



Rewarding Learning
ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019

History

MV18

Assessment Unit AS 1
Historical Investigations and Interpretations

[SHY11]

WEDNESDAY 15 MAY, AFTERNOON

Time

1 hour 30 minutes, plus your additional time allowance.

Instructions to Candidates

Write your Centre Number and Candidate Number on the Answer Booklet provided.

Choose **one** option.

Answer Question **1(a)** or **1(b)** and Question **2** from your **chosen option**.

Indicate clearly on your Answer Booklet which option you have chosen.

Information for Candidates

The total mark for this paper is 60.

Option 1: England 1509–1558

Answer Question **1(a)** or **1(b)** and Question **2**.

Quality of written communication will be assessed in Question 1.

1 Either

(a) Analyse the features of anti-clericalism in pre-Reformation England. [10 marks]

Or

(b) Analyse the causes of the Pilgrimage of Grace. [10 marks]

- 2** Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

Thomas Cromwell and Henry VIII's Divorce

Source 1

Extract from a private and personal memorandum by Thomas Cromwell of the advice he gave Henry VIII in an interview with the king in Whitehall Gardens, Westminster. The memorandum is undated, but the interview took place on 2 November 1529.

Sir, the Pope refuses your divorce, but why do you ask his consent? Every Englishman is master in his own house, and why should you not be so in England? Must you share your power with a foreign bishop? Sir, you are but half a king, and we are but half your subjects. Will you allow such a situation to continue, or will you become once more a king and govern your kingdom with your Lords and Commons? In future let Englishmen alone decide matters concerning England. Rely on your Parliament; proclaim yourself the head of the Church in England. Then you will see an increase of glory to your name, and of prosperity to your people.

The Marian Persecutions

Interpretation A

Extract from P. Ackroyd, **The History of England, Volume II: Tudors**, published in 2013.

Mary I and Cardinal Pole believed that heretics were the breath of hell. The Cardinal wrote a letter to the clergy of London, warning that such people posed a great threat to the well-being of the country. Anyone whom they corrupted would be damned eternally. A diseased sheep may infect the whole flock. The Queen was, with this belief, in good company. For example, the leading Protestant reformer, Calvin, had declared that it was a Christian duty to destroy the preachers of false gods and in Edward VI's reign Cranmer had celebrated the burning of the Anabaptist Joan Bocher. Nobody really doubted the merit of burning. However, John Foxe, in his *Book of Martyrs*, created a narrative of purely Protestant suffering. Yet these Protestant martyrs were not all of the same denomination. Many of those who died in Mary's reign would also have been burned under the religious policy of Henry VIII.

Interpretation B

Extract from G. R. Elton, **England Under the Tudors**, published in 1974.

The responsibility for the persecution lies with Queen Mary and Cardinal Pole, who believed that only in this way could the souls of Englishmen be saved from eternal damnation. Before the reign was finished, hundreds of men and women were burnt for their faith. Hooper, Ridley, Latimer and Cranmer died in the flames, but most of the victims of Mary's persecution were humble folk such as shopkeepers and craftsmen. These

martyrs, celebrated by John Foxe in his Book of Martyrs, deserve the same sympathy as the victims of Henry VIII, but their importance is vastly greater. Mary burned few people compared with continental practice, but, in terms of English conditions and traditions, her activities were unprecedented and left a permanent memory. The fires of Smithfield and similar places all over southern England created an undying hatred of the Pope and of Roman Catholicism. This fact alone is proof of the deep harm done by the fanaticism of Mary and Pole.

(a) Study Source 1. How useful is Source 1 as evidence for an historian studying the role of Thomas Cromwell in Henry VIII's divorce from Catherine of Aragon? You must use contextual knowledge in your answer.
[20 marks]

(b) Study Interpretation A and Interpretation B. Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the Marian persecutions do you find more convincing? [30 marks]

Option 2: England 1603–1649

Answer Question **1(a)** or **1(b)** and Question **2**.

Quality of written communication will be assessed in Question 1.

1 Either

(a) Analyse the policies of James I towards Spain between 1603 and 1625. [10 marks]

Or

(b) Analyse the impact of James I's policies on royal finances between 1603 and 1625. [10 marks]

- 2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

Opposition to Charles I's Policies 1625–1629

Source 1

Extract from a letter from Charles I to the leading gentry and nobility of Gloucester, 1626. It is referring to the king's attempt to collect a Forced Loan.

I require my loving subjects in Gloucester to assist me by lending me money, which will be used to provide for their safety, maintain the defence of the true religion and protect my kingdoms and dominions. However, I understand that several people have stubbornly refused to assist me at this time of extreme necessity, which reveals their dislike of their king and country and willingness to assist our foreign enemies. I have considered this problem very carefully and have consulted my Privy Council. With its support, I now intend that any subjects who fail to support me and their country should be forced to defend the kingdom in person. I therefore authorise you immediately to conscript, within the county of Gloucester, 150 people who have refused to lend me the money that I required from them. They shall serve in the infantry.

The English Civil War 1642–1646

Interpretation A

Extract from an article by J. Morrill, entitled **The Stuarts**, published in 1984.

Charles I had several initial advantages but Parliament had the greater long-term advantages. Thus, it was always likely that the Parliamentary side would wear down the Royalists in a long war and achieve ultimate victory. So it proved. Purely military factors and alliances played little part in the outcome. Both sides used the same weapons and tactics and both had large numbers of experienced officers who had served in the Thirty Years' War. But in 1645, Parliament “new modelled” its military. Professionalism was the key change. The great string of victories beginning at Naseby in June 1645 was not the product of the New Model Army's commitment but of its regular pay. In the last eighteen months of the war, the unpaid Royalist armies simply dissolved but Parliament's remained disciplined and strong. To achieve this, Parliament imposed massive taxation on the people and granted itself enormous powers. Only by this method had Parliament secured the resources to win the war.

Interpretation B

Extract from M. Kishlansky, **A Monarchy Transformed**, published in 1997.

The parliamentarian victory in the First Civil War was by no means inevitable and, indeed, would hardly have been predicted until after the Battle of Naseby. Parliament's internal divisions ruined the advantages of its superior resources, and the longer the war ground on, the more that people longed for a return to peace. The formation of the New Model Army

marked no great break with the past and was no great feat of organisation. It was financed through the same old schemes and its triumph was as unexpected as it was puzzling. What was new was Parliament's decision to impose a Self-Denying Ordinance upon its own members. This brought all parliamentary forces under the control of a single general, Sir Thomas Fairfax, who was the perfect choice. His victory at Naseby in 1645 did not bring the war to an end but it made a parliamentary victory inevitable.

(a) Study Source 1. How useful is Source 1 as evidence for an historian studying opposition to Charles I's policies in the period 1625–1629? You must use contextual knowledge in your answer. [20 marks]

(b) Study Interpretation A and Interpretation B. Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the reasons for Parliament's victory in the English Civil War of 1642–1646 do you find more convincing? [30 marks]

Option 3: Britain in the Age of Reform 1830–1880

Answer Question **1(a)** or **1(b)** and Question **2**.

Quality of written communication will be assessed in Question 1.

1 Either

(a) Analyse how Peel transformed the Tory Party into the Conservative Party in the 1830s. [10 marks]

Or

(b) Analyse the role of William Gladstone in the creation of the Liberal Party between 1849 and 1859. [10 marks]

- 2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

The Methods of the Anti-Corn Law League

Source 1

Extract from a leaflet from Joseph Hicken, Secretary of the Anti-Corn Law League, to encourage the general public to join the League. The leaflet is undated but is believed to have been issued in the early 1840s.

The Anti-Corn Law League invites all people who support the immediate abolition of the Corn Laws to insert their names in the registration sheets provided. The registration of each name must be accompanied by a small fee, of not less than one penny and not more than one shilling, which will be used to maintain the struggle for free trade. Each person who signs will receive an engraved card, certifying that he is a member of the League. Working men, if you want plenty of work, good wages and untaxed bread, record your names without delay. Manufacturers and tradesmen, your interests are the same as those of the labouring classes and can only be promoted by removing the restrictions placed on commerce. We invite you to make a stand and register.

The Consequences of the Parliamentary Reform Act of 1832

Interpretation A

Extract from D. Martin, **Britain 1815–1851: A Study in Depth**, published in 2000.

This act used to be called the Great Reform Act by historians but the term is not always used now. Before the Reform Act something like one in ten men in England and Wales had the right to vote; afterwards it was more like one in five. Most of these new voters were prosperous middle-class men. The majority of the working classes still did not have the vote. The reforms did nothing for them. In the first general election that followed the Reform Act over 70 per cent of the MPs represented the landed interest. In many constituencies the electorate, although bigger than it had been before the Act was passed, was still quite small in relation to the total population and was still unrepresentative. About 50 seats were still controlled by individuals. To its Whig creators, the Act had achieved its key objective: it held off the threat of revolution. But it still maintained the power of the aristocracy and the influence of the landed classes. For some reformers, mainly the middle class, it did enough, but for many others there was still much to do.

Interpretation B

Extract from D. Murphy, **Britain 1815–1918**, published in 1998.

The Reform Act increased the possibility of a two-party system. The Act made provision for the registration of voters who had to enrol to meet the £10 property qualification. The result was that both Whigs and Tories had to organise themselves on a national basis and be acutely aware of public opinion by way of local party managers. But perhaps the most important consequence

of the 1832 Reform Act was that it prepared the way for further political, social and economic change. It was the first and most important attack on the eighteenth-century constitution and the starting point on the road to democracy, even though that was not the intention of those who sponsored the Act. The Whigs had regarded it as a final settlement but the trickle of electoral reform eventually became a flood. Earl Grey's Reform Act was conservative in the best sense of the word, as it prepared the way for a century of peaceful political evolution.

(a) Study Source 1. How useful is Source 1 as evidence for an historian studying the methods used by the Anti-Corn Law League? You must use contextual knowledge in your answer. [20 marks]

(b) Study Interpretation A and Interpretation B. Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the consequences of the Parliamentary Reform Act of 1832 do you find more convincing? [30 marks]

Option 4: Italy and Germany 1815–1871

Answer Question **1(a)** or **1(b)** and Question **2**.

Quality of written communication will be assessed in Question 1.

1 Either

(a) Analyse Mazzini's contribution to the unification of Italy between 1815 and 1848. [10 marks]

Or

(b) Analyse the role of Cavour in achieving the unification of Italy. [10 marks]

- 2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

The Causes of the Austro-Prussian War 1866

Source 1

Extract from an official Prussian government proclamation “To the German People”. It was issued on 16 June 1866.

The German Confederation has called for military action against one of its members, Prussia. By proposing a German parliament, Prussia has taken the first step towards national unity. The federal constitution provides no grounds for the war against Prussia sought by Austria.

The German Confederation’s decision of 14 June to mobilise against Prussia broke the constitution and abolished the Confederation. Prussia has a duty of defending its independence, threatened by the decision of 14 June and the arming of its enemies. The Prussian people will take up the struggle for the national unity of Germany which has been denied, until now, by the self-interest of individual states. Prussia has offered to the governments of the Confederation a new alliance based on the principles of mutual defence and the national struggle. It seeks nothing beyond the preservation of peace and the immediate calling of Parliament. But Prussia’s offer has been declined. It is, therefore, obliged to act upon its duty of self-defence. When Prussian troops cross its frontiers, they do not come as enemies of the people.

The Reasons for the Failure of the 1848 Revolutions in Germany

Interpretation A

Extract from A. Farmer and A. Stiles, **The Unification of Germany**, published in 2007.

In the end the revolutions in Germany in 1848 failed because the enemy was stronger and better organised and, above all, possessed military power. The story might have been very different in Berlin, for example, if there had not been a well-trained and loyal army available to King Frederick William IV. Given their military advantages, their determination and often their ruthlessness, the princes were clear favourites to win in the end. Constitutional government and national unity could be achieved only on their terms. Once order was restored in the Austrian Empire, and Austrian policy continued to be based on dominating a weak and divided Germany, there was no possibility of any moves towards a more united Germany being allowed to take place.

Interpretation B

Extract from L. Cowie and R. Wolfson, **Years of Nationalism**, published in 1985.

Radicalism and popular disturbances made the liberals of the Frankfurt Parliament increasingly dependent on the princes and unwilling to persist with their cause. They could not imagine political power being extended beyond the educated minority to which they belonged. The radicals, who wanted complete social and political change within a republican framework, tried to appeal to the skilled craftsmen, but without much success. The peasants had no enthusiasm for the movement, especially

after several states abolished feudal dues and settled other peasant grievances. The professional middle classes, who had been the backbone of the Frankfurt Assembly, lost their political initiative altogether. When industrialism began to grow, the new capitalist class looked to the established governing circles for the maintenance of the social order and effective administration which it desired in Germany.

(a) Study Source 1. How useful is Source 1 as evidence for an historian studying the causes of the Austro-Prussian War of 1866? You must use contextual knowledge in your answer. [20 marks]

(b) Study Interpretation A and Interpretation B. Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the reasons for the failure of the 1848 revolutions in Germany do you find more convincing? [30 marks]

Option 5: Germany 1919–1945

Answer Question **1(a)** or **1(b)** and Question **2**.

Quality of written communication will be assessed in Question 1.

1 Either

(a) Analyse the development of the Nazi Party between 1923 and 1929. [10 marks]

Or

(b) Analyse the economic achievements of the Nazis in Germany in the period 1933–1939. [10 marks]

- 2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

Propaganda and Morale in Nazi Germany 1939–1945

Source 1

Extract from a speech by Joseph Goebbels, 18 February 1943. He is addressing an audience of Nazi party supporters. The speech was broadcast on all German radio stations. In January 1943 German troops had surrendered at Stalingrad to the Soviet Union.

Stalingrad is the greatest call of destiny to the German nation. A people which has the strength to cope with such a setback and to overcome it cannot be conquered. I want to be as honest with you as the times demand. The German people can accept the full truth. We are currently going through great military difficulties in the East. We have to acknowledge these difficulties and examine what we must do to resolve them. Are you determined to follow the *Führer* in fighting for victory through thick and thin? Are you determined to work sixteen hours a day? Do you want the government to ensure that women will also work as part of the war effort? Do you pledge to the soldiers fighting at the front that the people at home are behind them, that their morale is high, and that they will give everything necessary to achieve victory? Do you want “Total War”?

The Nazis' Rise to Power 1930–January 1933

Interpretation A

Extract from an article by C. Sharples, entitled **Germany and the Great Depression**, published in 2011.

The Great Depression is highly significant when trying to explain the rise of the Nazi Party. The role of economic crisis as a key short-term factor behind this development seems obvious. When the failing American banks tried to call in their loans in the aftermath of the Wall Street Crash, Germany was in no position to be able to repay its debt. As the depression took hold, industrial production fell sharply. All sectors of German society were affected by the crisis and at its peak 6 million people were registered as unemployed. Chancellor Brüning's attempts to control the situation by raising taxes and cutting public funding proved extremely unpopular. As he struggled to keep the confidence of the Reichstag, people began to look elsewhere for a way out of this situation. It was in this climate that political extremism began to take hold. It was not until September 1930 that the Nazis made their electoral breakthrough.

Interpretation B

Extract from S. J. Lee, **The European Dictatorships 1918–1945**, published in 1987.

Hitler came to power as the impact of the depression was beginning to lessen. In the election of July 1932 the NSDAP became the largest party in the Reichstag. When Hitler was invited by von Papen to join his cabinet, he demanded instead the Chancellorship. This was, however, refused by President Hindenburg. Von Papen then tried to weaken the position of the NSDAP by calling yet another Reichstag election in

November 1932. This time the NSDAP lost electoral support. Von Papen proved incapable of holding power for very long and the Chancellorship went to von Schleicher. Von Papen felt so betrayed by von Schleicher that he intrigued against him with Hitler. In January 1933 von Papen persuaded Hindenburg to appoint Hitler as Chancellor in a coalition government. Ultimately, Hitler came to power by the back-door method of political intrigue.

(a) Study Source 1. How useful is Source 1 as evidence for an historian studying propaganda and morale in Nazi Germany in the period 1939–1945? You must use contextual knowledge in your answer. [20 marks]

(b) Study Interpretation A and Interpretation B. Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the reasons for the Nazis' rise to power from 1930 to 30 January 1933 do you find more convincing? [30 marks]

This is the end of the question paper

Sources

- Option 1: Interpretation A, © Tudors: The History of England, Volume II by P. Ackroyd.
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- Option 1: Interpretation B, © England Under the Tudors by G. R. Elton
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- Option 2: Interpretation A, © Stuart Britain: A Very Short Introduction by J. Morrill
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(ISBN: 9780416422801) Published by Methuen, 1987

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