuasion and the document hints at problems of consent: the Augsburg Confession is mentioned but this is not accepted by everyone. It mentions directly a major cause of dispute – the Eucharist (lines 27 and 31). Document D makes no specific mention of the causes of dispute, merely mentioning arguments with those of "gross and extreme" opinions, not the causes of them. Therefore, the documents show directly and indirectly the main causes of disagreement between the reformers.'

- (e) Using these documents and any other evidence known to you, discuss the claim that 'from 1529, Melanchthon was more important than Luther in influencing the German Reformation'.

'These documents do show the greater influence of Melanchthon as the Reformation progressed. Whilst he was obviously a follower of Luther in Document A, the visitor says of Luther, "he did not . . . significance", suggesting that Luther would not be the driving force forever. Document B comments that Philip of Hesse relied more on Melanchthon than Luther for an agreement and this comes out in Document C where the Wittenberg concord was drawn up by Melanchthon. Again, in Document D, Calvin compliments Melanchthon on his efforts to secure "a general agreement". However, in Document E, Melanchthon himself expresses the debt owed to Luther by the reformers, "the man who guided the Church" and, more significantly, makes reference to "the doctrine which he delivered".

Especially after Luther came under the Ban of the Empire (1521), Melanchthon was more able to negotiate directly with German rulers, and it was he, not Luther, who attended the major negotiations with the Catholics, such as the Diet of Regensburg (1541). Furthermore, Luther's influence might have been reduced by his crippling ailments and his declining political judgement. A pertinent example was his knowingly lying after approving the bigamous marriage of Philip of Hesse. Yet this does not detract from the fact that Luther was still the main theological and doctrinal impetus of the Reformation until his death in 1546. The agreements which Melanchthon wrote were essentially reflections of Luther's ideas. Only after Luther's death did Melanchthon's influence become paramount.'

Q.2 (Q.1) <Q.2> *Louis XIV, 1661–1715: Louis decides to rule without a first minister.*

(a) Explain briefly the following references:

(i) 'his Mother'.

'Louis XIV's mother was Anne of Austria, a Spanish princess who had been regent. She was well versed in statecraft and passed on a lot of political advice to Louis.'

(ii) 'his wife'.

'Louis's wife at the time was the Spanish Infanta, Maria Theresa, the daughter of Philip IV. The marriage was arranged through the Treaty of the Pyrenees.'

(iii) 'Lionne'.

'Lionne was an eminent minister particularly in diplomacy, inherited from Mazarin. He was useful in building up foreign alliances.'

(iv) 'the written advice which the Cardinal had left him'.

'Mazarin, the Cardinal, had left Louis advice on how to rule wisely in his memoirs. They urged Louis to be strong to avoid the problems of the minority.'

(b) Compare the reliability of Documents A and D as evidence of Mazarin's influence on Louis.

'Both Documents A and B are reports from Venetian ambassadors. Throughout the sixteenth and seventeenth centuries, Venice employed ambassadors throughout Europe and they had a reputation for giving impartial advice. Relations between France and Venice were not strained either in 1660 or 1664 so there is no reason why one might try and present Louis in a more or less favourable light than the other.'

Document A was written in 1660 before Mazarin's death. We cannot assume that Batista Nani was an eye witness to the interactions between Louis and Mazarin but he was there to absorb information from other courtiers and send as truthful a representation as possible back to Venice. Nani is a more explicit statement of the extent of Mazarin's influence. Grimani is more implicit. He says that Louis "let it be known" that it "was only through affection and gratitude" that he let Mazarin have control. This suggests that Louis was aware that the "political nation" may have suspected that he had an inferior grasp of administration than Mazarin, and Louis was anxious to counter this. While Nani corroborates this line, he suggests that Louis showed a degree of deference to Mazarin, implying an acknowledgement that Mazarin was his superior in the management of government. Thus the reports complement each other.'

However, the reliability of Document D is undermined not only because it describes events in the past but also because Grimani was not present then (unlike Nani). Grimani is writing three years after the event. While both sources agree that Mazarin exerted a considerable influence on Louis, it is impossible to think Document D sees Louis as trying to convince people that he was intelligent and able. Document A suggests that it was common knowledge in the court that Louis relied on Mazarin more than Document E suggests he would like contemporaries to believe. Overall, Document A is a slightly more accurate, if somewhat exaggerated, account of their relationship.'

(c) How far is Louis' description of his methods of government and choice of ministers (Document E) supported by Documents B and C?

'In his "Memoirs", giving advice on politics and government to his son, Louis expressed his own ideas on how to run a state. Here, he reveals his hard-working and attentive nature, his complete commitment and the day-to-day business of his kingdom. He chose the most loyal and able men to assist him in matters of state, although he remained ultimately in control. Furthermore, the government became increasingly professional and efficient as Louis relied on men not just because of rank, but ability. As he asserts, his prime consideration was reputation and prestige, "la gloire" and in not employing nobles he showed the public that he would not share his authority with anyone.

Document B supports Louis' views in showing how he used Fouquet, le Tellier and Lionne although it makes his choice seem a rather desperate desire to replace Mazarin. He took them into his "full confidence" (he literally did this because Document E confirms that they were told "secret business" but this phrasing makes him seem over-reliant). Louis' declaration that he would retain supreme authority is also proved here; he ordered that no documents should be sealed without his command (to relieve his insatiable thirst for knowledge) and his interest in the business of government is displayed in his order for regular council meetings where he controlled the issues. Some matters were discussed as they arose and this implies a degree of ad hoc decision making.

Document C again supports Louis as having supreme power in decision-making. The dismissal of Fouquet was achieved whilst others remained in relative ignorance of his intentions although the King claimed that it been planned months before. It confirms Louis' desire for control (in this case of finances) and his wish to employ men who would be faithful, to whom he would not be "a dupe". He even described those around him as "sheepish". Documents B and C support Louis' description of his methods of government although Document B raises some doubts about his reliance on three men at the expense of others, especially as Fouquet was dismissed shortly afterwards.'

- (d) *'Louis' assumption of personal power was primarily a reaction against the excessive power of Mazarin and Fouquet.' How far do these documents and any other evidence known to you support this claim?*

'Louis' assumption of personal power, whilst it was to a certain extent a reaction against the personal power of previous ministers, was much more than that.

The King had relied on Mazarin to instruct him in the arts of kingship (Document A). However, he wanted to assert personal control and his own individuality (Documents C and E). The Frondes of 1648-53 had made him wary of over-reliance on the nobles and he was determined to reduce their authority (Document E). He was also dubious about advisory groups. He pursued self-interest and was dismissive of others who sought the same as his court. Fouquet had fallen because he was threatening to become too powerful and we know that he had amassed a large fortune of which Louis was jealous.

Louis' prime aim was personal control and absolute authority; he had an overwhelming desire to be informed (Document E) and also to be seen as working constantly on his own initiative (Document D). He wanted all the power and glory for himself. In this, he was only partly reacting against his upbringing by Mazarin and guarding against another corrupt Fouquet. In Document A, Louis claims that he was carrying out the wishes of Mazarin although it must be remembered that this was immediately after the death of the Cardinal. Personal authority avoided the risk of rebellion and it added to his glory at Versailles. It also brought praise because kings were expected to be strong.'

(Q.2) [Q.1] <Q.3> France, 1787–1799: The Directory

(a) Explain briefly the following references:

(i) 'to re-establish plenty and the public credit'

'This refers to the serious economic and financial situation in France where continuous printing of assignats and a succession of bad harvests had led many areas to an abandonment of paper money in favour of bartering. The assignats were at 8% of their face value by October 1795.'

(ii) 'The Constitution of 1793'

'The reference is to the document which was drawn up to replace the Constitution of 1791 which, in proposing constitutional monarchy, was no longer applicable. The Jacobin coalition was behind it and it proposed much greater centralisation, with an increase in the size of the electorate all males except servants and those under 21.'

(iii) 'Siéyès'

'The Abbe Siéyès played an influential role in various stages of the Revolution. He wrote a number of pamphlets including "What is the first Estate?". He became a member of the Directorate until he aided Bonaparte in a coup (Brumaire, 1799) and then became a Consul.'

(b) What does Document C indicate about the reputation of the Directory in 1799?

'Document C suggests that the Directory was very unpopular (in the eyes of the Council which ended the Directory at least) because it mentions "the excesses and crimes" (line 37) of the Directory. The document indirectly suggests that the Directory must be held in low esteem since it claims that the coup is happening to re-establish "internal tranquillity" and to stop war by "obtaining an honourable and stable peace". The document suggests that the Directory had not stuck to the principles of 1789 in that it claims to introduce as its aim "the division of powers, liberty, equality, security and property" (line 48). This could well be seen, however, as a mark of rhetoric because a government coup was occurring but then again, it is unlikely that the coup would be happening at all if the Directory was popular and had pursued the aims mentioned above. The continuation in power of two of the Directors suggests that the reputation of the body rather than of the individuals was poor.'

(c) Assess the reliability of Document D as a description of Napoleon's role in the overthrow of the Directory.

'Document D is hardly likely to be a reliable description of Napoleon's role because it was written by him and it is imbued with the arrogance that seemed to come so naturally to him. In saying that "All parties came to me" (line 53) he may well be telling the truth, but it is the tone of inevitability that he gives to such an action which makes the description less reliable as an impartial description. The document is also bound to put Napoleon in the light of the saviour of the Republic since it is unlikely that any member of a coup would claim to have the worse interests of the Revolution at heart; hence Napoleon's claim, "I believe it my duty to my fellow citizens . . . to accept the command" (lines 61–63). The document does not actually give a full account of Napoleon's role on the overthrow of the Directory and so we cannot fully judge how reliable a description it provides, but it must be fairly reliable in terms of the events that actually took place because it was written after all by Napoleon himself. However, it was a self-justification and therefore is likely to be very selective.'

- (d) Compare Documents A and B as evidence about the circumstances which led to the establishment of the Directory.

'Document A claims that the Directory was some sort of national saviour and that it would build on the gains already made in the revolution; it claims that it would "consolidate the Republic" (line 2). However, Document B claims that the Directory was just the opposite. "All powers emanating from the so-called Constitution of 1795 are illegal and counter-revolutionary" (lines 29–30). Document A says that the Directory would work to "crush speculation", presumably meaning that it would attempt to distribute food fairly and reform the economy; yet Document B, written six months later, says that the Constitution of 1793 would not let anyone "die of hunger", a seemingly populist statement which suggests that the 1795 claim had been met. Document A suggests, by mentioning that it would "revive patriotism", that the fervour of the Revolution had somehow died away, yet Document B shows that the revolutionary fervour of the kind seen during the Terror was still alive and kicking. Document A suggests that the Directory was established in very trying times, indeed it mentions every conceivable area of French life, and does not just claim to make it better but actually to turn it from a terrible situation to a better one, for instance "to re-establish plenty and the public credit". However, Document B does not agree with this, nor with the Directory's republican claims. Notably the Directory makes no mention of the "principles of 1789" such as liberty and equality.'

- (e) Using these documents, and any other evidence known to you, discuss the claim that the rule of the Directory marked the end of the French Revolution.

'Many historians argue that the French Revolution only lasted until shortly after the Terror. William Doyle argues that after the purge of the Girondins there were no true revolutionaries left who adhered to the principles of 1789. Document D suggests that the rule of the Directory precipitated the end of the Revolution, which actually came about due to the coup of 10 Brumaire, when Napoleon claimed that the only point of agreement in Paris was "that the Constitution was half-destroyed and was unable to save liberty" (lines 51–52). Document B claims that the Directory was not so much the end of the Revolution as rather counter-revolutionary by its very existence (lines 29–30). Document A, of course, does not support this claim, saying that the Directory would "wage war on royalism" and "revive patriotism", although this is hardly an impartial claim. Document C seems to suggest that the rule of the Directory was counter-revolutionary in that the aim of the coup was the "sovereignty of the French people . . . security and property", all revolutionary aims, suggesting that the Directory did not fulfil them. The rule of the Directory could certainly be said to mark a different phase of the French Revolution in that it deliberately broke away from the revolution of the early 1790s of mob and sans-culotte rule and aimed to have a stable, moderate government, not dominated by Jacobin radicals. However, it could be argued that it was not the Directory which marked the end of the French Revolution but the establishment of the consular system, which ultimately allowed Napoleon to gain power.'

[Q.2] <Q.4> The Unification of Germany, 1848–1871: The Austro-Prussian War, 1866.

- (a) Explain briefly the following references:

- (i) 'Bismarck was at Biarritz last autumn'

'Biarritz was the scene of a conference between Bismarck of Prussia and Napoleon III of France in 1865, at which the two men discussed plans in the

event of a war between Prussia and Austria. Bismarck effectively convinced Napoleon to remain neutral, indicating that there might be territorial gains for France, with Napoleon hoping to act as mediator.'

- (ii) 'the dualism between Austria and Prussia'

'In the years following the Vienna settlement of 1815, the German Confederation was dominated by the dual powers of Prussia in the north and Austria in the south. This was the system known as dualism.'

- (iii) 'she gave up Venetia to France'

'In the peace conference which followed the battle of Sadowa Austria agreed to cede control of the north Italian state of Venetia to France. This was a reward for France's assistance in negotiating peace between Austria and Prussia and Napoleon III in turn handed over Venetia to Italy.'

- (b) Whom do the authors of Documents A and B see as responsible for the forthcoming war?

'Lord Stanley appears to blame a third party, namely Napoleon III of France, for causing the war between Austria and Prussia. He suggests that the Emperor approved of the war and that Bismarck manipulated this to his advantage to incite war. Haym, on the other hand, appears to blame Prussia for the eruption of war between Prussia and Austria. He claims that it was only Bismarck and his conservative followers who could have instigated such an advantageous position for Prussia, and that it was therefore Bismarck's fault that war became imminent.'

- (c) How far is the view of Bismarck contained in Document F supported by Documents D and E?

'Von Ihering sees Bismarck's actions in 1866 as an act of political genius to achieve the goal of German union and is willing to forgive him for any previous offences of which he was guilty. (lines 53-54) Von Ihering has clearly become a supporter of German nationalism and as such is impressed with the manner in which Bismarck achieved this first step towards unification.'

In Document D, Stanley too bows to the genius of Bismarck in his handling of the situation. He is not necessarily complimentary to Bismarck, suggesting that he is a dangerous man to have such power (line 39), but he cannot deny the supremacy of Bismarck in the negotiations before, during and after the Austro-Prussian war. Von Ihering and Stanley agree that Bismarck has put Prussia firmly in control of the situation.'

Baroness Spitzemberg, however, appears to be of the opinion that the real victors in the negotiations have been the Austrian leaders because the terms of the settlement had been harsher to the South German states which supported her than to Austria herself. Nevertheless, the diarist is forced to admit that Prussia had triumphed in the battle between North and South Germany although her praise of Bismarck is not as wholehearted as that seen in the other two documents.'

- (d) Which of Documents C and D provides the more useful description of the consequences of the Austro-Prussian war, and why?

'Baroness Spitzemberg in Document C gives an interpretation of the consequences from the viewpoint of the vanquished parties and as such gives an insight into the effects on the Austrian and Southern German people. She concentrates firstly on the military consequences of the war (heavy Austrian casualties, great victory for Prussia), then latterly upon the ensuing political consequences. It is clear from what

she writes that Austrian morale had been dealt a heavy blow, losing men and territory. This evidence has the advantage of inside information from a person actually affected by the consequences, but also has the disadvantage of being too involved in the emotional side of the situation.

Stanley, on the other hand, provides a calm and impartial assessment of the situation and concentrates specifically on the political consequences. He explores the effects not only for Austria and Southern Germany but also for France, Prussia, Russia and Britain. His assessment is not selective in the way that Spitzemberg's is and he can afford to be unbiased. However, Stanley does tend to focus mostly on the consequences for France and Napoleon III, rather than upon the main parties in the war, namely Prussia and Austria. The ideal situation therefore is to consider both sources, because both provide useful insights into the consequences of the war and they concentrate on different aspects of its consequences.'

- (e) 'A tragic era has opened in Germany' (Document B). Using these documents, and any other evidence known to you, discuss this view with regard to the period 1866 to 1871.

'The era of 1866–71 was tragic for France and Austria and in the longer term for Europe as a whole, because the Germany which emerged in 1871 grew into a nation of such strength that it provoked general war in 1914. However, for the Germans themselves, the 1866–71 era was one of delight rather than tragedy. The majority of Germans were prepared to accept wars against Austria and France as a means to an ultimate end, namely the unification of Germany. Stanley and Haym had both taken the view that war had become inevitable in 1866 but, while Stanley seems relatively unperturbed, Haym seems more concerned. Haym refers to consequences which will last beyond his lifetime, possibly foreseeing the Great War of 1914, and he also suggests that the war was going against the general will of the German people. There is some doubt as to whether this was truly the case because most Germans are thought to have wanted unification by 1866. 1866 certainly signalled an era of tragedy for Baroness Spitzemberg and other people of the South German states. They suffered a heavy defeat at the hands of the German army and then bore the brunt of the territorial and monetary losses which resulted at the peace negotiations. They became absorbed into Prussia and the new Germany saw their interests subordinated to those of Prussia. The situation was tragic too for Napoleon III of France, who not only failed to get his desired result from the war, making only minimal territorial gains, but he was soon to be tricked into war against Prussia itself in 1870. This Franco-Prussian war resulted in a crushing defeat for France and Napoleon's forced abdication as Emperor. On the other hand, Von Ihering clearly does not see the era in terms of a tragedy. He seems delighted with Bismarck's success in uniting northern Germany and would have been equally delighted when Bismarck went on to incorporate the southern states four years later. The era was indeed a tragic one for the losers, Austria, France and the southern states, but for Prussia and supporters of German nationalism it was the highlight of German history thus far.'

[Q.3] <Q.5> Hitler and Germany, 1933–1945: The Impact of War on the Third Reich

- (a) Explain briefly the following references:

- (i) 'The Reichsführer S.S.'

'The SS was the personal empire of Heinrich Himmler, created early in the party's seizure of power and an elite Nazi force. It touched on most aspects

of life in Germany but was particularly responsible for the treatment of the Jews. It was nicknamed the "Blackshirts".'

(ii) 'the Four Year Plan'

'The Plan was Hitler's attempt to make Germany economically and especially industrially prepared for war and to restore prosperity to a nation ravished by unemployment and debt. It began in 1936 under Goering.'

(iii) 'the creation of the Home Guard'

'The Home Guard was created in desperation once it became apparent that the war was all but lost. It contained not only citizens vital to the war effort but 10-year-olds to 70-year-old grandfathers and those otherwise unfit. Its purpose was to defend the Reich and especially Berlin in a glorious, yet doomed, last stand.'

(iv) 'The telling of vulgar jokes . . . has increased considerably since Stalingrad'

'The defeat at Stalingrad was Hitler's first major military setback and from a position of total, blind confidence in his military genius, the German people lapsed into covert derision and pessimism. After this defeat, in which hundreds of thousands of German troops had died, Hitler's popularity and the certainty of victory – founded on unmitigated success – waned and he in fact appeared in public on few occasions after the failure on the Russian front. Stalingrad was a blow to national morale.'

(b) Compare the reliability of Documents E and F as comments on the state of civilian morale from 1943 to the end of the war.

'The two documents give contradictory versions of civilian morale. Document E suggests that it had been badly damaged, Document F that it remained strong. Document E is perhaps the more reliable; it was never intended for public consumption and gives a report on the overall situation rather than on individuals. The SD was very concerned to find out information like this, was experienced and if anything one would expect them to be biased in the opposite direction. In the hierarchy of evidence too, official documents tend to be more reliable, although in Nazi Germany this is often untrue. Document F seems to be quite reliable. Document E tried to assert the writers' own loyalty to the state. Albert Speer was probably one of the few Nazi leaders to retain relatively clear judgement and he states that he was unrecognised, so the peasants were unlikely to have been speaking for the benefit of an audience. However, this document was written many years after the event and refers to only a small group of people – and a group moreover which had been relatively well-treated by Hitler, forming part of his core support during his rise. It is possible that in 1970 Speer hoped to justify his own loyalties by pointing out the beliefs of others in Hitler.'

(c) What light do Documents A, B, C and D throw upon the institutions and methods by which the Third Reich was governed during the war?

'Document A shows the wide-ranging powers of the SS, affecting government, the economy, policing, agriculture, administration and the treatment of politically opposed groups. The word "eliminate" suggests that violence was frequently a method. The document refers to the Reich Agency for Land Acquisition, suggesting the extent of bureaucracy and the politicisation of nearly every area of control.'

Document B backs up this impression of wide-ranging powers given to certain bodies. "Its sphere of activity embraces the whole economy." (line 16) It also suggests the extent to which the economy was geared towards war under the directives of the government.

Document C, however, contains references to the ambiguity of the relationship between the party and the state, the overall arbitrary power of Hitler and the increasing control of the Nazi Party over previously apolitical authorities. It refers to the "take-over of administrative tasks by the party" (line 27), the powers of the Gauleiters and the problems caused when Party and State acted independently. There is a suggestion of the control imposed on the populace by propaganda, "increased necessity for measures introduced by the State to have an educative and stimulating influence on the population".

Document D demonstrates the "court circle" of Hitler, whereby access to him could be achieved only through those close to him. It suggests once more a certain ambiguity of function. Like Document C it shows that individuals and governing bodies frequently contradicted each other, since the Home Guard had been created without consulting the man nominally responsible. The tone of the passage implies that Lammers had been trying for some time to reach the Fuhrer. Taken together, the documents seem to point out a picture of increasing incoherence and ever-greater internecine conflict between the internal ministries of the Third Reich. None of the groups or agencies are seen to have really decisive power; the only power is obtained by competition and by subjugation.'

- (d) To what extent do these documents, and any other evidence known to you, support the view that during the war the policies of the regime became more extreme?

'The documents demonstrate the increasing powers of the SS, the growing participation of the political authorities in administration and the economy and they imply the extent of spying and propaganda. The powers of the state were already absolute in theory and now in practice there was greater extremism because in practice power rested with anybody who possessed the force and violence to back it up. Documents C and D suggest the contradictions and rivalries between the parts of the bureaucracy. It has been shown that Hitler preferred a policy of "divide and rule" and Documents A, B, C and D together create a sense of a vast and increasingly divided and inefficient bureaucracy. It is clear from Document A that in 1939 "alien parts of the population" were identified; the anti-Semitism of Hitler's theories only reached its logical conclusion in 1942 with the "Final Solution", since previously the Jews had at first been marginalised, then attacked. Taylor claims that rearmament before 1939 took up 15% of GDP (the same as in Britain) and that afterwards the level of armaments production actually fell, especially on the eve of Stalingrad. Only in 1944, when allied bombing reached its peak, did Hitler begin to take war seriously and to rearm with extreme alacrity. However, although the documents show the increasing value placed on armaments, autarky and Nazi views, they do not in themselves suggest that the dualism between party and state became more marked during these years. For example, Hitler's policy towards women was if anything undermined during the war as labour shortages meant that they were needed. It must also be remembered that the notion of Nazism being any more or less extreme during any one period is perhaps a misnomer. It was absolutist, insane, barbaric, malignant and brutal at every stage.'

Essay Questions

Q.3 <Q.6>

The difference between more and less successful answers was often the extent to which they showed an awareness of the religious aspects of the Italian Renaissance. The more humdrum answers tended to be preoccupied by the secular issues and indeed these were sometimes explained comparatively well. Secularism in thought, subject matter and patronage was important. However, the more able candidates were able to point to the continuing role of religion. For example, many of the artists whom candidates were content to define as secular continued to use religious subjects whilst the Church was an important patron of the arts. This is not to claim that the 'correct' answer was that religion and secularism were equally important but the highest marks were deserved by the candidates who showed some flexibility in their thinking. Some candidates wrote too much about the Northern Renaissance as an example of a religious movement. A brief comparison could have been very helpful but it needed to be kept within bounds because this question was on Italy.

Q.4 <Q.7>

The question was on the decline of Burgundy. Credit was given when candidates produced varied arguments which referred to the inherent problems of Burgundy, the particular policies of rulers (especially Charles the Bold) and the activities of other European states. Candidates usually wrote relevantly but some of the weaker responses failed to gain high credit because they showed an inadequate knowledge of Burgundy, spending too much time on foreign intervention.

Q.5 <Q.8>

Most candidates concentrated effectively on the Italian states and the best answers were able to discuss the roles of individual states such as Milan, Florence, Venice, the Papal States, Naples and Sicily. The aims and intrigues of the states, as well as dynastic entanglements and their economies, were explained. These good answers also showed an understanding of the development of the Italian Wars to 1559 although this did not need long narratives. Less successful were the answers which considered only the reasons for the outbreak of the wars or which were vague about the condition of Italy. They usually relied on indiscriminate narratives of the wars.

Q.6 <Q.9>

This question on the foreign policy of Francis I looked especially at his aims ('...determined by...') and French fears of encirclement. It allowed candidates to consider other explanations and candidates were free to explain his personal ambitions or the legacy from his predecessors. However, high marks could only be obtained if the central issues posed by the question were addressed. Many candidates wrote clearly about encirclement although others were seemingly uncertain about the extent of Habsburg power and the geography involved. As in other questions, especially on foreign policy, an atlas is a valuable aid to historical study!

Q.7 <Q.10>

Although it lay within the specified syllabus, this question on the survival of Roman Catholicism in Spain was a 'new' question as such and Examiners were encouraged to read many good answers. Candidates were able to point to the achievements of Ferdinand and Isabella, the suppression of the Moriscos and the use of the Inquisition. They also considered the association of Catholicism with Spanish nationalism. Sound answers developed by considering the policies of Charles V, a firm defender of Catholicism who had influence over the Papacy.

Q.8 <Q.11>

This question saw fewer sound answers, probably because few candidates were able to show the flexibility needed to frame an argument from knowledge that should have been accessible to most. Alternatively, it is possible that other questions on the Ottomans and on Charles V were more attractive. However, candidates are reminded of the extent of the threat to Europe that the Ottomans were perceived to represent in the first half of the sixteenth century.

Q.9 <Q.12>

The comparison of Lutheranism and Calvinism was handled well by most candidates who attempted this question. Few yielded to the temptation of writing long narratives. Examiners read a series of answers which, although finally achieving different standards, were relevant, organised and thoughtful. One is likely to see in comparative essays at A level a tendency to see things in extremes – Calvin was organised, Luther was disorganised; Calvin appealed to the middle classes, Luther did not – but Examiners can be sympathetic to this as reflecting the inexperience of candidates, as long as the claims are not too broad and wild and when they are supported by some factual evidence. Among useful points made by candidates were the break with authority, the early influences on Calvin in Paris and the readiness to adopt new doctrines. Asking candidates about the extent of the link ('To what extent . . .?') allowed them to consider other factors, but most candidates were suitably restrained in avoiding long descriptions.

Q.10 <Q.13>

The highest credit was given to answers which were balanced in the explanations of Antwerp and Venice. They were also specific about trade in each port and linked their points to the changing pattern of trade. More general surveys of the Mediterranean and the North Sea regions were often acceptable but they lacked the precision required for a good reward. Some answers were worth fewer marks because they were sequential and did not compare the two centres of trade ('Why did Antwerp benefit more than Venice . . .?'). In such answers the comparison was often implicit rather than explicit. At the lowest level were the answers which were incomplete, usually because they wrote about Antwerp (sometimes quite well) but did not know about Venice.

Q.11 <Q.14>

Although there were not many answers to this question, it was evident that some Centres had studied sixteenth-century Muscovy and the answers which were written were usually at least competent although there was a tendency to be more confident about one part of the reign of Ivan IV than about the other. Centres which do not currently study this topic might be advised to do so because it broadens the horizons of candidates both geographically and because the nature of Russian history was very different to that of western Europe.

Q.12 <Q.15>

Many candidates showed a relevant knowledge of the Counter Reformation but this is an example of a topic where candidates tended to write the 'prepared' answer. The result in many cases was answers which were broadly relevant but insufficiently exact to merit the highest bands of marks. Credit could be given to accounts of the work of the Council of Trent, the Jesuits, the Inquisition etc., but the discriminating factor was the extent to which essays explored 'the initiative which had been lost to Protestantism'. For example, it was relevant to point to regions of Europe won back by the Roman Catholic Church, as well as those which were not.

Q.13 <Q.16>

Answers often fell into three categories. The best were those which considered carefully the responsibility of the sultans in the second half of the sixteenth century, discussing individuals such as Selim II and Murat III (and one of the very best answers read by the Chief Examiner queried the extent of Ottoman decline in this period). Competent answers tended to contain a range of pertinent points but they were uncertain about the individual sultans. The weakest answers were usually those which were vague about the specified period and relied on their knowledge of Suleiman. It was valid to claim that decline was apparent when compared with Suleiman's successes but this was a small part of a possible argument; it could not carry a successful answer on its own.

Q.14 <Q.17>

The general topic of Philip II's foreign policy was popular and Examiners could expect most candidates to have sufficient factual knowledge to reach a basic standard. This particular question required an assessment of his success. Whilst making a firm argument (which could claim either ultimate success or failure for the King), the best answers were flexible in considering his achievements and defeats. They also explained the 'interests of Spain' whereas the less successful answers usually took this phrase for granted. Another characteristic of the best answers was that they did not categorise regions into success and failure – successful against the Ottomans, failure in France etc. For example, the victory of Lepanto was considerable but it did not end the Ottoman threat whilst Philip II did add to the weight which persuaded Henry of Navarre to convert to Rome although he was largely unsuccessful in France. The Armada was a major defeat but England did not inflict another decisive defeat on Spain, which was ultimately able to make a reasonable peace with England. The less impressive answers tended to relate policies and developments, often in accurate detail, but without the same regard for a pointed argument.

Q.15 <Q.18>

The tendency in a number of the poorer answers was to concentrate on narratives of the French civil wars, in which Catherine de' Medici's role was unclear. In such answers, the time given to the nobility and to other causes of the wars was often more than the attention given to the Queen Mother. This approach tended to deserve the lower bands of marks because the question was focused on Catherine. In the middle bands were those essays which were fairly well-informed about her actions and which framed the accounts of the civil war around her. This was relevant and showed adequate knowledge. The best answers were those who went beyond this and considered seriously 'short-term gains' and 'long-term needs', even when these were sometimes confused. Often choosing to omit other issues, these essays showed the ability to select material which was appropriate to the question which was set.

Q.16 <Q.19>

The question on the relations between Philip II and Henry IV and their respective nobility covered two sections of the syllabus and required candidates to draw on knowledge which had probably been learned separately. Although few candidates were equally successful in discussing both monarchs – predictably Henry IV's policies were handled more confidently than Philip II's – the overall standard was at least sound although the higher bands could only be reached by those who attempted a comparative approach. Within limits, some unevenness in the balance did not of itself disqualify answers.

Q.17 <Q.20>

This question on the Dutch revolt revealed the danger of candidates relying on the 'prepared' answer. The question was valid because it was clearly within the syllabus but most candidates would probably have

preferred to follow a more traditional path and write about the causes and course of the revolt. Few candidates showed the flexibility and range of understanding required to write a sound argument.

- Q.18 (Q.3) <Q.21>* Few candidates attempted this question on science and religion in the seventeenth century.
- Q.19 (Q.4) <Q.22>* This question gave candidates a chance to discuss a fairly familiar topic in Dutch trade and most who chose to do so achieved satisfactory results. The best answers concentrated on providing a series of reasons for Dutch success and made useful points which included control of the North Sea and Baltic trades, efficient ships, support from institutions such as the Bank of Amsterdam and the East India Company, a favourable social and political structure and a ruthless attitude. Some candidates contrasted Dutch methods with those of their rivals although this aspect did not require much detail. Credit was given when answers were specific about examples of the carrying trade.
- Q.20 (Q.5) <Q.23>* Answers tended to be divided between those which had a general knowledge of Spain's problems in the early seventeenth century and those which contained convincing discussions of external commitments and their economic effects, therefore deserving higher marks. The essays which ignored these external commitments, even with a brief assertion that they were of minor importance compared with other factors, found it difficult to reach a satisfactory mark. Although it is permissible to offer alternative explanations, and indeed this is often the characteristic of the best answers, it is always necessary to discuss the question as set. Candidates gained credit when they explained the impact of Spain's involvement in the Thirty Years' War, the renewed war with the Dutch conflict with France and the expense of the American colonies.
- Q.21 (Q.6) <Q.24>* The focus of this question required candidates to show an understanding of the constitution and politics of the United Provinces in the seventeenth century. Many sound answers linked their arguments to the fortunes of the House of Orange. Particular credit was given when candidates explained the federal nature of the government, the status of the stadtholders and the powers of the regents. Narratives of the disagreements between the Orange family and their rivals were worth fewer marks than analysis which explained what was at issue. Some candidates wrote clearly about the implications of the early struggle between Maurice of Nassau and Oldenbarnveldt and the later emergence to power of William III.
- Q.22 (Q.7) <Q.25>* Although there were fewer answers to this question, the essays which were written were usually at least satisfactory with relevant arguments and sufficient knowledge. The less impressive ones tended to be uneven, knowing more about either Richelieu or Louis XIV, although some slight imbalance was permissible even for a very high mark. The best answers adopted a comparative approach whereas the more humdrum tended to be sequential, dealing first with Richelieu and then with Louis XIV and concluding with some brief comparative statements. A few excellent answers put Louis's policies to the Huguenots into the wider context of his overall religious views, seeing as part of his wish to bring uniformity to the French church. Another creditable point was to explain why Richelieu proceeded against the Huguenots, not only to curb 'a state within a state' but also to destroy a rebellious element.

- Q.23 (Q.8) <Q.26>* The discriminating feature of answers to this question was usually the extent to which they could discuss whether Brandenburg-Prussia was 'a client state of France'. Some candidates tried to get around this test by dismissing the possibility and embarking on a long description of Frederick William and his policies. However, as has been pointed out elsewhere in this report, whilst flexibility is a worthwhile quality in arguments and Examiners are not looking for the 'correct' answer, it is necessary to discuss the question as set. In this case, the effects of French assistance in gaining concessions at Westphalia and the later subsidies were worth mentioning. Some very good answers did then point out the instances when Frederick William went against French interests. With this sort of basis, candidates were then free to explain other reasons for the successes of the Great Elector.
- Q.24 (Q.9) <Q.27>* At a basic level, some candidates reiterated more or less accurately and fully the terms of Westphalia and made some broad claims about the significance of the treaty. Depending on the level of knowledge and argument, this approach just about deserved an acceptable mark. The better candidates attempted to discuss the implications of the terms in some detail and focused on the 'fragile balance of power'. Although it was not necessary to go beyond 1648, some candidates did refer relevantly to the Treaty of the Pyrenees (1659) as demonstrating that France was emerging as the superior power in Europe.
- Q.25 (Q.10) <Q.28>* The quotation offered candidates a guide to constructing an effective argument: '[Sweden] lacked manpower, money and able kings'. Most of the answers reached a sound standard, even when they were uncertain about individual elements. Predictably, the less successful candidates were happier writing about three Vasas but most were able to make a few salient points about the effects of the small population and the declining economy. The better answers did try to assess the 'relative importance' of the stated factors whereas the more limited were content to discuss each of them in turn. High credit was given when candidates spent time discussing the responsibilities of individual monarchs, especially Charles XI and Charles XII.
- Q.26 (Q.11) <Q.29>* This question tended to attract two levels of response. The better answers tried seriously to discuss the provinces, mentioning Louis XIV's policies and methods of government. They explained the problems which the provinces could present, for example their different traditions and diversity of laws, economies and geography. Peasant uprisings were a constant threat. The more mundane answers concentrated on absolutism and often provided a general survey of the King's rule and the nobility at Versailles. This was often worth some credit because it was relevant, but answers based on Versailles alone did not address the more important issues posed by the question. This question was an example of unthinking candidates being tempted by a familiar phrase in a question to write the set answer, in this case 'Louis XIV . . . absolute authority'. More deserving candidates will try to use the material which they have learned to answer the particular question which has been set and will almost invariably be awarded higher marks even when their arguments and knowledge are incomplete.
- Q.27 (Q.12) <Q.30>* The question was essentially about Louis XIV's aims and methods in foreign policy. Most candidates accepted that he was basically aggressive (perhaps predictably as one who ended his reign as the enemy of England?) and in some cases this led candidates to dismiss possible lines

of defence without examining them fully. The general coverage of policies was sound. Once again, candidates showed a thorough knowledge of salient events. For their relevance and knowledge, most answers gained a satisfactory mark; the better answers tended to be those who commented more fully on individual campaigns although only a few excellent candidates attempted to provide a general overview of Louis's policies; this generalisation tended more often to be the characteristic of the weakest answers which did not go beyond vague assertions.

Q.28 (Q.13) <Q.31> Candidates showed a sound level of knowledge about the policies of Peter the Great, but the higher bands of marks were reserved for the answers which tried seriously to assess his success ('How effectively did Peter...?') and which tried to explain 'those forces in Russia which resisted...'. Some good answers dealt with the boyars, the streltzi, the church and a conservative peasantry among other elements. Their structure was more convincing than the essays which only related the Tsar's policies and dealt with the opposition by implication. The handling of Peter's success was variable; a number of answers recorded policies in some detail and implied success perhaps containing a brief concluding paragraph about his limitations which often repeated some familiar quotations about everything depending on the Tsar. A more cohesive and worthwhile approach would have been to have included the assessment when individual points were discussed.

(Q.14) <Q.32> A sound mark depended on the ability to delineate clearly the terms of the Peace of Utrecht and international developments to 1740. A fairly balanced approach which included an explanation of continuing international tensions and alliances could gain a very high mark. Some of the best answers preferred to discuss the problems left by Utrecht, especially Spanish grievances which were to threaten peace. Unsatisfactory essays were usually those which were vague about the terms and significance of Utrecht; this usually formed a shallow basis for an answer.

(Q.15) <Q.33> The key elements of this question were Fleury and 'the problems and strengths of the Ancien Regime'. Therefore, answers which were limited to general accounts of the Ancien Regime could not deserve a good mark because the arguments were partial. Higher credit was given to the answers which related accurately the policies of Fleury even when they could not make a direct connection between these and the condition of the Ancien Regime; they were more worthwhile because they showed a wider grasp of the question. The best answers were usually those which could point to some of the strengths of France, for example an economy which was basically self-sufficient and the absence of any alternative to monarchical rule. Under the effective supervision of Fleury and his associates, the budgets were balanced and peace was secured. France enjoyed a period of prosperity. Of course, this did not preclude the answers which made much of France's problems but these tended to be more familiar to the candidates.

(Q.16) <Q.34> Some sound answers were written on this question, with candidates explaining why hostility continued between Austria and Prussia and why other international relations were more fluid. The best answers avoided long narratives of the wars and concentrated on analyses of diplomatic relations. Some of the more limited answers dealt exclusively with Austria and Prussia although the question clearly went beyond these ('The only

consistent relationship . . . Discuss this interpretation of international developments . . .') This narrow treatment could merit a satisfactory mark because this was the most important problem posed by the question but it was insufficient to reach a high level.

(Q.17) <Q.35>

Predictably, more candidates preferred to make a case for Maria Theresa than for Joseph II and this was an allowable approach, but the best answers showed an awareness of some of Joseph's achievements. He did strengthen Habsburg administration and his reforms helped to avoid the problems which led to revolution in France. Another sign of good answers was their attempt to discuss 'the interests of the Austrian Habsburgs'. The less successful answers were usually those which were uneven, concentrating on descriptions of Maria Theresa's reign and dismissing Joseph II briefly.

(Q.18) <Q.36>

The study of Frederick the Great's absolutism was the key issue and answers which spent too much time discussing peripheral issues such as foreign policy tended to have limited value. These usually seemed to be the prepared answers which were written with little thought. Others discussed the extent of Frederick's enlightenment, which had some value but was often insufficiently pointed. Although most candidates did focus on the question and made relevant points, the feature of the best answers was that they adopted a critical approach and appreciated some of the problems caused by Frederick's rule. For example, it was so personalised that his successors faced difficulties. Inflexibility and bureaucracy resulted.

(Q.19) <Q.37>

The question offered two contrasting descriptions of the philosophes and the best candidates appreciated that each had some merit, although they came to a firm conclusion. Credit was given when answers referred to particular examples of philosophes although in some of the weaker essays these remained only names; to gain some credit, answers had to show some understanding of their views. However, Examiners are realistic in their expectations and hope only for some discussion of the best-known thinkers such as Diderot, Montesquieu, Rousseau and Voltaire.

(Q.20) <Q.38>

There were too few answers to this question to make a valid comment other than to regret the lack of study of economic history.

(Q.21) <Q.39>

Most candidates were able to discuss the extent and nature of Catherine the Great's enlightened policies although the weaker answers tended to be descriptive rather than analytical. The best answers deserved a high reward because they addressed the issue of 'problem or conflict'. Where the limited essays assumed the difficulties facing Catherine, the more successful were more specific, for example discussing the Pugachev rising and explaining the role and power of the nobility. Credit was also given when candidates pointed to some of her achievements in bringing about reform; weaker answers tended to see her policies as failing to bring about any changes.

(Q.22) <Q.40>

The hallmark of good answers was their success – even their attempt – to discuss attempts at reform in eighteenth-century Poland. Many candidates were able to recite the familiar list of weaknesses, constitutional, social, economic and religious, but seemed unaware of any moves to strengthen

Poland. For example, only the best essays discussed the admittedly failed attempts by Kosciusko after the 1793 partition. Of course, it was possible to spend much time on Poland's weaknesses and the overwhelming pressures from other states but this approach alone could not gain high credit.

(Q.23) [Q.4] <Q.41> At the highest level, candidates were specific about the developments which led to the calling of the Estates-General in 1789. A less satisfactory response was to describe generally the problems faced by Louis XVI. In the second part of the question, a similarly exact discussion about the outcome was more worthwhile than general accounts of the revolutionary process. Asking 'Why...?' invited candidates to provide a series of reasons; this analytical approach was preferable to a descriptive account and an attempt to define 'his problems' was worth rewarding. The poorest answers included only vague accounts of the causes of the revolution.

(Q.24) [Q.5] <Q.42> Some candidates were tempted into general accounts of Napoleon's policies, perhaps because they were unsure of the chronology. Examiners could give little credit to developments after the inception of the Empire. Another sign of poor answers was the tendency to narrate his foreign campaigns. Although these were relevant – they made Napoleon very popular and strengthened his position in France – they were only a part of the answer. The higher mark bands were awarded when candidates showed an appreciation of internal developments, for example Napoleon's increasingly strong position in the Consulate as shown by his Code and the Concordat and he became Consul for life in 1802. Some sound, but not outstanding, answers were sure about the end of the Directory but uncertain about the Consulate period.

(Q.25) [Q.6] <Q.43> Some answers gained a satisfactory mark by providing enough information and argument about Austria and Prussia and concentrating more on Napoleon. This was relevant but it was not as precise an approach as those essays which focused on Austria and Prussia. Such answers also tended to include points which were not pertinent to the question. Although it was generally about Napoleon's foreign policy, the particular emphasis was on the roles of Austria and Prussia. The very best answers tried overtly to follow a comparative line.

[Q.7] <Q.44>

Examiners tended to read three levels of responses. At the lower end were the answers which related the terms of the Vienna settlement without showing understanding of their meaning or answers which contained general arguments without an adequate factual base. Rather more successful were the essays which were accurate factually but which tended to rehearse arguments which were only broadly relevant. The best answers focused on continuity and change. They were analytical and used factual knowledge effectively. Although most candidates saw Vienna only in terms of reaction, some of the most successful candidates did appreciate the elements of change, demonstrating the flexibility and the awareness of alternative explanations typical of the highest bands of marks. Although it was acceptable to show how the Vienna settlement worked out, some candidates gained lower credit because they passed quickly over the decisions which were reached to concentrate on a survey of the Congress System. This was not irrelevant as such but the approach was too unbalanced for a high mark.

[Q.8] <Q.45>

On the whole, the quality of the discussions of Metternich showed an improvement. Examiners read some sound answers which were specific about the problems which he faced. Candidates were rewarded when they were exact about the state of the Habsburg empire. In addition, there were well-informed explanations of his aims and policies with candidates being aware that he was not simply as reactionary as he has sometimes been portrayed. Less successful answers were sometimes uncertain about the extent of the Habsburg empire and sometimes went outside the proper scope of the question to discuss aspects of foreign policy. Others were not able to deal successfully with the reference to 'divide and rule'.

[Q.9] <Q.46>

Although many questions have been set on Alexander II, Nicholas I has featured less frequently and it was expected that he would be the discriminating factor in this question. The outcome was encouraging. Apart from the very few candidates who confused Nicholas I and Nicholas II, most were able to show at least a basic knowledge of the former and, allowing for some imbalance, the essays were generally creditable. As has been pointed out elsewhere, the highest marks in such questions were usually awarded to candidates who made a serious attempt at a comparative approach. Reasonable knowledge and relevant arguments written sequentially usually ended in the middle ranges of marks.

[Q.10] <Q.47>

Candidates were rewarded when they attempted an analysis of the opposition to Louis Philippe. Their answers related his policies to 'almost every section of French political life', for example, the middle class, lower orders, socialists, Bonapartists and clericals. Most candidates showed an adequate knowledge of his policies but answers which were highly descriptive tended to deserve less credit because they did not show the reasons for the King's unpopularity. There were comparatively few poor answers; these were usually the essays which were very incomplete, often containing little more than surveys of foreign policy. Such candidates seem to have been hoping for a different question and were incapable of adapting to the question which was set.

[Q.11] <Q.48>

The highest bands of marks were awarded to candidates which combined an appreciation of Mazzini's aims, success in discussing the references to 'general uprising' and 'Italian patriotism' and specific references to important developments in his career. Some essays pointed out the extent to which he did influence unification, for example by influencing Garibaldi and by awakening aspirations to which Cavour had to respond. The less satisfactory answers tried to discuss the process to unification in general terms but they lacked sufficient understanding and knowledge of Mazzini. Factors such as Austrian strength and divided opinion in Italy were certainly relevant but, without a firm foundation based on Mazzini, could not deserve a satisfactory mark. Many candidates tried to use their knowledge of Cavour; the most successful used this knowledge effectively by making brief comparisons with Mazzini whereas the less successful were tempted into longer descriptions which tended to lose sight of the question.

[Q.12] <Q.49>

Many discussions of the Frankfurt Parliament were cogently effective. A few were excellent inasmuch as they demonstrated both detailed knowledge and convincing arguments. In the middle bands were answers which had sound knowledge and orderly arguments but which did not discuss adequately the terms 'liberal, constitutional and united'. Such answers tended to be more convincing about the reasons for the failure of the Parliament than about its aims.

- [Q.13] <Q.50> There were too few answers to this question on cultural developments on which to make valid comments.
- [Q.14] <Q.51> A number of answers were able to reach the middle bands of marks by containing clear, if limited, arguments and relevant knowledge. The tendency in such answers was to concentrate strongly on chronological narratives and the effect was mechanical. Higher marks were given when attempts were made to explain the problems of the Ottoman empire and the reasons why Balkan nationalism was largely uncontrollable. In these answers, the factual knowledge which candidates had learned was used to better effect. Credit was given when the effects of external intervention by other European states was explained, but again the less impressive essays tended to relate events rather than comment on them.
- [Q.15] <Q.52> There were fewer sound answers to this question, largely because candidates were uncertain about the policies of the Habsburgs to their minorities. Experience has shown that candidates seem to have studied the Ausgleich (Compromise) of 1867 as a topic but otherwise lack knowledge of Austrian domestic affairs after 1849 and a more varied approach to this section of the syllabus is advised.
- [Q.16] <Q.53> This was a cross-sectional question and the results were commendable. It was expected that candidates would be familiar with Bismarck and Cavour, but this question demanded a comparative approach. Few candidates seemed to use the question as a desperate last answer because most of the essays were reasonably balanced. High credit was given to essays which followed a comparative line and which concentrated on relations with Austria, although this allowed some latitude. For example, it was possible to argue that economic reconstruction in Prussia and Piedmont strengthened the hands of those states against Austria. Nevertheless, candidates who used the question as a device for writing long and unselective surveys could expect less reward.
- [Q.17] <Q.54> The question was essentially on foreign policy and the answers which made much of domestic issues gained little credit for these sections. The overall level of response was good and candidates were able to combine their knowledge of foreign policy with sound, justified comments. Comparatively few answers showed very incomplete knowledge. There were many solid essays which, although chronological in approach, focussed on Napoleon III's relations with other European states. It was encouraging to read the numerous answers which made valid comments on the effects of the Crimean War, policy to Italy and the Austro-Prussian war, the Polish revolt which alienated Russia and the final struggle with Bismarck's Prussia. The one episode which was generally understood less well was the Mexican campaign. The best answers were usually those which kept relations between France and other states to the fore and supported the argument with examples.
- [Q.18] <Q.55> The general standard of responses was disappointing. It was another example of the slight attention given to social issues and most of the answers were vague. Little knowledge was shown of the European regions from which most emigration took place and reasons were conveyed in a superficial manner.
- [Q.19] <Q.56> Answers tended to be uneven and were divided clearly into two categories. The less creditable essays were those which relied on rehearsals of the causes of imperialism, with the historiography being conveyed in a very mechanical manner – for example, X claims that, Y

says that, Z believes that . . . This approach failed to address the central thrust of this question which was about the outcomes of imperialism ('. . . never strong enough to overshadow European politics'). The best answers used their knowledge more effectively by framing appropriate arguments. Examiners were able to credit salient points which included tensions between Britain and France and some measure of agreement between France and Germany. Specific examples were rewarded, as when candidates mentioned the disputes from 1895 to 1911 in North Africa or the regions in which European states were able to develop their interests separately.

[Q.20] <Q.57>

Candidates differed in their assessments of Bismarck's success and this is usually a sign of a flexible and successful approach to a topic. Most were able to deal with relations with the Catholics and socialists and this took many answers to a sound standard. The best answers were usually able to show a wider appreciation of developments, for example by considering Bismarck's dealings with the liberals and by explaining his aims and status. They were more cohesive in their approach and were particularly persuasive in explaining the interests which Bismarck sought to defend.

[Q.21] <Q.58>

The comparatively few successful answers to this question repeated the pattern seen in previous years that candidates tend to concentrate on the scandals and political crises of the French Third Republic; those who study this section of the syllabus would be advised to broaden their approach. However, Examiners did read a number of interesting and informed essays which appreciated the ways in which the French economy developed and some were particularly good in pointing to investment abroad, for example in Russia.

[Q.22] <Q.59>

The best answers were balanced in explaining relations between Russia, France and Germany. In the middle range were the essays which were somewhat unbalanced, usually being more confident about German policy. Comparatively few inadequate answers were read by Examiners; most candidates who attempted the question had at least a basic and relevant knowledge. However, such answers were limited in their explanations of the reasons why France rather than Germany came to be preferred as an ally by Russia.

[Q.23] <Q.60>

The question tended to attract three levels of response. At the bottom were those who saw an opportunity to describe the causes of the Russian Revolution and which dealt vaguely with the policies of Nicholas II. It was difficult for such answers to reach an acceptable standard because the relevance and range of the argument and knowledge were limited. Better answers – and there were many of these – were those which followed a valid line and deserved credit for attempting to explain the Tsar's policies but which were often vague about their nature. The best answers were informed about political developments, such as the introduction of the Duma, the work of ministers such as Witte and Stolypin and the limited commitment to reform of Nicholas and the court. Rather than explain the course of events from 1914 to 1917, these answers summarised developments quickly, preferring to analyse the growing weakness of the regime. They did deal with the effects of war but in terms of the way in which it increased the problems of the regime rather than as narrative for its own sake. Overall, this is a section of the syllabus of which candidates have a sound understanding.

[Q.24] <Q.61>

Good answers concentrated on 'strategies' whereas the less successful were content to narrate developments in a simplistic manner. Strategies

were confused with changes in methods of warfare. Another characteristic of the better answers was that they attempted to follow a comparative line. They wrote less about tanks and gas than about the attempts by Germany to deliver a knock-out blow in the west before defeating Russia and the efforts of her enemies to break the stalemate by opening up new fronts. Such answers tried to synthesise their knowledge of particular developments and this was a higher level of skill than the narration of individual innovations. Fewer answers were convincing about sea-power.

[Q.25] <Q.62>

As with similar questions on culture, there were too few responses to make valid comments.

[Q.26] <Q.63>

The standard of answers was usually sound with candidates usually writing relevant and balanced answers. Comparatively few candidates showed inadequate levels of knowledge and relevance although a number of essays in the middle range could have omitted sections which were unnecessary. They tended to be anxious to demonstrate all that they knew about Russia. The best answers focused on 'domestic dictatorship' and showed enough knowledge of Lenin to frame an appropriate and developed argument. As expected in this question, most candidates dealt with Stalin and there were some excellent discussions of the means by which he was able to assert his personal power by 1939. References to the purges and terror were rewarded and credit was given to the developments immediately after the death of Lenin.

[Q.27] <Q.64>

The few answers to this question confirmed the unfortunate pattern seen in previous years, that few candidates seem to study France after 1870 and very few study twentieth-century France.

[Q.28] <Q.65>

The discriminating factor in this question was the extent to which candidates could tackle the terms 'idealism' and 'realism'. Predictably, most answers concentrated on Versailles and candidates are reminded that the post-war settlement also involved other treaties which were later to be very important. The more mundane answers tended to relate the terms of Versailles and describe German disillusion but failed to explain how far this part of the settlement was either idealistic or realistic. As with other treaties, for example Vienna in the nineteenth century and Westphalia in the seventeenth, candidates seem to learn the terms mechanically but lack an understanding of their significance. For example, why were new states created in central Europe? Was the return of Alsace Lorraine to France a sign of realism or revenge or an attempt to right a perceived wrong? Other answers which failed to score a high mark, but sometimes reached an acceptable standard, were those which concentrated almost exclusively on the League of Nations. Credit could be given when the League was discussed relevantly but the poorer answers which lacked thought were worth fewer marks. The highest marks were often given to answers which were analytical and precise. They showed a good knowledge of the 1919-20 settlements and related these to post-war developments.

[Q.29] <Q.66>

The question suggested two alternative judgements on the Weimar Republic. As expected, most candidates preferred the more critical comment and this was allowable but the better answers did consider the validity of the description 'A noble experiment with positive achievements'. For example, they noted the highly democratic nature of the constitution and the achievements of the regime by 1929. In considering the more critical view, some candidates were vague about the opposition to Weimar whereas the more successful responses tried to be

analytical. For example, they dealt with the army, business, politicians and general public opinion. The less successful often relied on their knowledge of the growth of the Nazi party.

[Q.30] <Q.67>

Answers fell into two broad categories. The better answers were usually those which showed a relevant knowledge of developments in Italy from 1922 to 1929 and explained what was meant by a Fascist state. This showed a high level of argument and an appropriate mastery of factual material. Less credit could be given to the answers which were adequate in their descriptions of the rise of Mussolini but were often incomplete. They sometimes stopped in 1922. Alternatively, they seemed unsure about the chronology and went far beyond 1929. In other cases, they narrated general accounts of policy without explaining the nature of the Fascist state. Such answers deserved a measure of credit because they were often relevant, even when they also contained unnecessary material. They were usually accurate although their references were sometimes imprecise.

[Q.31] <Q.68>

As in the question on the First World War, the less successful candidates were unable to distinguish between particular developments and wider issues. Hitler's war aims tended to be treated in a superficial manner and there was little understanding of the ways in which they changed. The more charitable essays were usually those which focused on analysis rather than description. They also kept Hitler firmly in mind. These answers were more successful because they applied the knowledge which had been learned to a sound argument whereas the less accomplished essays were prone to a general and narrative approach.

[Q.32] <Q.69>

There were too few answers to this question on the condition of women on which to base valid comments.

[Q.33] <Q.70>

This report has already commented on the paucity of answers on the period from 1945 and there were comparatively few answers to this question. However, these few were usually satisfactory, specially in explaining the different stages of the career of de Gaulle. The distinguishing feature of the best answers was their success in linking de Gaulle with the development of the Fourth and Fifth Republics. The more deliberate attempts to explain the problems and strengths of France usually deserved a higher mark band because they were more narrowly focused on the question which was set.

[Q.34] <Q.71>

Although there were reasonable accounts of communism in eastern Europe, too many answers were unsure about the revolts within the specified period. More essays could have dealt with risings in Czechoslovakia, Hungary, East Germany and Poland. For example, how much support did they enjoy? By what means were they suppressed in the short term and how did the authorities ensure order in the long term?

[Q.35] <Q.72>

Unfortunately, some candidates who attempted this question on east-west relations seemed to be relying on general knowledge because answers were marked by vague assertions and a generalised approach. Another approach which usually produced a poor result was to recount the progress of the Cold War, largely through a series of crises, and to ignore the changing relationship between the powers which was at the heart of this question. Few candidates showed the depth of knowledge and the exactitude of argument needed to gain a high mark.

*Paper 9020/15 World Affairs since c. 1945**General Comments*

If the 1993 report could be summarised in one line it would be 'candidates did better than the previous year despite finding the paper more difficult than expected'. That summary will also suffice for 1994. Candidates found the compulsory *Q.1* difficult. Those who had covered the USSR and successor states for Section One had problems with two of the three questions. And yet standards showed a considerable improvement on 1993.

Why this welcome trend? Quite simply, candidates are better prepared in almost all respects: knowledge and understanding, essay writing skills and examination technique. For that both the candidates and their teachers deserve to be congratulated.

*Comments on Individual Questions**Q.1 The Communist Coup in Czechoslovakia 1948.*

- (a) (i) 'they had done this in France and Italy'

The original mark scheme had to be modified as candidates lacked the detailed knowledge which had been expected. Thus one mark was given for American financial and political pressure, one mark for the withdrawal of the Communists from government (as happened in Italy).

- (ii) 'National Front'

Most stumbled over this. For the full mark candidates needed to explain that the Front was a movement of national unity, as had happened in the war.

- (iii) 'recent occasions in Finland and Iran'.

As with (a) (i), with which there were (deliberate) similarities, the mark scheme had to be modified. One mark was awarded for a mention of Soviet pressure, one for resistance.

- (b) According to Documents B and D what were the factors which helped bring about the Communist takeover of Czechoslovakia in February 1948?

Candidates found little problem with Document B. Document D, however, was more difficult. The two key factors come in the first paragraph, viz. the withdrawal of three parties from the government and the acceptance of the Communist Party's proposals by the President. Too often candidates blurred the two.

- (c) Which statements in Document D need testing and what other types of evidence would you use to do so?

Answers to both parts of this question tended to lack discrimination. 'The members of the government . . . handed in their resignations' (lines 29–31) is less obviously in need of testing than 'the President . . . accepted our proposals' (lines 31–2) or 'The reconstructed Cabinet is . . . the executive body of the union of workers, farmers, tradesmen and intelligentsia' (lines 34–5). Examples seemed to have been chosen with little thought. The same can be said about descriptions of other types of evidence. 'Unbiased Western sources' will hardly suffice and many answers went little further than this. Official state papers and the private diaries and letters of key political figures together with newspaper reports of the time were the answers that Examiners were hoping for but rarely saw.

- (d) How far do Documents C and D support the view of Czechoslovakia's position in Europe contained in Document A?

Benes in Document A takes a rather contradictory position, both marching with the Soviet Union and ranging himself between East and West at the same time. No candidate mentioned this point, which thus limited the completeness of the analysis. That apart, the question was usually answered in a satisfactory manner.

- (e) Using these documents and any other evidence known to you, consider the view that the Communist takeover of Czechoslovakia in 1948 marked a major turning point in East-West relations in the late 1940s.

Few knew the detail of 1948 and the change in the climate of East-West relations which the Czech coup helped to engender. The US Congress was more willing to pass the Marshall Plan because of the news from Prague. However, limitations of specific knowledge were no great drawback for the better candidates. They were able to analyse the documents which gave little indication of the coup's wider impact; according to Document C the effect was negligible. Then candidates used their own knowledge of East-West relations in the late 1940s to argue for the importance of other events, e.g. the Berlin Blockade.

- Q.2* Some answered on the Supreme Court in general rather than focus on the particular impact of either Warren or Burger and Rehnquist. Those who did appreciate the need to concentrate upon one or the others usually chose the Warren Court, about which they showed a very good knowledge and understanding. The latter included the Supreme Court's dependence upon the federal executive to enforce its judgements, a point often overlooked.
- Q.3* Reagan's domestic policies were usually well-known but the connection with Bush's unpopularity was rarely made. 'It's the economy, stupid', Reaganomics resulting in the twin deficits, trade and budget, which helped cause the recession of the early 1990s.
- Q.4* As so often with questions on American race relations, candidates preferred to keep to the well-known features of the Civil Rights movement of the 1950s and 1960s rather than its consequences thereafter. Which was a pity because the question asked about the latter and writing about the 1950s and 1960s could be awarded only a few marks.
- Q.5* This was the one question on this sub-section that candidates were comfortable with. Particularly encouraging was the fact that many candidates were able to cover aspects of domestic policy other than the economy, which usually receives most attention. Policies towards both nationalities and religion were often covered in depth, some useful distinctions being drawn.
- Q.6* The few who attempted this did little more than describe the policies of perestroika and glasnost. Both short and long-term reasons for the breaking away of the Baltic states were missing.
- Q.7* Candidates often knew the events of 1991. They also understood the importance of the CPSU to the USSR. What they found much more difficult was to make the necessary connection between the two. At its most basic, the link is a simple one: the CPSU was suspended in August 1991, banned in November 1991 and the USSR was disbanded in December. Few made even that connection.
- Q.8* This was a new question on a less familiar part of the topic. Examiners were prepared to be generous. However, they could not reward candidates who ignored the dates of the question almost completely, as was usually the case. Most used the question to write about the Great Leap Forward, for which they could be given little credit.
- Q.9* This was by far the favourite question in this sub-section and it was answered impressively more often than not. Both parts received proper attention, detailed knowledge being put to good effect.

- Q.10* This was attempted only by those who knew what they were writing about and thus wrote thorough and thoughtful answers.
- Q.11* Most of those who answered this knew the detail of the topic but avoided choosing between the two superpowers, as the question required. Candidates should be encouraged to avoid sitting on the fence when the question asks them to come down on one side or another.
- Q.12* The focus on Taiwan caused some problems, even for candidates who had clearly studied Sino-American relations. However, most got themselves out of a corner by writing what little they knew about the importance of Taiwan before quickly moving on to other factors. Which is a legitimate way of making a little knowledge go a long way.
- Q.13* The main limitation of answers to this question was that they tended to deal with superpower relations in general rather than analysing Soviet perceptions and policies in particular. When the latter were addressed directly, good answers were produced, not least in that they preferred an analytical approach to a narrative one.
- Q.14* More candidates attempted this than had been expected and the answers were usually of a high standard. Some nice contrasts were made and well supported by opposite examples. The main fault of some answers was that they did not get beyond the 1950s, leaving out of the analysis the greater part of the Cold War. One vital detail often overlooked by candidates is the need to check on the precise period under scrutiny.
- Q.15* The superpowers and the UN was avoided by all but one candidate who chose to write about the USA and made some reasonable but general points in doing so.
- Q.16* A question on decolonisation was anticipated and prepared for by many, with variable success. Some spent too long on Britain and India, often detailing developments in the 1920s and 1930s. Others were able to cover a range of imperial powers as well as refer to the various hypotheses put forward to explain decolonisation. The latter group outnumbered the former, which is pleasing to report.
- Q.17* Some used their knowledge of the partition of India in 1947 to provide an incomplete answer. As with *Q.4*, this was on the long-term consequences of an event rather than the event itself.
- Q.18* Avoided by one and all.
- Q.19* The standard of answers on this topic is rising, slowly but surely. This year candidates used a range of examples, most of them admittedly drawn from Africa only, to cover both parts of the question. Now to add a knowledge of the role of the military in Asia and answers will become impressively thorough.
- Q.20* Britain and France were the obvious favourites for comparison but answers lacked the range of examples required to do well. The question tried to help by specifying economic, social and cultural links but candidates paid them little attention, preferring to write in general terms only.
- Q.21* No-one attempted this question.
- Q.22* One candidate only answered this and did so to a high standard, producing a sound analysis based on the problems currently facing the ex-Communist states of Eastern Europe and the former USSR.
- Q.23* Economic aid is a popular subject and as with all popular questions the standard of answers varies enormously. Most essays showed a sound knowledge and understanding of the topic, some actually referring to some studies of economic aid, which is heartening.
- Q.24* This question attracted no answers.

- Q.25* The relationship between economic and political development (or the lack of it) always produces a few answers. Most are too general to be acceptable. Essential to a proper answer are detailed studies of the development of two or three states. From those studies an analysis can be developed which has some sound foundations.
- Q.26* Trans-national corporations is another preferred topic in this section. This particular question was set in an attempt to make candidates challenge the usual critical view they have of these corporations. To their credit, most candidates did rise to the challenge and provided a reasoned analysis which examined the issues from more than one side.
- Q.27* This was attempted by a few, almost all of whom concentrated on the Rio Summit, which was to miss the point of the question.

Paper 9020/16 Normans in England c. 1051–1100

Comments on Individual Questions

With one exception, the Document question (*Q.1*) was answered with confidence and with a good range of factual information. The exception was the status of Robert as duke of Normandy. This affected particularly questions (*a*) (*i*) and (*c*). Only one candidate noted that the comments in Document B were attributed to William the Conqueror, where others assumed they were made by William himself; and only in one instance was it recognised that the words 'I know for certain that any province subjected to his rule will be most wretched' were written after Robert had been duke of Normandy, and after the nature of his role was known. Prophecy written after the event can usually be right! Even without that knowledge, a number of candidates were able to make penetrating comments on Robert's rule. The definitions in question (*a*) (*i*) caused many difficulties. It was assumed that Robert was made heir of Normandy in 1066; in fact he was made duke and recognised by his overlord as duke. Hence his rebellion against William I. Hence the statement in B that 'the honor cannot be taken away from him'. In (*a*) (*ii*) many candidates noted accurately that they were dealing with status of knighthood, and with William Rufus' pleasure in having many knights about him, but a number confused status with land-holding, and D is not dealing with that. With both definitions, candidates who were inaccurate in answering (*a*) produced the accurate information in answer to later questions. There were no difficulties in dealing with assessments of William Rufus (*b*), but those who raised the question of why one author should be sympathetic and another very critical did not make use of the title of William of Malmesbury's book, which might have given them a clue to the kind of comments he would make. He was identified as a secular writer, whereas Orderic was a churchman. One candidate knew that he was a royalist making a good impression of his subjects. One also knew that Orderic had Norman sympathies and had no interest in presenting William Rufus in a good light. Question (*c*) was generally answered firmly. Many candidates drew on their knowledge of Normandy to answer (*d*) effectively.

All the essay questions were attempted, though culture (*Q.8*) and Scotland (*Q.10*) were chosen only by a small minority of candidates. With the exception of *Q.8*, the questions produced sound answers with a number of good essays.

- Q.2* Conflict between Edward and Godwine produced some good essays, and candidates were well aware that the king kept a range of decisions in his own hands and that Godwine, powerful though he was, did not control the king. The question of the succession in 1051–2 was handled well, with Edward's promise to Duke William and with the acceptance of the greater earls, including Godwine, integrated into the story of the crisis of those years. With Earl Harold and Earl Tostig there was not the same clear line. That Harold was the sub-king, and Tostig the king's favourite, was well established, and in general that defence and Welsh affairs were under Harold's control was accepted. Tostig's role was less easily defined, though a number of candidates argued strongly that his work in Northumbria was to bring the north under the rule of law as it was understood in southern England. The recall of Edward the Exile was seen as an important decision;

some attributed it to the king, others to Earl Harold. That Harold should be sent to Normandy to reassure Duke William of the succession was seen as an unpalatable task imposed on Harold by the king. There was a strong tendency to assert that the revolt against Tostig was engineered by Harold, which goes further than the sources allow.

- Q.3 The economic wealth of England was discussed with a sound basis of knowledge; so was the strength of the administration and the system of taxation which contributed to the king's revenue. Candidates argued that Edward the Confessor's reign, as a period of peace and prosperity, made the kingdom a more attractive prize, and that the strong control established by the Conqueror added another dimension. They also argued that Duke Robert's interest in England continued to make the kingdom a desirable prize to the end of the century, and that Scandinavian interest only died away in 1086.
- Q.4 The material for a discussion of the English church was well known; there was a natural tendency to concentrate on the weaknesses. Some candidates found strength in terms of the king's sustained interest in the church, and in the part played by English churchmen in the reforming synods of the 1050s. A few cited Aldred as a reformer, and Wulfstan of Worcester as a pastoral bishop. More use could have been made of the bishops of continental origin, or those educated in Lorraine, appointed by the Confessor. Weaknesses centred on pluralism, simony, greed for wealth, and clerical marriage, with Stigand used as an example of the low standard accepted in England. Very few made the point that the criticism came from Norman writers, who were not impartial.
- Q.5 This question produced many lively discussions. Few were content to accept easy explanations of the Normans' success. The course of the battle of Hastings, with the tactics, the marshalling of squadrons of knights, the feigned flights and the critical factor of Harold's death are all well known. A minority of candidates have taken the point that defeat implies a failure of generalship on Harold's part, and that he was outgeneralled by Duke William. Everyone cites the phrase condemning Harold's 'reckless and impulsive haste' – some attributing it properly to R.A. Brown, and others attributing it to a wide range of Anglo-Norman historians. One candidate recognised the adverse effects of the deaths of Gyrth and Leofwine early in the battle, and the extent to which that limited Harold's ability to transmit and impose orders along the length of the English battle-line.
- Q.6 This was a popular question, though candidates did not always sort out the problems which it raised. The major purposes were identified: geld book, a book with a judicial purpose, a feodary, a book which was intended to satisfy the Conqueror's curiosity. There was a tendency to oversimplify each explanation, and especially to attribute to Domesday Book much more information about knights, knight service and fees than it contains. There was also a bewildering variety of attributions: views expressed by Maitland were attributed to Round, and ideas put forward by Douglas were attributed to Galbraith. That Sally Harvey had made an important contribution to the debate was well known, though what she had to say about ploughlands was rarely made clear. I would scarcely expect such detailed studies to be widely known at sixth-form level, but there is little point in name dropping unless the name and the theory are associated.
- Q.7 Individual revolts were discussed in some detail, with events in the north receiving the most sustained discussion. In general the essays were good. The most important factor was consistently understated – that those seeking to overthrow King William failed to co-ordinate their efforts. That might be linked closely with the point that few magnates – French or English – had the skills of leadership to defeat the king's forces. That was especially true of the revolt of the earls in 1075. Most candidates made good use of the fact that William was not in England and left it to Lanfranc and his colleagues to put down this rebellion. A few drew on the Documents question to write about the clash between William and his son, Robert, though that was about power in Normandy, not in England.

- Q.8** This was not a popular question. An answer turns on the fact that scholarship, architecture and art each need different assessment. With a vernacular culture, conquest was a disaster, with language surviving in some royal writs, and in the production of the Anglo-Saxon Chronicle at Peterborough as a local survival, and with spoken language continuing amongst the peasantry. For architecture, Romanesque style was introduced at Westminster Abbey before the conquest, and many historians would argue that it would have developed from there to other churches, even without the conquest. For art, the interaction of English and northern French art was very close, and English local styles continued. Candidates might have known, especially, that the drawing for the Bayeux Tapestry is Anglo-Saxon, the execution Norman.
- Q.9** The conflict between William Rufus and Anselm was a popular topic, and the factual base was well known. Anselm's stubborn streak was duly emphasised, and the king's determination not to yield any point of royal prerogative was firmly made. Some candidates made the general claim that with another king Anselm might have behaved differently and made greater progress. Very few went on to make the point that with Henry I – an equally determined ruler – Anselm did behave differently and gained permanent advantages as a result.
- Q.10** It is heartening to see that events in Scotland and the north of England are so well understood. Candidates had no difficulty in making and defending a choice, and most of them accepted the Conqueror's view that Scotland could not remain a refuge for such dangerous rivals as Edgar the Atheling.

Three small points deserve mention. One is that in terms of the Documents, in 1087 the Conqueror intended William Rufus to take over England and Normandy; his magnates obliged him to recognise that he could not deprive Robert of his duchy; Rufus was entrusted to Lanfranc to ensure his succession in England. The second is that Robert was frequently said to have had an 'eight-year rule' in Normandy; that ignores the fact that he remained in power as duke until the battle of Tinchebrai in 1106. The third – a very minor point – is that the Ralph who was given the earldom of Hereford by Edward the Confessor was his nephew, Ralph of Mantes, and not, as some candidates claimed, Ralph the Staller.

Paper 9020/17 Mid-Tudor Crises 1529–1569

General Comments

This year the candidates showed the usual mix of abilities. The average candidate possessed a wide range of relevant knowledge to be able to think about an issue even when the question presented it from an unfamiliar angle. There were some excellent answers.

Possibly the most prevalent general problem was timing and this often stems from *Q.1*. Sometimes the effect of this is not completely detrimental as higher marks are usually gained on this question. However, candidates who have developed a style which makes every word count are usually the winners.

(Here is an example of 'overlapping' style which if used all through can double the length of an answer.

'Documents A and D both appear to imply that Francis I played an important part in English political affairs. Document A shows that Henry VIII's decision depends on Francis I's next move. Also the Bishop of Winchester has been an ambassador in France so will be influenced by French views and ideas. The Bishop is one of Henry VIII's closest advisors so will influence him also with French ideas . . .')

Comments on Individual Questions

- Q.1** Most candidates showed enough familiarity with this topic to be at ease with the documents, though only a few managed to put Document C to good use. The best used cross-references confidently.

- (a) The answers which earned full marks here were those which would enhance the reader's understanding of the word or phrase in the context of the document.

One good example for (i) ('Norfolk') was:

'The Duke of Norfolk was a member of the powerful East Anglian family, the Howards, and one of the foremost nobles in the realm. He was one of Cromwell's enemies.'

(iii) required similar factual references whereas too many candidates contented themselves with a paraphrase of the words. This carries no marks.

- (b) Most candidates were able to extract enough substance from these documents to give some shape to their answers. The best were able to link them to the Cromwell topic as the following example does.

'Documents A and D are complimentary; in A we learn that Gardiner has been "ambassador in France" and in Document D Francis writes, "Norfolk . . . when he was last in France". Francis is consistently shown to have backed the Gardiner/Norfolk faction responsible for Cromwell's fall. Secondly Francis' motives, or at least one of his motives, are confirmed by both documents; he wishes to ensure that "the Reformation goes no further" . . .'

- (c) The main problem which emerged from this question was that most candidates had some difficulty in distinguishing 'the Church' from 'religion'. For example they said that Document C, written by the Archbishop of Canterbury, was of no use because it did not mention religion. They also ignored the important first paragraph of B where the intensity of Cromwell's struggle with 'the Church' is spelled out and concentrate on the second part which is limited as an explanation. This is an example of an answer which shows understanding of the politics of leading Churchmen as distinct from their religious beliefs.

'Documents B and D show the influence men of the cloth had over the government. They show that many of the clergy concerned themselves with affairs of state rather than religion. The latter two documents show that the Churchmen involved themselves in Cromwell's fall, but that does not mean that religion had anything to do with it. Document B is written by a French Ambassador who is an onlooker in the events; he cannot be sure if the Bishop of Winchester or Cromwell will fall. The comparison of Documents C and B show that Cromwell had enemies and allies in the Church so it cannot be justified from these two sources that the Church just brought Thomas Cromwell down, it also helped him to stay in power.'

Document E is the Attainder – so it shows what the King wants people to believe is the reason why Cromwell fell. It claims that Cromwell is a traitor because he was a "detestable heretic" and that he "disappeared into all shires false and erroneous books", but the weakness in this Document is that Cromwell did all these things through Parliament and with the consent of the King.'

- (d) Conscientious candidates found plenty in the documents to refer to and pull together for this question. The weakest ones tended to ignore F. It may be that some did not understand the word 'prelates' and so could not use Foxe's trenchant judgement of them.

Q.2 This had very few takers, but one very good answer showed that it was possible to quote the researches of a number of historians with confidence.

Q.3 A number of candidates found the idea of monasticism being doomed once Henry VIII had declared himself Head of the Church of England a difficult concept to grapple with. They usually relied on reading history backwards: It happened, therefore once Henry had the power to do it, it was bound to happen. Those who could bring to bear the findings of historians on, for example, the dissolution of the larger monasteries, were able to make more sense of it.

- Q.4 This popular question was done best by those who did not spend a lot of time considering rival theories of the causes of the Pilgrimage of Grace, but who looked at how central the issues at stake were for Henry. Others did well by considering whether it was *the* crisis of the reign.
- Q.5 The standard of answers to this question was encouraging as there were several facets to it. One line of thought which was considered carefully was whether the concepts on the memorial tablet ('Ket the Marxist hero' as one candidate put it) would have made sense to Ket himself in the sixteenth century and even if they would not, whether that matters.

Some of the thoughts which emerged were:

'Ket thought he had a chance of bringing about just conditions but never questioned the existence of the hierarchy which had perpetuated the injustice.'

'The government after all was there to ensure just conditions. For Ket there was nothing servile about loyalty to the crown.'

'Ket was not aiming for "freedom". He could not, in the order of 16th century life, have understood this expression.'

When these ideas were backed with knowledge of Ket's demands and actions, some excellent answers emerged.

- Q.6 This question on the Western Rebellion reflected one of the preoccupations of historical debate and was generally well done.
- Q.7 Candidates who had acquainted themselves with revisionist views of Northumberland found plenty of relevant points to make.
- Q.8 The general level of response to this was disappointing when compared with the sophisticated handling of some other questions. Most answers dealt almost entirely with Mary's reign, showing no knowledge of the benefits of Spanish support in the first ten years of Elizabeth's reign nor the recognition Elizabeth gained by being party to the Treaty of Cateau Cambresis. A number of answers featured Philip II waiting for years for an answer to his marriage proposal to Elizabeth, apparently unaware that he married Elisabeth de Valois in 1559.

Lengthy accounts of Mary's reign tended to feature her 'Spanish blood', phantom pregnancies and burnings rather than a cool appraisal of the pros and cons of a Hapsburg alliance in the field of foreign policy. Wyatt's rebellion was well known but candidates seemed not to realise that exaggerated statements about xenophobia and anti-Spanish feeling running high all over the country did not fit too well when they went on to describe how trying to raise rebellions anywhere apart from Kent was a fiasco.

- Q.9 Candidates found this a slippery topic and they are not going to be able to make much sense of it while they believe that the Duke of Norfolk was a Catholic. It is worth remembering that he and his fiercely Protestant sister, the Countess of Westmorland, were educated by John Foxe. It is virtually impossible to make any sense of the support of Maitland, Leicester and the other councillors for the plan unless one realises that they wanted to put Mary Queen of Scots under the control of a Protestant husband.
- Q.10 There was only one, slight, attempt at this question.

Paper 9020/18 British Society, 1815-1850

General Comments

This year there were some excellent candidates, and a considerable number who were well prepared and who performed very efficiently in the examination. There was also a significant group who were not able to tackle the paper adequately, and whose performance was manifestly below the standards required at Advanced Level.

In this year's examination paper, perhaps a little more than in previous years, the questions were framed to require the candidate to make, as part of their answer to the question set, some assessment or comparison. Better candidates responded very well to this and produced some well-argued responses. However, such questions did expose weaknesses in candidates who were relying on prepared answers.

- Q.1** This was the compulsory document question. It was set on documents relating to the unstamped press, a theme identified in the syllabus, and one which has been accorded significant attention in, for example, D.G. Wright's book, *Popular Radicalism: The Working-Class Experience 1780-1880*. Most students knew something about the press and could comment intelligently on the extracts, but some were clearly at a loss. Credit was given to candidates who demonstrated their skills in using documentary material and particular attention was given to the precision of answers to subsections (b) and (c). Subsection (d) of this question allowed candidates to demonstrate their wider understanding of the role of the radical press and some used the opportunity very effectively.
- Q.2** This was the most popular question on the paper, and in general it was quite well answered. Better candidates identified the economic and political factors which might be seen as causing discontent and then looked in more detail at some of the incidents of the period. Some candidates, not necessarily the weaker ones, reproduced a set answer to the question of the threat of revolution. Candidates came to a variety of conclusions as to the relative importance of the two factors, the more sophisticated answers recognising the difficulty in separating the two, or suggesting that political factors became more important towards the end of the period.
- Q.3** This was a straightforward question calling for a review of the contribution of government and religious organisations to the development of education in the period, with some evaluation of the relative importance of their roles. Some candidates did this well, but others did not know enough on the subject to write an effective answer. Candidates who argued that the part played by private endeavour was also important, and who referred to the findings of Vincent on the popular desire for education and Philip Gardner on the 'private adventure schools', were given credit.
- Q.4** This was a popular question and also one which produced a wide range of answers. The best answers were those which identified the grounds on which E.P. Thompson and others argued that in 1830-2 the country was on the verge of revolution, and who then contrasted this view with general reasons for doubting that proposition, together with a reference to J. Hamburger's argument that the threat was deliberately exaggerated. Some candidates took a much broader approach and turned the question into a discussion of the rise of class-consciousness in the period 1815 to 1832 and the revolutionary threat which that implied. Such answers, if presented effectively, were not entirely discounted, although the wording of the question clearly pointed to the significance of the passing of the Reform Act. Candidates who sidestepped the revolutionary threat and just wrote about the significance of the Reform Act were not given much credit.
- Q.5** Many candidates who chose this question wrote at length about the reasons for the introduction of the Poor Law Amendment Act of 1834. Such answers inevitably did not gain much credit as the question referred to reactions to the passing of the act. Effective responses contained an analysis of the variety of reactions among various groups in society and also in different parts of the country. They referred also to the Anti-Poor Law Movement in Lancashire and the West Riding of Yorkshire, and sometimes mentioned the different reception accorded elsewhere, for example in the north-east, where the new law was generally well-received.
- Q.6** As in previous years, the question on Chartism was a popular one, and it was also a question which could lead a candidate into difficulties because of the temptation to reel off a prepared answer on the reasons for its failure. For a satisfactory answer to this year's question, candidates had to respond to the two elements in the title. This implied reviewing the evidence relating to the national dimension of Chartism and also showing

an awareness of Asa Briggs' view, reinforced by regional studies, that Chartism was not a unitary movement but an umbrella organisation. It was important for candidates to show some knowledge of the regional diversity of Chartism and credit was certainly given to those who had some detailed knowledge of the characteristics of Chartism in a particular region.

- Q.7* Very few candidates tackled this question.
- Q.8* Candidates who attempted this question, and who were able to bring together information on the development of trade unionism and on the characteristic features of Owenism as it related to trade union development, were given full credit.
- Q.9* This was a popular question and one which produced some very good answers. It was expected that candidates should be able to identify the purpose and the organisational features of the Anti-Corn Law League as essential elements in its success. Better candidates were able to give a more sophisticated version by suggesting that the League's purpose went beyond simple repeal, and by arguing that repeal, when it came, was by no means the achievement of the League alone.
- Q.10* This question was included to recognise and to encourage the growth in interest in women's history. Unfortunately it received few answers and those were not very well informed. The hope was that candidates would be able to write about some aspects of women's rôle which have been the subject of recent writing, for example: issues relating to marriage, childbirth and domestic management; the evolution of women's experience of work and in particular of employment in industry; changes in educational opportunities for women; women's experience of religion; the start of women's involvement in politics (e.g. in the early anti-slavery movement); women's role in culture, both high and low, and in matters of morality.

Paper 9020/19 France in the Age of Louis XIV

General Comments

A number of well-documented, clear answers expressed in cogent English were matched by a few scrappy, vague scripts. A few candidates failed to read the documents carefully.

Comments on Individual Questions

- Q.1* (a) (i) Few knew the meaning of 'schism'.
- (ii) Few satisfactory answers.
- (iii) The context clearly indicates that 'this truce' is the truce of Ratisbon but some candidates thought that the Revocation itself was meant.
- (b) Several good answers focusing on the reliability of the extract.
- (c) Comparisons between the documents were called for. Clearly, for example, the tone of Document B is echoed by that of Document D.
- (d) Several good answers, the better candidates stressing the close links between religion and politics in Louis' time.
- Q.2* A number of promising answers but weaker candidates failed to realise that the question asks about Louis' conduct of business, not about his policies in general. Their knowledge of the councils was hazy.
- Q.3* Sound knowledge of Colbert's policies in this field was shown and some assessment of his success. This year there were no comprehensive surveys of the whole of his work.
- Q.4* The best answers were distinguished by assessments of the central government's success in controlling specific provinces.

- Q.5* Only a few candidates attempted this question. Relations with English politicians were frequently neglected.
- Q.6* Several good answers, touching on the main aspects of the status and wealth of the nobility. Few long descriptions of life at Versailles were seen.
- Q.7* No candidate attempted this question (on patronage of music or architecture).
- Q.8* Answers were generally satisfactory on the state of the French army but few knew much about the navy except Colbert's reforms. The defeat at La Hogue in 1692 was a severe blow.
- Q.9* Several perceptive and well-informed answers but weaker candidates failed to concentrate on the last twenty years of the reign.
- Q.10* A number of fair answers. There was frequent failure to focus on the question set and too many long descriptions of the partition treaties. Better candidates realised the aims of the allies changed during the course of the war, especially after the accession of Charles VI to the Imperial throne.

Paper 9020/20 The Russian Revolution, 1917–1921

General Comments

The great majority of candidates wrote clear, well prepared essays, with rather more adopting an analytical approach this year. There were more good answers and fewer who failed to answer the question set.

Comments on Individual Questions

- Q.1 Document Question (The October Revolution).*
- (a) This was well done on the whole.
- (b) Some candidates found it difficult to evaluate the different arguments as opposed to describe the differences.
- (c) Candidates tended to look for examples in which C and D supported Lenin's claim rather than consider the possibilities of alternative or contradictory evidence.
- (d) Provided varied responses again. Many failed to use either the documents or 'other evidence' and thus reduced their mark dramatically.

Section B

- Q.2* Very few attempted this question. Those who did included some good answers which considered a variety of obstacles in the path of Russian liberalism and rather more very weak answers who provided poor quality surveys on the fate of the Russian Dumas.
- Q.3* Very few attempted this question. Those who did tended to focus on only one aspect of the Russian economy, normally agrarian reform, and thus not embrace the concept of modernisation.
- Q.4* This question encouraged some very good answers which recognised the reference to recent historical debate and discussed with confidence the role of elite. Weaker candidates provided a narrative of the two events in the vain hope that the examiner would not notice the failure to answer the question.

- Q.5* This was a very popular question. Some very strong answers discussed with confidence the varied results of the Kornilov affair and focused on the phrase 'sealing the fate of the Provisional Government'.
- Q.6* This was a very popular question with predominantly successful answers which were able to establish a balanced and varied response. The need to support explanations with specific references is critical and weaker candidates often descended into vague assertions.
- Q.7* Very few candidates tackled this question. Those who did found it difficult to assess all aspects of foreign policy, but concentrated overwhelmingly on one or two aspects of it.
- Q.8* This was a very popular question which produced some very strong answers. Candidates needed to remember that a policy that many of them regard as obvious was very controversial within Bolshevik policy-making in 1921. Those who did not regard the switch to N.E.P. as automatic but provided full explanations for it were strongly rewarded.
- Q.9* Only one poor answer.
- Q.10* No candidate attempted this question.

Paper 9020/21 Origins of the Second World War, 1929–1939

General Comments

The majority of candidates wrote clear and well prepared essays. Many were able to refer to areas of genuine historical debate, some with encouraging authority. However, weaker candidates frequently failed to tackle the task set and responded with narrative answers to questions which demanded a very different response.

Comments on Individual Questions

Q.1 *Appeasement and the resignation of Eden* (document question).

Most candidates showed themselves able to use the documents, although some appeared a little confused about the use of Source A or the meaning of Source F. A larger number did not pay close attention to the wording of questions and threw away valuable marks.

- (a) (i) Relatively few candidates were able to identify the 'Gentleman's Agreement' with confidence.
- (ii) A number of candidates failed to fully explain this reference.
- (b) Most candidates were aware of the differences between B, D and F. A small number refused to accept that Eden could in F be proclaiming similar policy to Chamberlain in B. Rather more displayed comprehension of the individual documents but failed to answer the question set.
- (c) A considerable number of candidates either failed to answer the issue of 'how useful' the set of documents were to resolve the issue of Eden's resignation or did so at a very shallow level.

The great majority of candidates were more confident in assessing the resignation for 'triviality'.

- (d) Provided varied responses; a few outstanding but many failing either to make full use of the documents or to demonstrate 'any other evidence' from within the specified period. Some candidates appeared to be confused about Chamberlain's period of responsibility, regarding him as directly responsible for all events within the decade.

- Q.2 Challenged many candidates who failed to take note of either 'different sections of German society' or 'the S.P.D. in particular'. Those who ignored these aspects produced inevitably limited answers.
- Q.3 This question was tackled by relatively few students. Those who did so were more confident on the early years of the decade, but often weaker on the period after 1933.
- Q.4 This question produced some good responses, although candidates cannot avoid concepts such as 'a turning point' when central to the question.
- Q.5 This question was well answered on the whole. Many students were able to write with authority concerning major powers. Those who included an analysis of Spanish issues in addition were amongst the best responses.
- Q.6 This question was well answered. The very best answers were able to discuss with confidence the degree of Italian alignment.
- Q.7 This question was rather poorly done with candidates finding it difficult to present a balanced account, which embraced with authority a variety of factors. Those who tackled this question frequently relied on a narrative of events or an uncritical account of British and French weakness.
- Q.8 This was well answered with the best responses being well versed in the historical debate surrounding British policy.
- Q.9 This question was well answered. The best candidates balanced their answers between both powers and developed a critical insight into their motivation.
- Q.10 This question was tackled by very few candidates. Those who did produced weak answers on the whole, with little specific knowledge of appropriate documents and an inadequate assessment of their value.

Paper 9020/24 Roman Britain

General Comments

The general standard of examination performance attained by the candidates in 1994 ranks with the highest of recent years. The quality of individual candidates' scripts was not only sound in itself, but could be seen to be doing justice to the excellent teaching which manifestly underpinned it. Candidates answered questions directly, not seeking to throw a mass of data at which they *thought* might be their point. Spelling, punctuation and clarity of expression were in most scripts impeccable.

Too few candidates were entered for this paper to enable sensible comments to be made on individual questions.

Paper 9020/25 Individual Study

General Comments

This examination, as always, produced studies that varied greatly not only in subject matter, but also in quality. Not surprisingly, the reports of individual Examiners, based on their marking of studies from only a few Centres, reflected this variety: from the gloomy assessment that 'the overall standard seems to be getting lower because coursework throughout the A-Level curriculum has taken the edge off the History Individual Study' to the much more rosy view that 'the general standard was much higher than last year'.

A broader view of the whole examination does not support either of these conclusions. As a whole, the general standard of this year's studies was similar to that achieved in previous years. At the top end of the scale there were some quite outstanding studies that were based on wide-ranging research and skilful use of primary and secondary sources. The final products were

sophisticated and coherent pieces of historical analysis, well-directed towards the questions in their titles. At the other end of the scale were a few studies that were based on very little reading, and written by candidates who had little idea of what was required. They had taken no notice of the advice given them in the recently-revised *Notes of Guidance to Candidates* or by the advisers who had approved their topics. The vast majority of studies fell in between these two extremes.

At the risk of giving a misleading impression that standards have fallen, but with the intention of helping future candidates to raise them, this report concentrates on the most common defects noted by Examiners in this year's studies.

Research and planning

Many candidates chose interesting and challenging topics and complied with the advice of the advisers who approved them. In some cases, however, this advice was ignored. Such candidates might have taken advantage of the adviser's comments if they had discussed them with their teachers. This kind of help by teachers at the planning stage is encouraged and comes well within the limits of acceptable guidance set out in the *Notes of Guidance for Teachers* (revised April 1994).

Some candidates also failed to take advantage of the opportunity offered by this examination to undertake wide-ranging, independent historical investigation. The most common mistake of those who did not seize this opportunity was to assume that 'adequate research' means reading only two or three general books, with the result that they produced little more than extended essays that it was difficult to reward with high marks. Some candidates had not considered using specialised secondary sources or accessible primary sources, like newspapers or memoirs. They therefore missed the exciting challenge of using a wider range of sources than they normally see as part of their A-Level work.

The most common fault in the research and planning of studies was the production of poor working notes. Some candidates showed considerable application in making full notes from their reading, keeping in mind the need to have detailed references at the writing-up stage. Some failed to do this and were faced with the impossible task of relocating information later on. When asked at interview, some candidates claimed that they had stored their working notes on word processor disks, but produced no printout of these as they ought to have done. Others had apparently no bank of research notes from which to work (in a few cases only drafts of their studies were in their working note folders) and this was reflected in the skimpy and superficial nature of their studies. Examiners noted that candidates who had written good studies usually produced at interviews sets of full, clearly-attributed and well-organised working notes.

Evaluating evidence

As last year, this was again the least satisfactory part of the work of most candidates. The Mark Scheme for this examination (which is available on application to the Syndicate) spells out clearly that Examiners are looking for indications that candidates have tried to evaluate the sources they have used. Yet too many candidates had not considered the sources from which relevant information could be gained and/or had not evaluated the reliability of those sources. The lack of critical assessment of primary sources was particularly evident in studies by candidates who had used oral evidence. But this is but one example of a general problem noted by all Examiners this year. Many candidates put their primary emphasis on undifferentiated information gathering and made (at best) only occasional evaluative comments.

Formulating and presenting an argument

Most candidates attempted to answer their chosen questions and the best studies achieved this aim with impressive historical accuracy, great clarity and (in some cases) an individuality and sophistication well in advance of the capability of most 18-year old A-Level students. A minority, however, fell into the trap noted in most reports on any history examination: the production of narrative rather than analytical answers. Of these studies, some lacked chapter/section sub-

headings, resulting in unfocused pieces of work that had no clear and balanced analytical structures. Many of these poorly-organised studies also lacked proper footnotes or well-presented bibliographies. The requirements set out in the *Notes for Candidates* regarding footnotes and bibliographies are not minor, unimportant aspects of this examination.

Finally, some candidates also ignored the 5,000 word limit for individual studies. Most of those that were overlength were the result of ill-disciplined verbosity and an inability to marshal information concisely. Most of those who wrote short weight studies (in some cases of less than 3,000 words) did so because they had done little work and had written their studies in a great hurry in order to meet the deadline for their submission.

Paper 9020/0 Special Paper

General Comments

The questions on the Classical World were ignored by all but one candidate; to his dismay the Examiner regretted the medieval questions lacked popularity too, although 15 candidates answered them. The questions on the Dark Ages and on the Norman Conquest were well done. Those tackling this latter topic were highly judicious in their examination of the question, looking critically at the debt often said to be owed by the English to their conquerors and carefully considering the claim that the Normans were a great people. The Examiner was surprised that no interest was expressed in English medieval architecture. Several years ago the question on this would have attracted a good number of answers.

Only four candidates expressed an interest in the Renaissance this year; they produced competent answers.

The questions on the sixteenth and seventeenth centuries were popular. A number attempting *Q.15* failed to understand it, but few found themselves unable to make some sort of case. The Examiner was delighted with the candidate who unerringly identified what was unsatisfactory about the quotation, who asked what help it was in understanding such a long and changing period as the sixteenth century and who then carefully assembled the facts he needed to correct it. Those answering *Q.16* were well aware of the recent writing challenging the Elton thesis and of the importance of faction at this time. Many of the answers were oddly flat as if candidates were losing interest in this debate.

There were no takers for *Qs 19, 20, 23 and 24*, which surprised the Examiner.

Six candidates answered *Q.25*, which produced answers of impressive maturity, displaying very good understanding and a fine capacity to sort out and keep firm control of a great deal of material.

Q.29 was a popular question but it was not well done. The Examiner was wrong in thinking that when so much is now made of human rights, candidates would be well aware how little Englishmen have been interested in them hitherto, how much concerned they have been not with the rights of man but with the rights of the Englishman, how determined that nothing should undermine them. Since Civil War days they resolved never to push things to extremes again and when, as during the Exclusion Crisis and the Green Ribbon Club, they were tempted to do so they shuddered back from the brink of catastrophe. They fashioned a way of conducting their public affairs which avoided the politics of the extreme, believing that if a minority was pushed into violent upheaval the pushers as well as the pushed would be at fault. It was a good way of preserving cherished liberty. This was what Burke was driving at, this that is to be seen in Wellington's view of the nature of opposition which it would be legitimate for the Upper House to mount against the Commons. Very few spotted this.

The question on Chartism proved attractive. Weaker candidates merely stressed the alternative explanation of Chartism's failure and ignored the economic question asked. There were good answers which paid full attention to both.

Q.32 attracted a few thoughtful answers which critically examined French nineteenth-century difficulties in the light of 1789; most were pedestrian. There was much relish in the telling of French wars which were assumed without supporting evidence to be the consequence of the Revolution. Assertion frequently replaced analyses.

The Examiner was surprised to find how many answering *Q.34*, which proved attractive, had difficulty in understanding the Balance of Power. Perhaps most thought it a synonym for the existing pattern of power. The latter part of the question was quickly skated over or ignored. To the Examiner's surprise even good candidates did not know that after 1904 Britain was almost as scared, and with justification, of her Entente partners as she was of Germany, a fear overcome only by her greater fear of Germany's naval policy.

All questions in Section B were answered, although it was not always easy to know which question candidates were answering. *Q.40* was popular. It was difficult in that it was hard to tell what material should be left out and few obliged by showing that they knew. *Q.41* was a very good discriminator, excellently handled by the very good, poorly by the rest. Good candidates enjoy this section, they are genuinely interested in the challenges of history and quickly reveal their interest. They would of course show their prowess in whatever questions they answered. The more pedestrian like this section as they cling to the delusion that they can benefit from their recollection of essays already written. They reveal only too clearly in it their weaknesses and would do better to keep to questions in Section A.

HISTORY 9020

A Level

Component Threshold Marks

Component	Maximum Mark	A (1, 2)	B (3)	C (4)	D (5)	E (6)	N (7)	U (8)
1	100	62	57	51	45	40	35	0
2	100	65	58	52	46	41	36	0
3	100	65	58	52	46	41	36	0
4	100	65	57	51	45	39	33	0
5	100	64	57	50	44	38	32	0
6	100	65	58	51	44	38	32	0
7	100	67	59	53	47	42	37	0
10	100	64	57	51	45	40	35	0
11	100	63	57	51	45	39	33	0
12	100	64	57	51	45	39	33	0
13	100	64	57	50	44	38	32	0
14	100	65	58	51	45	39	33	0
15	100	64	58	52	46	40	34	0
16	100	63	57	51	45	40	35	0
17	100	67	61	56	51	46	41	0
18	100	62	56	50	45	40	35	0
19	100	68	55	50	45	40	35	0
20	100	66	60	53	46	40	34	0
21	100	63	56	50	44	39	34	0
24	100	69	62	54	47	40	33	0

Special Paper

1	62
2	52

These statistics are correct at the time of publication.

HISTORY 9020*Standardisation of Marks*

The component marks were mapped on to uniform mark scales as follows:

Components	A (1, 2)	B (3)	C (4)	D (5)	E (6)	N (7)	U (8)
1-24	65	58	52	46	40	34	0

Overall Threshold Marks

Component	Maximum Mark	A	B	C	D	E	N	U
All	200	127	115	103	91	80	69	0

The percentage of candidates awarded each grade was as follows:

GRADE	A	B	C	D	E	N	U
Cumulative %	14.8	29.5	47.6	66.4	81.2	90.2	100

The total candidature was 5397.

These statistics are correct at the time of publication.