



GCE EXAMINERS' REPORTS

**GCE (NEW)
HISTORY
AS/Advanced**

SUMMER 2017

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**WJEC
GCE HISTORY (NEW)**

Summer 2017

SUMMARY REPORT ON UNIT 1

At Unit 1 there was evidence that the essay writing skills of candidates had improved following the transition from the structured essays of legacy unit HY1 although it was equally clear that many candidates need to further develop these skills. It was also apparent to the Examiners that some candidates still seem to be considering the issues set in a topic or depth manner (as in the legacy HY1) rather than the more holistic approach of the current specification. Centres should ensure that candidates understand that the questions set on Unit 1 are meant to test aspects of the whole specification and are not restricted to any predictable sub-theme or topic.

In the Unit 1 open ended essay the Examiners require a debate and substantiated judgement on the key concept set rather than a listing or unloading of notes on the features, events or developments of the topic studied. Centres should ensure that candidates focus on debating the key concepts set in the questions and, if appropriate, the significance of the main issues exactly as identified in the question set. The better responses were able to engage with the exact key concept in the question set, focus on analysing the issues and evaluate their significance or effectiveness before coming to a substantiated judgement. Although many of these candidates were able to provide at least one coherent and well-structured essay, too many were restricted by the rather limiting practice in many centres of setting out a list of three or four “factors” or developments in an introduction and then writing a paragraph on each before coming to a conclusion.

The Examiners expected that the introduction would be more appropriate in opening the debate: for example by providing a definition of terms, setting the scene or an appropriate anecdote. The Examiners expected that well-rewarded essays would then be able to provide a debate on the key concepts and key issues of the period covered in the questions set.

There is a demand in the Period Study that candidates pay attention to showing developments over the period set and access to the higher band marks partly depends on the period coverage in the responses, partly on the debate offered and partly on providing an appropriate and balanced judgement which emerges from the argument made in the essay. Responses that were able to show understanding of the whole period set were usually well rewarded.

However it is fair to comment that the majority of candidates in 2017 tended to list a series of developments and provide a judgement or a series of mini-judgements. Although such responses could be considered to have offered some analysis of the issues, some basic evaluation and a judgement (or in most cases many judgements) they did not engage with the key historical concepts where appropriate of change, continuity, cause, consequence, similarity, difference or significance in the coherent manner that Assessment Objective 1 demands. In general many responses were dominated by recall rather than entering a debate on the question set.

The weakest responses tended to unload their learnt knowledge on the topic studied and such responses tended to warrant Band 2 marks. These responses were too often simply recollections of what happened or generalised knowledge of the topic studied. It would benefit these candidates if centres focused on teaching the skills of analysing the questions

on the paper and identifying the key concepts that form the central demand of the questions. GCE History has to be more than recall and more about candidates using their knowledge and understanding to answer the specific question set.

PERIOD STUDY 1

GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND, c.1485-1603

SECTION A

QUESTION 1

To what extent were the Pretenders the main threat to the establishment of the Tudor dynasty during the period 1485-1509?

This question was attempted by 493 candidates. Candidates were invited to consider the seriousness of the threats to the establishment of the Tudor dynasty during the period 1485-1509. Candidates were invited to debate the extent to which the Pretenders can be considered to have been the *main threat* to the establishment of the dynasty. In order to reach a substantiated judgement about this issue, candidates were expected to debate the extent of the seriousness of the threat posed by the Pretenders - Simnel and Warbeck – when weighed against the other threats to the dynasty.

The majority of candidates opted to debate the issue by adopting a two-sided approach – examining the threat posed by the Pretenders followed by ‘on the other hand there were other threats such as etc’. This approach gained reward provided they regularly cross-referenced their points of debate and concluded with a reasoned and balanced summary. However, this approach proved to be a stumbling block for the unwary who listed each threat followed by a mini-judgement which often repetitively ranked the importance of that particular threat. The better rewarded candidates were clearly aware that they had to analyse and evaluate whether the Pretenders were the *main threat* or not and, if not, why not. This debate developed by identifying what may have been the main threat to the establishment of the dynasty – Margaret of Burgundy and the ‘threat from abroad’ together with the nobility figured prominently here. It was pleasing to witness some candidates consider alternative potential threats to the establishment of the dynasty – namely the continued health and well-being of the king and the birth and survival of a male heir. It was noticeable that few candidates identified finance as a potential threat to the establishment of the dynasty since Henry VII was perennially short of money and, in the early years, was often at risk of insolvency.

A substantial minority of candidates resorted to narrating the events connected with the Pretenders and the rebellions that threatened Henry VII. Too many candidates downloaded learnt facts to relate the background stories of the Pretenders Simnel and Warbeck.

QUESTION 2

‘The main reason for the failure of rebellions in the period between 1536 and 1558 was the strength of the Crown.’ Discuss.

This question was attempted by 608 candidates. Candidates were expected to consider the *main reasons* for the failure of the rebellions - Pilgrimage of Grace, the Western or Prayer Book, Kett and Wyatt - that broke out between 1536 and 1558. Candidates were invited to debate the extent to which the strength of the Crown - under Henry VIII, Edward VI and Mary I - can be considered to have been the *main reason* why rebellions failed in this period. In

order to reach a substantiated judgement about this issue, candidates were invited to debate the contribution that the strength of the Crown made to the failure of rebellions in this period when weighed against the other reasons that help explain their failure.

It is a little surprising that this question proved challenging for many candidates. The problems were two-fold: the date range and the lack of understanding of what constituted the 'strength' of the Crown. A number of candidates did not take account of the dates which led many to discuss the rebellion of the Northern Earls (1569), and to a lesser extent, the challenge posed by Sir Rhys ap Gruffudd (1529-31) neither of which were germane to the question. (That said it is pleasing to see that a number of centres are making an effort to explore the Welsh aspect of this particular topic). For the benefit of those candidates who were unsure of what was meant by the 'strength' of the Crown, the following suggestions might help clarify matters: (i) the ruthless and resolute action taken by the Crown in quashing the rebellions; (ii) the military resources in terms of troops and weapons at the disposal of the Crown; (iii) the experienced military leadership and generalship available to the Crown; (iv) the Crown's control of the law, courts and forces of law and order; (v) the propaganda value of monarchical authority and church-sponsored support for the notion of Great Chain of Being.

The majority of candidates opted to debate the issue by adopting a chronological approach that discussed each rebellion in turn. This led to a great deal of repetition which could be avoided if the candidates had adopted a more thematic approach: by focusing on the reasons for failure candidates could refer to the relevant rebellion as an example to highlight or support their reasoning. Only in the conclusion did many of these chronologically-led candidates offer anything like a holistic debate to round off their answers. Those candidates that adopted a thematic approach throughout their answers were generally well rewarded for their efforts. Almost inevitably a number of candidates resorted to listing and/or narrating the events connected with the rebellions. It was noticeable that a not insubstantial number of candidates opted to discuss the causes of the rebellions either as an extended introduction or, in some cases, taking up to half the answer.

SECTION B

QUESTION 3

How far do you agree that Edward VI's Protestant Reformation was the most significant change in religion in Wales and England between 1529 and 1588?

This question was attempted by 857 candidates. Candidates were expected to consider and debate the extent to which Edward VI's Protestant Reformation represented the *most significant change* in religion in the period 1529-1588. In order to reach a substantiated judgement about this issue, candidates were invited to debate the nature of the Edwardian Reformation and thereby assess its significance in relation to other religious changes in the period.

The majority of the candidates worked within the date range which enabled them to discuss the significance of the religious changes in England and Wales, beginning with the Henrician Reformation through to the publication of the Bible in Welsh in Elizabeth's reign. Although it was pleasing to note that many candidates focused on the evaluative phrase *most significant*, a substantial number used this in a repetitive and less than meaningful way. Many candidates seemed to have been advised to use this phrase to either begin or end each paragraph. This led to a formulaic or ranking approach but the conclusions were not always soundly supported.

The significance of Edward VI's religious changes was discussed – for example: the establishment of Protestantism as the State Religion as a radical departure to what had existed before; the phased introduction of radical Protestant doctrine – Prayer Books of 1549 and 1552; the Dissolution of the Chantries swept away the last visible vestiges of Catholic worship. The impact of these changes were considered alongside those caused by the policies pursued by Henry VIII, Mary and Elizabeth. The majority of candidates covered the period doing so by framing their answers in a chronological way beginning with Henry VIII and moving through the reigns of each monarch. This approach tended to elicit narrative answers interspersed with mini judgements. The significance of the religious changes in Edward's reign tended to be lost in this list-like approach. It was noticeable also that many candidates largely ignored the religious changes during Mary's reign (1553-58). The better rewarded candidates did offer a more thoughtful debate by discussing and assessing the significance of Edward's changes weighing these up against the significance of the changes initiated by Henry VIII and Elizabeth (even among these candidates Mary tended to get short shrift).

QUESTION 4

How far did the relationship between Wales and England change between 1530 and 1603?

This question was attempted by 236 candidates. Candidates were expected to consider and debate the extent to which the relationship between Wales and England changed between 1530 and 1603. Candidates were invited to offer an analysis and evaluation of the changing relationship between Wales and England in this period. It was pleasing to see that the majority of candidates displayed a thorough knowledge of this Welsh history based topic especially with regard to the Acts of Union. However, given the long period to be covered it was perhaps inevitable that a number of candidates framed their answers in a chronological narrative that relied more heavily on facts rather than their analysis and evaluation of the key concept of historical change.

In order to reach a substantiated judgement about this issue, candidates were invited to debate the extent of the changes that affected relations between Wales and England. Candidates were expected to display an awareness of change and continuity over the given period. The majority of candidates began their debates with an analysis of the Acts of Union (1536-43) and ended with the translation and publication of the Bible in Welsh in 1588. In terms of period coverage this was appropriate; however, a number of candidates might have offered a more thorough discussion of Welsh-English relations pre-union (1530-36) – lawlessness, lack of political control, concerns over the independence of the Marcher lordships - so as to establish the reasons why the Acts were passed and how they impacted on the relationship between Wales and England thereafter.

In general terms the majority of candidates focused their answers on changes in the political, legal, economic and linguistic relationship between the two countries. Some of the better prepared candidates did explore changes in the social relationship between the Welsh and English gentry in terms of marriage, education in English universities, adoption of English speech and customs. Indeed it was pleasing to see some candidates note that while the Welsh gentry might have been experienced significant change over the period the lower classes were largely unaffected: continuity rather than change.

PERIOD STUDY 2

GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND, c.1603-1715

SECTION A

QUESTION 1

'The main cause of tension between James I and Parliament was the promotion of royal favourites.' Discuss.

This question was attempted by 44 candidates. Candidates were expected to consider the reasons for the tense relationship between James I and Parliament during his reign (1603-25). Candidates were invited to discuss the extent to which the promotion of royal favourites can be considered the *main cause* of tension between the King and his Parliament.

In order to reach a substantiated judgement about this issue, candidates were invited to debate the contribution that the promotion of royal favourites made to the increasingly fractious relationship between James and Parliament during his reign. Candidates were expected to explore and discuss the nature and impact of the King's promotion of royal favourites - such as Cecil, Carr and Buckingham - and weigh this against the other possible causes of tension between James and Parliament. The majority of candidates made an effort to identify the King's favourites and thereby discuss their impact on the Crown's relations with Parliament. However a minority of candidates merely mentioned the favourites and moved on to discuss the other causes of tension such as finance, religion and the increasingly authoritarian rule of a King wedded to the principle of divine right. It was pleasing to witness a number of candidates who offered an alternative cause of tension by focusing on the actions and behaviour of certain radical MPs. Certainly many MPs were becoming increasingly irritated by the King's demands for finance in order to reward his favourites with titles, land and money. On the other hand, some MPs took the opportunity to develop and extend their rights and privileges which inevitably angered the King. In short if the King behaved badly then so did some of his MPs, neither side was blameless.

Inevitably a sizeable number of candidates adopted a list-like approach to the question whereby they tended to describe each cause in turn followed by a bolt-on judgement. However, some of these essentially narrative essays did at least attempt to briefly evaluate each cause at the end of every paragraph.

QUESTION 2

To what extent was religion mainly responsible for the tension between the Crown and Parliament in the period 1660-1689?

This question was attempted by 17 candidates. Candidates were expected to consider the reasons for the tense relationship between the Crown and Parliament during the reigns of Charles II, James I and the first year of William III and Mary. Candidates were invited to discuss the extent to which religion was *mainly responsible* for the tension between the Crown and Parliament.

In order to reach a substantiated judgement about this issue, candidates were invited to debate the contribution that differences over religion allied to the government's religious

policies made to the increasingly tense relationship between the Crown and Parliament during this turbulent period. Candidates were expected to explore and discuss the nature, scale and impact of the Crown's religious policies and weigh this against the other possible causes of tension between the Crown and Parliament. This question was not a popular choice but it did elicit some very strong answers. The greatest weakness here was not historical knowledge but the inability to properly debate and evaluate the key concept of causation. Candidates were able to identify and list the possible causes of tension between the Crown and Parliament but many did not focus on the evaluative phrase *mainly responsible*. Some candidates were content to simply list and describe the problems associated with religion. Others relied on formulaic responses which failed to focus on evaluating the particular concept as required by the question. Some candidates tended to concentrate on the reign of Charles II – which was discussed and debated quite well - and ignored the short but religiously significant reign of James II. For example, fear of James II's Catholicism led Protestant opponents, particularly in Parliament, to plot his downfall. Political and financial problems were considered to be as responsible – some candidates thought more so - as religion for the growing tension between the Crown and its Parliaments. Few candidates made any reference to William and Mary who undermined James II's kingship. It was Parliament that issued the invitation to William and Mary to take the Crown and rule in place of James II. Their accession, by means of the so-called Glorious revolution, marked an important step towards Parliamentary rule.

SECTION B

Question 3

To what extent was finance mainly responsible for the problems facing governments in the period 1603-1649?

This question was attempted by 57 candidates. Candidates were expected to identify and consider the problems facing the governments of James I and Charles I. In line with the demands of the question candidates were invited to discuss the extent to which finance may be considered to have been *mainly responsible* for the problems facing governments in the period between the accession of James and the execution of Charles.

Candidates were invited to debate the contribution that finance, mainly as a result of the Crown's financial policies, made to the problems confronting governments during this period. Candidates were expected to discuss the impact of the Crown's financial policies and weigh this against the other serious problems which the governments of this period had to deal with. The more confident responses engaged with the question set by responding to the key concept in a meaningful way. The majority of the candidates did attempt to focus on the evaluative phrase *mainly responsible* which enabled them to debate the significance of financial problems. The candidates were aware of the problems facing the governments of James and Charles and although a number of respondents opted to list these in a narrative framework the majority did attempt to evaluate rather than simply describe. At the very least the vast majority of those candidates who attempted to evaluate did so in a two-sided response: the problems associated with finance were examined, discussed and evaluated followed by a counter-argument that assessed the significance of the other problems facing the Crown and its governments in this period. This did lead to some imbalance inasmuch as the 'other problems' took up the majority of the answers. The most popular areas of debate focused on the importance of Divine Right, religious conflict, personalities of James I and Charles I, Parliament, the Personal Rule and Civil War.

QUESTION 4

How far do you agree that the development of political factions and parties had the most significant impact on government and politics in Wales and England in the period between 1660 and 1715?

This question was attempted by only 3 candidates. Candidates were expected to consider a range of developments in government and politics in the period between the Restoration and the first year of the Hanoverian Succession. Candidates were invited to discuss the extent to which the development of political factions and parties impacted on government and politics in Wales and England in the period 1660-1715. In order to reach a substantiated judgement about this issue, candidates were invited to explore and debate the nature, scale and impact political factions and parties had on government and politics and to weigh these against the influence and/or contribution of other possible developments. The three candidates who attempted this question did so with some confidence. Their knowledge of faction politics and political parties was sound enough and they made a valiant effort to cover the entire period. The developments in government and politics in the reigns of Charles II, James II and William and Mary dominated the answers. The development of the two-party system – Whigs and Tories - along with the emergence of party-political leaders was dealt with quite well and it was evident that to these candidates the Bill of Rights was considered to have had the most significant impact on government and politics.

PERIOD STUDY 3

POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND, c.1780-1880

SECTION A

QUESTION 1

To what extent were Sir Robert Peel's reforms an effective solution to the problems he faced as a politician in the period 1822-1846?

This question was attempted by 841 candidates. The key historical concept that had to be addressed was whether Sir Robert Peel's reforms were an *effective* solution to the problems he faced as a politician in the period 1822-1846. This would require a definition of the problems he faced and an evaluation of the effectiveness of the reforms he was responsible for. Most answers focused on Peel's reforms as Home Secretary in the 1820s, the problem of Catholic emancipation and the reforms of his main ministry 1841-1846. Rather worrying was the belief of many candidates that Sir Robert Peel was responsible for the Great Reform Act 1832. Where candidates discussed his response to reform in the Tamworth Manifesto credit could be given for the debate on the issue of reform.

The reforms of the 1820s and the issue of Catholic emancipation were generally well understood. Candidates were less secure in linking the financial and economic reforms of the 1840s to the problems of depression, Chartism and poverty. The long standing issue of protection was better handled with good discussion of the effectiveness of the repeal of the Corn Laws. There was plenty of scope for discussion of the effectiveness of Peel's social reforms and very good answers queried the pace of Peel's reforms in the 1840s in creating political problems with backbenchers which limited the effectiveness of his reforms. The best answers identified the range of problems Peel faced during his career recognising that a debate on effectiveness was required rather than a blow by blow

account of all the reforms with throwaway judgements about each one. Period coverage was usually satisfactory and most candidates could debate a range of problems within the period 1822-1846.

QUESTION 2

'The ideas of the utilitarians were the most significant influence upon social reform in the period 1830-1848.' Discuss.

This question was attempted by 246 candidates. The key historical concept that had to be addressed was whether the ideas of the utilitarians were the *most significant influence* upon social reform in the period 1830-1848. The ideas of the utilitarians were not always clearly understood and a significant number of candidates confused utilitarians with humanitarians. The best work defined the basic ideas with reference to Jeremy Bentham and Edwin Chadwick. The reform of the Poor Law was advanced by many as a significant example of utilitarianism in action and also as one of the major social reforms in this period. Good answers also outlined the importance of utilitarian methodology in the process of reform in the early Victorian period notably the investigative inspection and monitoring functions linked to reforms in other areas besides the Poor Law. The Public Health Act 1848 was also analysed as a reform mainly influenced by the ideas of Edwin Chadwick.

It was hoped that candidates would consider other significant influences on social reform and debate and weigh their significance against that of utilitarianism. The work of humanitarian reformers was often used as a counter-argument and there were some good evaluations of their impact upon reforms in the factories and mines. Individual reformers were also deployed to argue that the utilitarians were not the only significant influence upon social reform. Particular emphasis was given to the work of Shaftesbury, Owen and Oastler. The influence of religion was ignored by many but it was a significant factor in the debate on social reform and few looked at its significance for education reform. Peel's 1841-1846 ministry came in for particular attention as an important influence in the answers of many candidates. It was unfortunate that in many cases this amounted to an often breathless description of the Factory and Mine Acts. The best answers accurately outlined the ideas of the utilitarians and then debated the significance of those ideas for the social reforms in the period 1830-1848. There were few problems with period coverage.

SECTION B

QUESTION 3

How far do you agree that the Anti-Corn Law League was the most effective popular protest movement in the period 1780-1850?

This question was attempted by 398 candidates. The Section B questions require a debate on a key historical concept but covering a longer period of history. The key concept in question 3 was whether the Anti-Corn Law League was the *most effective* popular protest in the period 1780-1850. Many answers argued that the Anti-Corn Law League was the most effective popular protest movement because of its organisation and the successful achievement of its aims. There were some interesting debates about whether the Corn Laws would have been repealed anyway without the impact of the League's activities. Very often the effectiveness of the Anti-Corn Law League was compared favourably with the failure of popular radicalism in the period 1780-1820, the

perceived failure of the Chartist movement and the suppression of the Swing movement and Rebecca riots. The best answers debated the effectiveness of popular protest in securing the outcome of the Reform Act crisis, the anti-Poor Law agitation, especially in the North, and the impact of the Chartist movement on government financial and economic policies in the 1840s. In the main there was good period coverage although the pre-1815 period did not always figure in weaker responses.

QUESTION 4

Was the demand for Parliamentary reform mainly responsible for popular protest in the period 1812-1880?

This question was attempted by 700 candidates. The key historical concept in this question was whether Parliamentary reform was *mainly responsible* for popular protest in the period 1812-1880. The best answers evaluated the revival of radicalism after the end of the French wars giving particular attention to the Peterloo massacre. Prominent in many answers was the debate on the importance of popular protest in influencing the Reform Act Crisis 1830-1832 and the key significance of the political demands of the Chartist movement. The revival of Parliamentary reform as an issue in the 1860s and the events of 1866-1867 were linked to popular protest although many answers pointed to the relative calm of the 1850s and 1860s and the reasons for the decline of popular protest.

Better answers saw that the question invited discussion of other potential causes of popular protest and their comparative importance. The tradition of popular radicalism associated with Paine and Cobbett was analysed as was the interpretation that Luddism was a desperate response to the changes in industry. The impact of the post war recession and the poor harvest of 1816 in fuelling widespread protest were commented upon. Significant debate was also seen on the impact of economic depression and the new poor law in generating support for Chartism. The support for free trade and cheap bread were also seen as essential components of the Anti-Corn Law League. Appropriately rural distress as a significant factor in the Swing and Rebecca protests generated comment in many responses. The important point is that candidates should offer a debate and come to a substantiated judgement on the key concept in the question set which, in Section B, will require period coverage of between 40-70 years.

PERIOD STUDY 4

POLITICS, PEOPLE AND PROGRESS IN WALES AND ENGLAND, c.1880-1980

SECTION A

QUESTION 1

Do you agree that the most important development in party politics between 1918-1939 was the formation of the first Labour Government in 1924?

This was a popular question and answered by 136 candidates. In order to fully address the question set candidates needed to evaluate whether the formation of the first Labour Government was *the most important development* in party politics between 1918 and 1939. Most candidates were aware of several developments in party politics in this period and were able to discuss their importance. Knowledge about what happened during the tenure of the first Labour Government was sketchy for the most part but some could reference the fact

that it heralded an increased voice for the workers and that the government at the very least proved that Labour was 'fit to govern'. There was merit in this approach, however the key concept in the question was *the most important development* and the discussion of this key concept was generally not well developed. Candidates that stated how important this development was, while merely mentioning that there were other important developments are clearly listing and not debating the question of *the most important development*. Some even attempted a discussion based on conjecture and this cannot be accepted as a meaningful historical approach. As such, statements such as 'if it wasn't for the first Labour Government then the Liberal decline would not have happened', hold little validity.

Clearly the formation of the first Labour Government could be considered by candidates as the most important development in party politics between 1918-1939 as it heralded a new voice for the people of Britain, especially the working classes at the time. Labour became a credible alternative to the Conservatives at a time when there was a decline in the fortunes of the Liberal party. This gave the workers a significantly more important role in the governance of the country and was a clear step forward in terms of democracy and inclusivity. Candidates could have debated whether the first Labour Government actually achieved any tangible significant progress in 1924 and it could be argued that the second Labour Government was actually more important as it consolidated Labour's position as a credible second party. Candidates could also have debated the fact that the Liberal decline was *the most important development* as it ushered many previous Liberal voters towards the Labour party and thus gave rise to the first Labour Government. Others might have debated whether the decline of the Liberals may well have been instigated in part by the fall of the Lloyd George coalition so this would be another development worthy of consideration. Perhaps the continuous strength and influence of the Conservative party would also be worthy of debate, as would the formation of the National Government in 1931 or the rise of minority parties. Each could have been debated in view of the key concept *the most important development*. Those that did this were well rewarded for instigating a debate focussing on the key concept in the question rather than merely listing developments.

QUESTION 2

To what extent did the Suffragette movement have the most important influence on the changing role and status of women 1903 and 1939?

This question was attempted by 349 candidates. The key concept set up for debate was whether the Suffragette movement had *the most important influence* on the changing role and status of women 1903-1939. Most candidates were aware of several developments in the changing role and status of women in this period and were able to discuss their importance. Knowledge about the Suffragette movement was plentiful but this unfortunately often led to narrative accounts of the events of the time by some candidates. A significant number also approached the issue as a 'why women won the vote in 1918' question which was clearly not the question set. The discussion of the key concept and coverage of the period in the question was generally not well developed. Candidates that asserted how important the influence of Suffragette movement was, while also mentioning that there were other important influences were clearly listing and not debating the question of *the most important influence*.

Clearly the Suffragette movement could be considered by candidates as *the most important influence* on the changing role and status of women 1903-1939. The movement raised the profile of women's issues whilst also posing a moral conundrum for Governments in the period. On the other hand there were many negative consequences of the movement's activities and its rather limited focus and influence during the whole period might mean that it was indeed not the most important influence on the changing role and status of women

1903-1939. Candidates could have debated whether it was the Suffragist movement that was the most important influence as its more moderate approach gained support rather than alienated the public and politicians. The influence of government legislation, developing economic and social opportunities, the contribution of war work and the increased profile of women in leisure, entertainment and sport could also have been discussed in view of the key concept. Those that did this were well rewarded for instigating a debate focusing on the key concept in the question rather than merely listing influences.

SECTION B

QUESTION 3

To what extent was the impact of war mainly responsible for change in society 1880-1939?

This question was attempted by 435 candidates. In approaching this question, candidates would have benefitted from spending more time reflecting on the actual question set. The key issue in the question, namely *mainly responsible for change in society*, needed some reflection with a view to explaining what the actual changes were rather than providing a narrative about the immediate effects of war. Most candidates were able to discuss the impact of the Boer War but for the most part the claim that the Liberal reform came about solely because of the Boer War was bold and not supported. Perhaps in this respect it might have been appropriate to discuss whether the impact of war in this instance was mainly responsible for change as the reforms may have been more to do with a developing social awareness rather than merely war. Comments about the First World War were mainly focused on the number of dead and would have benefitted more from a discussion of social and economic changes that were brought about due to the turmoil of war. All in all, not enough focus was given to the actual changes that occurred in the period and for many a chronological approach to the period dominated - Boer War, Booth and Rowntree, Liberal reforms, Great War, and some sketchy comments about the later period 1919-1939. Period coverage is important and candidates need to address the whole period in a balanced way in order to access marks at the higher bands.

QUESTION 4

'Between 1939-1980 Britain became a much fairer society.' Discuss.

This question was attempted by only 52 candidates and reflected a preference for questions focused on the early part of the period study among centres yet again this year. Centres need to be aware that covering the whole period study is essential as it may not always be possible to concentrate answers on the early period.

For the most part answers concentrated heavily on the reforms of the Labour Governments of 1945-1951 and were well focused on the idea that they did indeed attempt to create a fairer society. However valid, this does not cover the period in the question set, namely 1939-1980. Candidates that gain the higher band marks are expected to show awareness of most if not all the period in the question set. Again, some reflection about the actual question set would have provided candidates with a more focused response to the question set. Candidates could have judged 'fairness' in differing ways and this would have impacted on their responses. For the most part candidates discussed some changes and then provided a tagged-on comment relating to change proving that society had, or had not, become fairer - although the reasoning for such a conclusion was only addressed by some candidates. The 'for and against' approach was

evident and does little to provide a coherent, evaluative approach. Some candidates did consider the concept of similarity and difference by looking at the whole period, assessing the situation in 1939 and comparing it to the situation by 1980 to judge whether Britain had become a much fairer society. Typically these answers were far more evaluative, having quantified what they meant by 'fairer' and discussing the degree of fairness in respect of 'much fairer', or 'slightly less unfair' which was an interesting approach.

PERIOD STUDY 5

POLITICAL AND RELIGIOUS CHANGE IN EUROPE, c. 1500-1598

SECTION A

QUESTION 1

To what extent was the growth of exploration and discovery the most significant influence on the development of Europe from 1500-1540?

The question was answered by 21 candidates. In order to reach a substantiated judgement it was hoped that candidates would present an argument that the exploration and discovery of the New World by the Portuguese and Spanish in the early 16th century was indeed a highly significant influence as it impacted psychologically on the Old World of Europe. They could further have offered that there was significant influence because of the prestige obtained by these European powers from their efforts of exploration and discovery. There was also the influence of economic gain from these discoveries and the new Trade routes which opened up. There was also significant influence in the spread of Catholicism to the new lands and the resulting effect this had on Catholic monarchs in Europe. Exploration and discovery introduced new foods into European diets and also brought gold and silver into Iberian ports with the resulting impact of inflation in Europe.

The question provided an opportunity for candidates to enter into a debate by arguing that in some respects there were other hugely significant influences on Europe at this time of great change brought about by the Renaissance, the Reformation and the growing might of the Ottoman Empire. They could support this argument with specific examples. The question does state "the development of Europe" and candidates should have noted this and argued within this confined area.

Some candidates were fully focused and engaged with the key concept and entered into a debate throughout their response. However, there were candidates who failed to engage with the key words *most significant influence* and merely concentrated on a description of exploration and discovery. There was also a tendency for success/failure and yes/no responses as well as some candidates only offering a limited attempt at an integrated debate.

QUESTION 2

How far do you agree that the influence of Renaissance culture was mainly responsible for the development of France during the reign of Francis I, 1515-1547?

This question was answered by 45 candidates. Many candidates appeared to have been prepared to answer a question on France in the period 1515-1547 but precise engagement with the key concept of *mainly responsible* proved challenging for some. Some candidates, however, did engage in a debate by challenging the proposition in the question and considered other significant influences which were mainly responsible for the development of

France in this period. These included the influence of the growth of Protestantism, the financial and political influence of war with the Hapsburgs, the effectiveness of administrative and financial policies and the influence of the alliance with the Ottoman Empire.

It needs to be noted that there were a minority of candidates who ignored the key concept in the question and were therefore only able to access the lower bands. Also some candidates did not engage with *Renaissance culture* and some concentrated on merely presenting a list of factors responsible for France's development in this period. There was a small minority of candidates who only offered a narrative on French Renaissance culture with numerous references to Leonardo Da Vinci and a bolt-on judgement which means that lower band marks were the only appropriate award for this type of response.

SECTION B

QUESTION 3

How far did the German princes have the most significant impact on religious change in Europe in the period 1500-1564?

This question was answered by 47 candidates, and the best answers were able to engage with the key concept offered for debate. There was some narrative, there was some drift but generally candidates were able to attempt an analysis and an evaluation of the extent to which, for most of this period, the German princes had the most significant impact on religious change in Europe. It was hoped that in support of the key concept [*most significant impact*] candidates would have engaged with an evaluation of various factors which impacted on religious change in Europe as a whole and not just in Germany. It was also expected that Zwingli and Calvin as well as various other influences such as Charles V, Luther, urban dwellers, reforming popes and German peasants would have been considered in any evaluation of significant factors which impacted religious change in this period. The better responses were rewarded with marks from the higher bands as they gave a sustained balanced judgement regarding the specific question set. However, disappointingly, there was still evidence this year of some candidates failing to break away from a formulaic, rote judgement at the end of each paragraph which was then repeated at the end.

QUESTION 4

"Spain's main challenge in the period 1516-1556 was Charles V's dual role as King of Spain and Holy Roman Emperor." Discuss.

This question was attempted by 20 candidates and sadly it was not well done by these. Many who attempted this question wanted to present a narrative on Charles V and did not answer the question set. The dual role as main challenge as offered in the question was usually described and then followed by a list of other challenges instead of an evaluation of the key concept of *main challenge for Spain in the period 1516-1556*. Some candidates offered mini-judgements which were usually mechanical and added to the end of paragraphs. They could have discussed the challenge of Charles V's dual role and evaluated its importance as compared to the extent of the challenge from the Ottoman Empire, Hapsburg Valois rivalry, the administration and finance of Spain and the ruling and exploitation of the New World but instead drifted into a narrative of Charles V's reign. In other words they did not engage with *main challenge*. There was little debate and it is advised that addressing the key concept as set in the question should be at the forefront of candidates minds.

There was a conscious effort by some candidates to cover the period as defined in this question and to recognise the dates but unfortunately this appeared to push many towards a narrative account with the addition of a formulaic bolt-on judgement.

PERIOD STUDY 6

EUROPE IN THE AGE OF ABSOLUTISM AND REVOLUTION, c. 1682-1815

SECTION A

QUESTION 1

How far do you agree that Peter the Great's religious reforms were his most important achievement during the period 1696-1725?

This question was answered by all 26 candidates. There was ample opportunity for most candidates to argue and debate this issue of whether Peter the Great's religious reforms were his most important achievement during the period 1696-1725. The key concept which they were invited to consider was *most important achievement*. Unfortunately too many candidates saw this as an opportunity to offload their class notes - often in great detail and at great length - about Peter's reforms in general with only at best lip service to the question and ignoring the key concept. Some candidates were able to grasp the key concept and evaluate the importance of the religious reforms within the wider parameters of Peter's reform. While understanding the importance of his religious reforms they were able to set them within the context of other reforms and analyse which were his most important achievements. Among the achievements which could have been considered as most important were his reforms of the nobility; establishing Russia as a great power and challenging Swedish hegemony of the Baltic; modernising the Russian state and the policy of westernisation. Where candidates did show clear understanding of the key concept of most important they were duly rewarded.

QUESTION 2

How effective was Louis XVI in dealing with the challenges he faced between 1774 and 1789?

No candidates took the opportunity to answer this question.

SECTION B

QUESTION 3

To what extent were Frederick the Great's reforms an effective solution to the problems of Prussia, 1740-1788?

This question was answered by 11 candidates. Candidates were asked to consider the extent to which Frederick the Great's reforms were an effective solution to the problems of Prussia, 1740-1788. The key concept revolved around *effective solution* and answers needed to enter into a debate over this. It was expected that candidates would display a grasp of just what the problems confronting Frederick the Great were over the course of his long reign. In essence these problems were varied and should have included his need to expand his territories given the nature of his inheritance in 1740 on ascending the throne, his need to acquire more natural resources and population and to ensure effective alliances with other powers in order to defend his state (perhaps the first aim of a ruler). In support of the

view offered in the question a range of arguments could be presented. A number of problems were in part of his own making most notably his act of opportune is in seizing Silesia. While this met a number of his needs it brought new problems in that enormous financial burdens were placed on the state. While some candidates simply listed Frederick's reforms, there were many good answers which engaged with the key concept and argued with clarity and conviction regarding the effectiveness of Frederick's reforms.

QUESTION 4

'The Seven Years War was the most significant conflict between the great powers during the period 1756-1815'. Discuss

This question was answered by 15 candidates. Candidates were asked to consider whether the Seven Years War was the most significant conflict between the great powers during the period 1756-1815. This was a period of some very significant conflicts which most candidates were able to consider in their answers with varying degrees of effectiveness. A fairly typical approach was to adopt a chronological survey of the wars across the period. The weakness of this approach, in some ways, was that the temptation was to slip into just offering a narrative account with little analysis or consideration of the key concept of significance. The better answers were able to evaluate the significance of wars across the whole period - including the Napoleonic Wars - and assess each with their own particular legacies and importance which may have impacted upon Europe in rather greater ways than the Seven Years War. The pitfalls of unloading class notes was evident in many responses but those that sought to argue with conviction and engage with the key concept to guide their answers were suitably rewarded.

PERIOD STUDY 7

REVOLUTION AND NEW IDEAS IN EUROPE c.1780-1881

SECTION A

QUESTION 1

How far was Italian unification mainly achieved as a result of foreign intervention in the period 1848-1870?

This question was the more popular, attempted by 53 candidates, and the quality of response was significantly better than Question 2. Candidates were expected to debate the impact of foreign intervention against the impact of the internal movement for unification. However, most of the responses to this question still tended to take the form of a generalised discussion of a range of different developments and factors which influenced unification rather than a precise and meaningful debate of the key concept. Most candidates dealt with the different developments in isolation rather than placing them within the context of how they measured up against foreign intervention. As a result, holistic approaches to the question were rare. Most candidates failed to take the opportunity of linking the importance of foreign intervention to the internal nationalist movement. Most candidates were able to discuss the role of Napoleon III and the impact of the wars of the period upon the achievement of Italian unification but few linked all this to the argument that Italian nationalists needed some external assistance if they were to achieve unity. Conversely, few candidates discussed the notion of a collective Italian movement to help achieve unity and instead chose to discuss the individual contributions

of the key players. References to Victor Emmanuel were rare and candidates missed the opportunity of debating whether he simply allowed Italian unification to happen or played a more active role.

QUESTION 2

To what extent was Napoleon III's foreign policy mainly responsible for the collapse of the Second Empire in 1870?

This question was attempted by 23 candidates but the quality of response was disappointing. Most answers spent far too long on the foreign policy successes and failures of the Second Empire. As a result, balanced discussions of the key concept failed to emerge. Often the counter-argument amounted to no more than a list of other developments which contributed to the collapse of the Second Empire, and occasionally this only appeared in the last paragraph. There was often minimal discussion of the impact of Napoleon's domestic policies upon the fate of the Empire and there was very little focus on debating the impact of foreign policy failures on the domestic situation at home. Few concluded that had Napoleon's empire truly stood for peace then he might have survived. Even less concluded that foreign policy as a whole did not lead to the collapse of the French Empire but rather he was brought down by military defeat.

SECTION B

QUESTION 3

How far do you agree that Bismarck's leadership was mainly responsible for the unification of Germany in the period 1815-1870?

This question was attempted by 73 candidates and the quality of response was marginally better than Question 4. This was again a very popular question but the overall quality of response was disappointing. Candidates needed to adopt a holistic understanding of this topic area by considering whether the unification of Germany was achieved as a result of the work of one man alone. Learners showed a reluctance to debate the role of Bismarck within the context of developments in Germany in the period. Some learners did not even refer to Bismarck's 'leadership' whilst others began their responses by asserting that "Bismarck was mainly responsible but there were other factors that led to unification". This kind of introduction often led the learners blindly into a factors driven response that produced general judgements on the topic but which did not directly engage with the key concept of *mainly responsible*. The majority of responses therefore failed to answer the precise question set. Often the factual knowledge was good but it was not used to focus on the key concept of Bismarck's leadership being *mainly responsible*. Few discussed Bismarck's leadership within the context of whether he was a champion of the nationalist cause. Candidates needed to consider the key concept in the context of the relationship between the nationalist forces at work within Germany, the economic development of Germany and the importance of the international situation. Few candidates considered the holistic view that 'blood and iron' or 'coal and iron' were the determinants of German unification, and how Bismarck's leadership was tied up with this. This would have led to a focused debate on the key concept instead of a stock trawl of the factors which influenced German unification. Weaker responses provided a general listing approach which included the role of the Zollverein, nationalist thinking and Bismarck's foreign policy. Some candidates attempted to rank the contribution of a range of different factors, but few engaged in a genuine debate which related to the precise question set.

QUESTION 4

'The growth of political opposition was the main challenge facing the Russian Tsars in the period 1825-1881.' Discuss.

This question was attempted by only 4 candidates. Overall the quality of response to this question was very mechanistic and most candidates adopted a factors-led approach which focused on generalised developments or features of the topic area rather than focussing upon answering the precise question set. Disappointingly many candidates were very unfamiliar with political opposition or how it affected the Russian Tsars in the period. Those that did consider the political opposition in the period rarely addressed the key concept of whether it was the 'main challenge facing the Russian Tsars'. Candidates needed to grasp an overall understanding of the complex nature of Tsarist Russia in the period 1825-1881. Many candidates were unable to consider the key concept in the light of the fact that Tsarist Russia was probably the most reactionary regime in Europe with a backward social structure. Many of the responses lacked precise support on the nature of the political opposition in the period and so were unable to evaluate its impact upon the Tsarist regime. The majority of candidates provided an unconvincing generalised trawl of a few related factors such as the threat posed by nationalism and liberalism; the backward and inefficiency of Russia; urban and rural problems; the threat posed by westernisation. Full coverage was rare as few candidates explored either the political or social and economic problems which characterised the period. Few candidates were able to link the maintenance of social stability and order with the challenge posed by political opposition. It was evident that candidates found it difficult to bring together and debate the challenges facing the Russian Tsars in the period. Candidates were too intent on adapting pre-prepared notes to fit any question that may have appeared rather than focussing on the precise nature of the question in front of them. Often the introductory paragraph '*Political opposition was the main challenge but there were other challenges*' led inevitably to a generalised factors driven response which did not consider the topic as a whole.

PERIOD STUDY 8

EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION, c.1890-1991

SECTION A

QUESTION 1

How successful were attempts to reduce tensions in Europe in the period 1919-38?

This question was attempted by 207 candidates. The quality of response was only marginally better than Question 2. Candidates needed to consider the question within the context of the developments within international relations in the period. Candidates needed to adopt a more holistic approach to answering the question set with a greater overall awareness of the changing nature of the relationship between the powers in the period 1919-1939. Many candidates seemed to have a quite simplified understanding of the tensions in Europe and of the attempts to reduce them in the period. Many candidates often took a very 'black and white' approach instead of considering that there were often shades of grey in the relationship between the powers and in the attempts to reduce tensions. Many candidates failed to consider the question in terms of change and continuity in Europe and adopted a kind of 1920s against the 1930s era approach. Many candidates adopted the reassuring scenario of international stability then being undone by the old selfish methods of

real politik and force. Candidates needed to more obviously debate the extent to which the attempts to reduce tensions in Europe were successful. They needed to focus more closely on the key historical concept in this question - the extent of success - instead of trawling through the general developments and features of relations between the powers in the period. In many cases candidates resorted to the routine factor by factor explanation of developments which led to tensions in Europe. The judgements reached often had no real bearing on the precise question set regarding extent of success and were often unsubstantiated.

QUESTION 2

To what extent were economic challenges the most serious problem facing Germany in the period 1918-45?

This question was attempted by 453 candidates. There were some promising responses to this question but many candidates were inevitably led by the nature of their introduction to this question. Some candidates began with sentences like: *Economics played a huge role in the challenges facing Germany in the period.* and subsequently proceeded only to discuss the economic challenges facing Germany in a kind of for and against mechanistic response. Others began with: *The most significant economic challenge facing Germany was hyperinflation in 1923, but there were other economic challenges.* Others adopted the predictable: *Economic challenges were the most serious problem but there were other problems facing Germany in the period.* None of these approaches allowed the candidates to directly answer the precise question set. It led towards a factors driven response which considered general developments and they were thus unable to take a measured approach to evaluating the key concept in this case, the extent to which economic challenges were *the most serious problem*. Candidates needed to argue why economic challenges did or did not pose the most serious problem and to weigh this analysis against the seriousness of other challenges. Some candidates attempted to engage in more subtle analysis by weaving their way through the challenges and evaluating the relationship between economics and other challenges such as political. As a result, they were able to at least offer a meaningful debate on the precise question set. However, there were a considerable number of responses which drifted into an unbalanced discussion of the developments in Germany in the period, with greater focus on the Third Reich.

SECTION B

QUESTION 3

'The lives of the people of Russia were affected more by repression than by any other government action in the period 1905-45'. Discuss.

This question was attempted by 254 candidates and the quality of response was marginally inferior to Question 4. Most candidates did not engage with the key concept within the question. Most candidates attempted to evaluate a range of different factors which affected the lives of the people of Russia in the period 1905-1945. Of more concern was the fact that a sizeable minority of learners had little or no understanding of what was meant by 'repression' or even 'government action'. This often led to an imbalance within the structure of the response or a generalised listing of a range of factors that may or may not have affected the lives of the Russian people. Unfortunately, these responses did not address the question of whether the lives of the people of Russia were *affected more by*

repression. Those candidates who attempted to answer the question concluded that although government-driven economic developments and changes to Russian society had a major effect on the Russian people, repression was the main tool of Russian governments even during periods of so-called reform. Even economic developments were usually reinforced by repression. Candidates needed to consider the key concept in the question in relation to an understanding of the influence of various government actions upon the Russian people in the period. Those candidates that did engage with the importance of repression often lacked precise historical knowledge so that their assertions were mainly unsupported and most responses focused mainly on Stalin's purges. This meant that period coverage was often a problem for many candidates.

QUESTION 4

How far do you agree that the Cold War was mainly responsible for changing relations in Europe in the period 1945-1991?

This question was attempted by 398 candidates. Once again responses tended to drift away from the key historical concept which is the main focus of AO1. In their introductions candidates were all too ready to accept the premise of the question and then offered a range of alternative factors as an implied counter-argument. Responses often began with: *'The Cold War was mainly responsible for changing relations in Europe in the period 1945-1991 but relations were also changed by other factors.'* This led to a range of often unsupported assertions with predictable judgements. Few candidates took a more holistic approach to this question by considering the complexity of international relations in the period. Often, the 'other factors' were either directly or loosely connected to the Cold War so that meaningful debates did not emerge because the body of the essay was based on the events of the Cold War. Few considered the impact of the Cold War within the context of acute post-war distrust, the painful task of reconstruction or the desire for economic security. Candidates should have placed the Cold War within the general context of international relations. Whilst the arguments in support of the Cold War as mainly responsible for changing relations were often detailed and relevant, the counter-argument was often presented as a list of other factors rather than debating the key concept. Most candidates failed to grasp that the Cold War was not an isolated development and should also have been evaluated within the context of ideological differences and longer-term impact on Europe.

**WJEC
GCE HISTORY (NEW)**

Summer 2017

SUMMARY REPORT ON UNIT 2

The Examiners were disappointed that candidates from many centres still continue to find the transition from legacy unit HY2 to Unit 2 to be very challenging. This showed itself in the retention of rather formulaic approaches to source evaluation and a lack of awareness of the increased demand to set the responses in their historical context. It was clear that many candidates had not made progress in focusing on the demands of both questions to consider the provided sources and extracts in their historical context.

At Question 1 the Examiners were aware that more candidates focused this year on discussing the value to an enquiry rather than the general usefulness of the provided sources. However most candidates still adopted a formulaic approach to each of the sources in Question 1 without addressing the question set which is to discuss the value of the sources to a historian studying a particular issue over a particular period. Many candidates appeared to be unaware that they needed to do more than comment generally on the provided content and attributions. They need to develop greater awareness of the demand of this question to analyse and evaluate the sources in their different historical context for their value to an historian by undertaking a specific enquiry over a specified period of time.

The Examiners noted that some candidates copied out sections of the sources or provided a summary of what the source had to say – neither of which is required and both of which waste precious time. It was also noted that some candidates provided very long historical introductions and others provided considerable amounts of background material which was often irrelevant to the appropriate historical context – again wasting time and failing to attract AO2 marks. Some candidates attempted to explain what was missing from the information provided by the three sources and others attempted to rank the sources but neither of these practices is rewarded under Assessment Objective 2.

At Question 2 most candidates relied heavily on making general comments on the content and authorship of the extracts. Many of the weaker responses were in essence comprehension exercises on the content and authorship provided though some went on to offer speculative comments based on the historian or on the availability of evidence. Candidates need to show a greater understanding of the historical context connected with the topic and the authorship and also of the wider historical debate concerning the set issue which is always one of at least four identified in the specification. Although improvements were noted this year it was obvious that most candidates found it a challenge to discuss the different ways in which the issue set had been interpreted and the main developments in the wider historical debate about these issues which is the focus of Assessment Objective 3.

It should be noted that some candidates appeared unaware that the two extracts provided were not 'sources' and that there was no merit in making source evaluation comments on the historians nor in unloading notes on the historiography related to the issue. Candidates need to discuss how and why historians such as those on the paper have formed different historical interpretations of the same issue based on the content and authorship of the provided extracts and their understanding of the wider historical debate but without downloading class notes on historiography. The Examiners are expecting that candidates show an understanding that historical issues can legitimately be seen in a variety of ways by different historians and that interpretations are always open to challenge.

DEPTH STUDY 1

THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529-1570

PART 1: PROBLEMS, THREATS AND CHALLENGES c.1529-1553

There were 159 candidates entered for this option.

QUESTION 1

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying religious change 1536-1550.

The focus of Question 1 is on assessing the value of the sources to a historian studying a particular line of enquiry over a specific period of time, in this instance religious change 1536-1550. In particular the question is about analysing and evaluating the value of the sources in their historical context. The majority of candidates showed a good understanding of religious change in the fourteen years between 1536 and 1550. The majority of candidates opted to discuss the three sources in turn before offering an overall judgement on their value to an historian in a concluding paragraph. Most concluded that the sources were very valuable in understanding the nature, scale and impact of religious change in this period: the main focus was on the dissolution of the monasteries and chantries together with the encouragement (Cromwell) and imposition (Edward VI) of the protestant faith.

Source A proved reasonably accessible to the majority of candidates who focused on the causes of the Pilgrimage of Grace rather than on the impact of the changes on the religious experience of the people. The source actually offered more than this but many candidates could not see beyond the causes. The majority of candidates showed a good understanding of Source B, being able to demonstrate some awareness of the growing unpopularity of Henry VIII's chief minister, Cromwell. Many candidates appreciated the fact that the source was likely to be impartial coming from a confidential report by an outsider, the French ambassador. The majority of candidates found the context of Source C a little challenging: they realised that it was strongly in favour of the Protestant reforms but missed the opportunity to consider that the author was likely a former monk who was quite forthright in his criticism of both the late king, Henry VIII, and Princess Mary.

The sources offered candidates much in the way of meaningful analysis of the attributions - the *interrogation* of the rebel leader Robert Aske; the surprisingly *pro-reformist opinions* of a former monk - but many spurned the opportunity to use these hints in favour of bland comments on their authorship. The same was evident in relation to the content of the sources. The majority of candidates simply could not resist describing or explaining what each source was saying. The better rewarded candidates made some attempt to analyse and evaluate the three sources and to place them, with varying degrees of success, in the context of the issue being studied by the historian, namely religious change in the reigns of Henry VIII and Edward VI. A number of candidates made a valid attempt to discuss the value of the sources to a historian in the context not only of when they were produced – 1537, 1538 and 1550 - but how the sources helped explain the possible reasons for and nature of the impact of religious change. On the other hand, some candidates used the phrase 'this source is valuable to an historian because ...' but were unable to offer a meaningful explanation usually resorting to comments on content. Many candidates had been encouraged to discuss the tone of the sources but they did so in a mechanistic manner

without any real understanding of what they were meant to be discussing. However, it must be said there were some excellent answers from candidates who knew how to evaluate in context and how to do it in responses that were clear, meaningful and impressive.

QUESTION 2

How valid is the view that Wales experienced substantial change in the 1530s and 1540s?

It is clear that historical knowledge of the topic - Wales in the 1530s and 1540s - was not an issue here. This question was accessible to the majority of candidates with a significant number able to recognise the different interpretations in the given extracts: Interpretation 1 stated that Wales experienced significant change during the 1530s and 1540s whereas Interpretation 2 argued that Wales did not experience substantial change during this period. The better candidates were able to analyse and evaluate the validity of the two extracts, used their knowledge of the historical context to support their arguments and showed an understanding of different ways in which the issue had been interpreted. However many candidates seemed unaware of the different ways in which the topic of change in Wales in this period have been interpreted. A significant number of candidates offered a pre-prepared series of notes on the work of different historians and the historiography related to each in a largely a learnt knowledge-based exercise. The better prepared candidates were able to go beyond that and discuss how and why historians have formed different historical interpretations of the same issue based on the content and authorship of the provided extracts and their understanding of the wider historical debate but without downloading a list of historiography.

The majority of candidates were able to use the content of the extracts to discuss the given interpretations. Equally, a significant number of candidates discussed the attributions in a mechanistic way, some persisting in focusing on reliability or generalised comments about how historians set about researching significant topics or events. Some candidates simply copied the attribution and offered speculative comments on the specialism of the historian together with the date of writing or pre-learnt mechanistic comments on the availability of evidence which were not linked to the question. Many candidates were well versed in recalling the conditions of Wales and the cause, nature and impact of the Acts of Union. It was pleasing to witness a number of candidates suggest that there was a significant element of continuity in the period. Cromwell and Rowland Lee were to the fore in the answers but less so Elton's 'revolution in government' theory as it applied to Wales in this period. Some of the better responses attempted to explain why historians were able to form different interpretations but some were unable to clearly articulate the fact that interpretations are formed for specific reasons, at certain times and in different circumstances. Few candidates showed any awareness of the fact that these interpretations are often provisional and open to challenge and change.

DEPTH STUDY 2

ROYALTY, REBELLION AND REPUBLIC c.1625-1660

PART 1: THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR, c.1625-1642

There were 222 candidates entered for this option.

QUESTION 1

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the relationship between Charles I and Parliament in the period 1625-1640.

The focus of Question 1 is on assessing the value of the sources to a historian studying a particular line of enquiry over a specific period of time, in this instance the relationship between Charles I and Parliament in the period between 1625 and 1640. The question is about analysing and evaluating the value of the sources in their historical context. The majority of candidates showed a good understanding of the complex and difficult relationship between Charles I and Parliament in the fifteen years between his accession and the recalling of Parliament after the Personal Rule. The majority of candidates opted to discuss the three sources in turn before offering an overall judgement on their value to an historian in a concluding paragraph. Most concluded that the sources were very valuable in understanding the reasons why the relationship between Charles and Parliament broke down and in doing so they tended to blame the king.

Source A proved accessible to the majority of candidates who were quite comfortable in discussing the context of the Petition of Right and the problems associated with the King's response to it. However, Source B proved to be something of a challenge for some who merely resorted to copying out the content. On the other hand, a significant number of candidates understood that the source was pivotal in appreciating why Charles I was angered by Parliament's attempt to enhance its own power and privileges by setting up committees of MPs with the authority to examine almost any aspect of government. Charles was determined to put an end to this development of the rights and privileges of Parliament because it might threaten his royal prerogatives. Source C was accessible to the majority of candidates though many did not seem to appreciate the fact that it showed MPs in a potentially bad light in that they too were as stubborn and devious as the King. The better rewarded candidates were able to analyse and evaluate the three sources and to place them in the context of the issue being studied by the historian, namely the changing nature of and the reasons for the increasingly fractious relationship between Charles I and Parliament to 1640. A number of candidates made a valid attempt to discuss the value of the sources to a historian in the context not only of when they were produced – 1628, 1629 and 1640 - but how the sources related to the context of the problems faced both by Charles I and Parliament.

A number of candidates did not make sufficient use of the attributions. Some simply copied them whilst others copied and offered only token comments. A minority of candidates even ignored the attributions. Many candidates were aware of the need to use and discuss the significance of information provided in the attributions but the quality of the response varied greatly. Some candidates noted that the author of Source B could not be trusted because it was by the King and likely to be biased and some candidates noted that since Source A was written by a student he might be too young to understand the significance of the events he was describing. However, it must be said there were some excellent answers from candidates who knew what was required of them and they responded accordingly.

QUESTION 2

How valid is the view that Charles I's decision to establish Personal Rule was motivated mainly by pressure from Parliament?

This question was accessible to the majority of candidates with a significant number able to recognise the different interpretations in the given extracts: Interpretation 1 argued that Parliament was responsible for the Personal Rule whereas Interpretation 2 laid the blame on Charles I. The majority of candidates were able to use (some simply copied) the content of the extracts to discuss differences in the given interpretations. Equally, a significant number of candidates discussed the attributions in a mechanistic way, focusing on reliability or generalised comments about how historians research their subject area. Some candidates simply copied the attribution and offered speculative comments on the specialism of the historian. Indeed, it was disappointing to witness a number of candidates adopt a mechanistic and formulaic approach which restricted their responses. Many candidates showed some awareness of the different ways in which the causes of the Personal Rule have been interpreted and were aware of associated developments in the wider historical debate. Candidates from whole centres used a pre-learnt series of class notes on the work of different historians which is a knowledge based exercise against the spirit of AO3. This was often done in a mechanistic manner with the vast majority of candidates unable to clearly link the extracts to any particular school of thought. Comments tended to be along the lines of 'Whig historians might say or interpret this in this way ...'

The better rewarded candidates wasted little time in setting about the task of analysing and evaluating the validity of the two extracts. These candidates used their knowledge of the historical context to support their arguments by showing a sound understanding of the different ways in which the issue - who or what was mainly responsible for establishing the Personal Rule - has been interpreted. A significant number of candidates were also able to offer at least one alternative interpretation to the two presented. Some of the better responses attempted to explain why historians were able to form different interpretations but some were unable to clearly articulate the fact that interpretations are formed for specific reasons, at certain times and in different circumstances. Very few candidates showed any awareness of the fact that these interpretations are often provisional and open to challenge and change.

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848

PART 1: RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM, c.1783-1832

There were 313 candidates entered for this option.

QUESTION 1

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying Parliamentary reform in the period 1793-1831.

The emphasis should be on analysing and evaluating the value of the sources in their historical context. In particular their value to an historian studying Parliamentary reform in the period 1793-1831 should have been the focus of the answer. The historical context associated with Source A is the early Parliamentary reform movement and the French revolution, the unreformed electoral system in Source B and the debate on the Reform Bill in Source C should have been the focus of the discussion of value to an historian.

Source A is a report from the Society of the Friends of the People about the qualification for voting in the urban areas in the late eighteenth century. It reveals the different voting rights depending on the definition of the freeman-sometimes a freeman had to be resident, in other places not. There are widely differing numbers of freemen involved in the voting process in different boroughs. Other complex voting rights are mentioned: property qualifications, scot and lot, potwalloper etc. The document provides valuable evidence of a frequent criticism of the unreformed system. It is a report written by, and for, a particular group - a radical Whig organisation which would have had distinctive views on the need for Parliamentary reform. With that reservation in mind candidates might want to know about the views of supporters of the old system to assess the contextual value of the source. Some might pick up on the point that in some boroughs 10,000 might vote which would make the unreformed system in places more democratic than the system post 1832. So there is context regarding the early Parliamentary reform movement. The date of 1793 is highly significant at a time when the events of the French revolution would have been to the fore and the radical movement was stirring in response. It is a contemporary record and it has value in presenting the context of reform and the activities of an important component of the reform movement.

Source B is a vicious lampoon of those who defended the unreformed system. It reveals the trough of public money which is at the mercy of the borough mongers and the allegations of corruption and influence are clear enough – money buys influence. The arguments of the supporters of the unreformed system can be made out: why alter a system that works well? The present system is the best in the world (shades of Wellington’s speech the winter before) and it is a “Glorious Constitution” referring back to the Glorious Revolution of 1688. The context of the document is revealed by the date, 1831, at the height of the Reform crisis. Cartoons are by their nature tendentious but they can be valuable in the study of events and ideas provided the historian is aware of these possibilities. This cartoon makes its point mercilessly by portraying opponents of reform in the worst possible light as greedy, selfish and corrupt. Many candidates noted that the system was propped up by bayonets and grasped the central point about greed and corruption. It is a contemporary source and, as such, has value in showing the nature of radical criticism but it obviously lacks balance in not showing the anti-reform case in a measured way.

Source C is the classic Whig case for moderate reform as presented by a leading MP and historian. It emphasises the tremendous advantages of property and middle class leadership as the Whigs saw them. It also makes clear the dangers of universal suffrage: it would be a violent change in the 1830s, the lower orders, in a state of economic uncertainty, would make inappropriate decisions based on emotion and the country would undergo revolution. The violent revolutions in mind would have been France in the 1790s and in 1830. Macaulay says the Whigs are reforming to conserve; they are not radicals. The language and tone of Macaulay’s speech is crafted to appeal to his audience- the bill is “plain, rational and consistent”, the lower classes are portrayed condescendingly, the middle classes are linked with “property and intelligence”- the alternatives are violent shocks and revolutions, the last things the House of Commons would have wanted. The context is the debate on the Reform Bill and this is a highly reliable insight into the Whig mind and extremely valuable in examining the motivation of the Whigs. The source also reveals that distress in the country is an issue and the government was still reeling from the Captain Swing riots in 1830-1831. As a reliable record it has real value to the historian in revealing the thinking of a key player at a crucial stage in the reform debate.

Specific source evaluation was generally well done but there were fewer successful attempts to comment on the historical context of the sources. The examiners noted that there were fewer examples of candidates listing omissions or addressing utility rather than value. The new specification requires candidates to provide accurate and appropriate context for the sources and to assess their value to an historian studying the particular issue, in this case Parliamentary reform 1793-1831.

QUESTION 2

How valid is the view that the governments of Lord Liverpool over-reacted to the threat of popular radicalism in the period 1812-1822?

Most candidates had little or no difficulty in understanding the different interpretations given in the extracts. The better candidates were able to suggest, as well, why the interpretations differed with reference to their authorship. If candidates are to reach the higher levels they have to consider not only why the interpretations differ but also why historians might come to different conclusions when faced with the same evidence. They also need to have a firm grasp of alternative interpretations and how these might have been formed. Named historians are not required but an understanding of the wider historical debate on the issue will always be rewarded. Unfortunately some candidates only focused their answers on the two given extracts and did not consider at all the wider historical debate on the issue in the question.

Interpretation 1 is typical of a revisionist view of Liverpool's administration. This was a government reviled in Whig and radical historiography and lampooned by Disraeli who referred to Liverpool as the "arch mediocrity". Gash presents the defence of Liverpool by detailing the evidence of political and social unrest after 1815 and suggests that his response was measured and appropriate. He points to the ineffectiveness of the Six Acts and is clear that the problem of popular radicalism could be underestimated. There was abundant evidence available to the government that there was a serious threat and it would be a reasonable assessment that the threat was imminent and serious. In analysing and evaluating Interpretation 1 answers argued that Gash was an eminent historian who had spent his whole professional life studying the political history of the early nineteenth century. The textbook was a synthesis of current work and so has value as the product of a leading specialist. His work commands respect as the product of mature reflection and deep examination of the evidence. However he is sympathetic to the Tory administration but it is a sympathy tempered by deft use of evidence.

Interpretation 2 is typical of historians who highlight the role played by radicalism in this period of British history. It stresses that the threat posed by radicalism was grossly exaggerated by Liverpool's government for political reasons. It was looking for a pretext to clamp down on radicalism and now that the war had finished it was not so easy to persuade the country that it faced a mortal threat. However the incidents of Spa Fields and the Prince Regent's coach provided the government with the excuse it wanted and the repressive measures went through Parliament easily. Vallance justifies his stance by referring to the strength of the army, a point directly contradicted in interpretation 1 and also the tight control of arms which would have been essential in any uprising. In analysing and evaluating Interpretation 2 answers argued that Vallance is an academic historian who has made a special study of radicalism and its importance in British history. His book is a synthesis of recent work and so has value as the product of a leading specialist in the field who has reflected on the evidence and produced a compelling argument to be taken seriously as a major contribution to the historiography of the period. It will be a point of view influenced by the writer's sympathy for the radical tradition in British history.

Many candidates did show awareness of the wider historical debate surrounding this issue such as the nature of the historiography regarding the approach of Lord Liverpool to the radical threat. In particular candidates were aware of other interpretations such as the views of historians such as E.P. Thompson who saw the emerging radical movement as crucial evidence of working class consciousness and a real threat to established authority. Moreover it was a threat that went underground and re-emerged with a vengeance after 1815 and extending well into the 1830s with the Reform Act crisis and Chartism. Older interpretations stressed the disruption of society caused by rapid industrialism which upset the political and social equilibrium of the eighteenth century.

DEPTH STUDY 4

POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900-1939

PART 1: POLITICS, SOCIETY AND THE WAR: WALES AND ENGLAND, c. 1900-1918

There were 98 candidates entered for this option.

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying social change in Wales and England 1901-1909

Better rewarded candidates were able to analyse and evaluate the sources for their value to an historian studying social change in Wales and England by considering each source in the context of its origin and in the context of the question set. Some candidates discussed the three sources in turn before offering an overall judgement on their value to an historian studying social change in Wales and England 1901-1909. Other candidates tended to discuss the sources in respect of their value in general rather than their value to a historian studying social change in Wales and England 1901-1909. The difference here is clearly between the 'general' discussion and the 'specific' discussion. The judgement was often seen at the end of each paragraph and sometimes as a bolt on paragraph at the end of the overall answer.

The author of Source A was known to most candidates and his views on the need for a better understanding of the effects of poverty were deemed of value in explaining the need for social change. Some were able to contextualise this by reference to issues at the time that raised the profile of poverty namely the impact of the Boer War and work of other social investigators. However, the blanket 'the source shows us this' approach was still evident as was a formulaic discussion of source utility. Source B was discussed in relation to it being a satirical cartoon and therefore 'biased' and some were able to contextualise this in relation to the fact that not everyone at this time was happy at how social change was being implemented. This would be valuable to an historian studying social change as it would imply social change was not a universally adopted belief especially among the rich. Source C clearly had value in that it implied a change of attitude in the period, for whatever reason, and the idea that Government should play a prominent role in bringing about social change. Some candidates were able to place this change of attitude towards social change in its historical context.

The authorship of the sources was discussed by nearly all of the candidates. Some were able to do so while focusing their answers on their value to an historian studying social change in Wales and England 1901-1909. Others discussed the value of the sources in general terms which could have been related to any question about the period. Again the difference in reward lay between the 'general' and the 'specific' approaches.

QUESTION 2

How valid is the view that the First World War had a mainly negative impact on British society?

The issue was one of the nominated issues identified in the Specification. Question 2 will

always be based on Assessment Objective 3 and candidates need to show they are aware of the different ways in which the issues has been interpreted and the main developments in the wider historical debate about named issue, in this case, the impact of war. Interpretation 1 claimed that the impact of war was largely negative; however Interpretation 2 argued otherwise, and claimed that war led to some improvements in the lives of the people. However other possible interpretations could place the onus more on economic, social, military or personal experiences and could therefore offer a differing interpretation to the views expressed in the extracts given. Some candidates were able to analyse and evaluate the validity of the two extracts and use their knowledge of the historical context to support their arguments and to show an understanding of the different ways in which the issue has been interpreted. Those who also attempted to explain why interpretations about the impact of war might have changed over time received the highest reward.

Once again, responses at the lower bands largely copied the content of the extracts to discuss differences in the given interpretations. Somewhat better rewarded, but still weak, were those candidates that paraphrased the content of the extracts to show how the content differed. Use of the attributions improved these answers but at the lower levels the comments were usually a basic 'strengths and limitations' exercise with little focus on the actual question set. Mechanistic evaluations on reliability were also seen and a number of candidates seemed to provide a series of notes on the work of different historians and the historiography related to each which has clearly been pre-learned and placed within the answers with little or any focus on the actual question set. As with question 1 the differential for reward was once again the 'general' answer vs the 'specific' answer.

DEPTH STUDY 5

RELIGIOUS REFORMATION IN EUROPE c.1500-1564

PART 1: THE OUTBREAK AND SPREAD OF THE REFORMATION IN GERMANY c.1500-1531

There were 89 candidates entered for this option.

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying criticisms of the Church, 1509-1520.

In Question 1 candidates were expected to demonstrate the ability to analyse and evaluate three sources, place them in their historical context and consider their value to an historian studying criticisms of the church 1509-1520. The sources provided proved accessible and focused on early critics of the church and their criticisms of Rome and its practices.

Source A came from a writer and publication familiar to the majority of students, Erasmus' "In Praise of Folly". This source is very valuable to any student of the early Reformation as Erasmus was widely recognised amongst the ruling elites and scholarly classes as the leading Humanist of the day. His views mattered to those that mattered and demonstrate contempt for clerical corruption from 1509 pre-dating Luther's concerns regarding indulgences. The source is also valuable as it shows that Erasmus was not seeking to provoke schism but merely attempting to encourage debate and so initiate reform. Clarification is required regarding the relationship between Erasmus and Luther as students continue to make erroneous judgements about their roles. Source B was a widely recognised as a contemporary woodcut mocking both Tetzal and the selling of indulgences.

It has significant value to a historian studying criticisms of the church as it reveals the nature of the early support for Luther and the emerging role of the printing press in his success. The mocking tone of the source is also worthy of note in an enquiry, sharing the low opinion of the church held by Erasmus and his fellow Humanists. Source C is valuable to a historian as it clearly demonstrates how criticism of the Roman Church had progressed rapidly by 1520. Here an angry Luther gives vent to his feelings on issues of doctrine, moving far beyond the satire of the early Humanists: a radical stance that will be confirmed at Worms the following year and which Erasmus could not support. Any historical of this period would find this source – and many similar – of great value in showing how criticism was both changing and consistent.

Those candidates who were more successful responded directly to the question set and the sources provided, placing them within their historical context and explaining their value to a historian studying this particular aspect of the Reformation. Too many students however, failed to respond to the question set and produced instead generic source evaluation and essays on the causes of the Reformation. They need to respond directly to the sources provided on the day and move beyond rote phrases. The sources were not “balanced” or “wide-ranging”. They did not really provide a historian “with varied views”. They were however, certainly valuable for appreciating how criticism of the church escalated between these dates.

QUESTION 2 (compulsory)

How valid is the view that religion was the main cause of the Peasants' War of 1524-1525?

In Question 2, the candidates were provided with two interpretations by modern historians about the causes of the Peasants' War. They were required to analyse and evaluate how and why different historical interpretations have been made regarding the causes of this conflict and whether religion was indeed the main motivating factor. The responses had to be rooted in the interpretations provided and focused on the question set.

Interpretation 1 by V. H.H. Green writing in 1964 in a general textbook, argued that the war was a consequence of long term peasant unrest which focused mainly on economic and social concerns. Luther's protest was not a cause of the revolt but merely provided a convenient backdrop that helped to confirm their aspirations. The peasants were opposed to both unfair ecclesiastical and feudal control of their lives.

Interpretation 2 however, did place the emphasis on religion as the main cause of the war. Lotherington, in his 1999 textbook, stresses that the peasants were seeking “Christian justice” and were encouraged by Lutheran propaganda to rise up against the Papal Antichrist.

A number of students, while correctly identifying the different interpretations, struggled to explain clearly or accurately why they did hold such differing viewpoints. Green was variously described as a “Marxist/traditionalist/revisionist/post revisionist”, sometimes all in the same answer. Both historians had done 'lots of research.' Students needed to focus on the information provided and use that and their own understanding of historical process to help explain why two different historians, writing in two different styles of book, in two different eras, might reach different conclusions about the past. Answers could have considered how the nature of research might have changed and what type of research was appropriate for the different styles of book that they went on to produce.

Some candidates did show that they were aware of a wider historical debate on this issue and attempted to explain the formation of different interpretations without resorting to a learned list of schools of history.

DEPTH STUDY 6

FRANCE IN REVOLUTION, c. 1774-1815

PART 1: FRANCE: THE CAUSES AND COURSE OF REVOLUTION, c. 1774-1792

There were 147 candidates entered for this option.

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the causes of the French Revolution. 1781-1789.

The majority of candidates were able to generally assess the value of the sources with regard to the enquiry into the causes of the French Revolution. Many were also able to put the sources and their authorship into context. Nevertheless, the weaker candidates used this question as an opportunity to trawl through the collection for content. Several instances of good practice were seen through a discussion of the value of the sources in showing both short and long term causes. In some cases, the attributions of the sources could have been utilised more when evaluating the sources. Some candidates in these instances simply copied the attributions without expanding on their validity and/or purpose. In a few cases candidates referred to 'Marxism', which was unnecessary for the answer. It was evident from a number of responses that some candidates did not fully understand the term *value to an historian* and used the phrase at any time with little support. The better candidates were able to consider value in a number of connected ways including content, consideration of the authorship and occasionally the historical context in which the sources were set.

QUESTION 2 (compulsory)

How valid is the view that France's involvement in the war of 1792 against Austria and Prussia mainly stemmed from internal divisions and conflicts?

Most candidates could confidently identify the interpretations given in the extracts although a number referred to Interpretation 1 as a revisionist interpretation, thus confusing themselves over the debate and some misread the second extract and wrongly assumed that it supported the view in the question. Most candidates were able to explain using the authorship either why or how the interpretations were made to some extent; though in most cases this could have been developed. Most candidates were able to explain Marxist views of revolutionary history well; although in some cases it seemed mechanistic and pre-planned. Those who were awarded the higher bands made good judgements on validity, as it showed they had awareness of the debate and were able to show awareness of other possible interpretations not offered by the extracts.

It was evident that a number of candidates were unable to explain why the two authors had different views, often merely using general words like 'hindsight' or 'research.' Further discussion was needed on the validity of the views using both the authorship and content, possibly by comparing the differences in the two views expressed and which schools of thought the historians would be linked with. Not all candidates reached a judgement on the validity of the view that France's involvement in the war of 1792 against Austria and Prussia mainly stemmed from internal divisions and conflicts.

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC c. 1840-1877

PART 1: SECTIONAL DIFFERENCES AND THE ROAD TO CIVIL WAR c. 1840-1861

There were 216 candidates entered for this option.

QUESTION 1

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the increasing tensions in the USA in the period 1854-1858.

The emphasis should be on analysing and evaluating the value of the sources in their historical context. In particular their value to an historian studying tensions in the USA in the period 1854-1858 should have been the focus of the answer. The context of Source A is the Kansas-Nebraska bill, the Dred Scott judgement in Source B and the Lincoln-Douglas debates in 1858 in Source C.

Source A is a poster from opponents of the Kansas-Nebraska Bill. The date of the poster is 1854, the year Stephen Douglas introduced the bill to Congress. Candidates explained the concept of popular sovereignty and why the bill aroused such strong passions, effectively wrecking the 1850 Compromise and smashing the two party system. It led to a 'civil war' in miniature in the affected territory between opponents and supporters of a free state. The language in the poster is significant; it invokes the spirit of 1776, appeals to all citizens above party, labels the bill as "iniquity", hopes for a mass convention and is clear that supporters are affronted by the "South" and that important constitutional issues are at stake. It is a one-sided document but it does accurately reflect the feelings excited by the bill before Congress and the ways in which sectional tensions could be very easily sparked in 1854. It is a contemporary document so it has evidential value in presenting the context of the Kansas-Nebraska bill.

Source B is a record of a court ruling and most candidates identified this landmark legal judgement which did so much to heighten tensions between North and South after 1857. Taney's judgement is useful in revealing the common racist attitudes endemic in American society at mid-century: the African Americans are clearly portrayed as an inferior race and this is accepted as the norm in what was called "the civilised world". Moreover the line of reasoning Taney uses underpins much contemporary thought: the Constitution, it is alleged, saw the African Americans as a separate race and the connection between slavery and property is made abundantly clear. The implications in the context of the Fugitive Slave Bill were explosive and nothing could have been better calculated to stir the passions of abolitionists and radical republicans at a time when other sectional issues were reaching boiling point. Taney was hoping to lay the matter to rest with a final definitive judgement but in doing so he completely underestimated his judgement's impact. His judgement also provides context on the reverence for the Constitution, attitudes towards race, slavery and property and the debate about state rights. Taney's choice of language underpins the racist tone of his ruling - "inferior race", "separate race", "not a citizen" and refers to "fixed and universal" beliefs about race.

Source C is part of the famous debate between Lincoln and Douglas in the senatorial contest for Illinois in 1858. Stephen Douglas was under pressure from Lincoln in the debate to clarify his views on slavery and Douglas reveals that he has learned nothing from the four

years of sectional mayhem he unleashed with his Kansas-Nebraska bill. This speech also provides valuable context on the concept of popular sovereignty and states' rights - the extension of slavery, in his view, is a local matter not an issue of principle as Lincoln saw it. Douglas cleverly uses language to vilify Lincoln, the phrase "black Republican party" is revealing and he is playing to the audience by saying that the American way is to let the people decide for themselves without interference from the federal government. As a summary of the debate this document is valuable and those issues would eventually propel Lincoln into the White House. It is also valuable evidence of the thinking of a key player- Douglas - in the events leading to civil war. It is a valuable record of a major public event that would be essential for an historian exploring the reasons for lack of consensus between Republicans and Democrats in this period.

Specific source evaluation was generally well done but there were fewer successful attempts to comment on the specific context of the sources. The examiners noted that there were fewer examples of candidates listing omissions or addressing utility rather than value. The new specification requires candidates to provide accurate and appropriate context for the sources and to assess their value to an historian studying the particular issue in this case tensions in the USA 1854-58.

QUESTION 2

How valid is the view that the abolitionist movement was mainly responsible for the outbreak of the American Civil War?

Most candidates had little or no difficulty in understanding the different interpretations given in the extracts. The better candidates were able to suggest, as well, why the interpretations differed with reference to authorship. However, if candidates are to reach the higher levels they have to consider not only why the interpretations differ but also why historians might come to different conclusions when faced with the same evidence. They also need to have a firm grasp of alternative interpretations and how these might have been formed. Named historians are not required but an understanding of the wider historical debate on the issue will always be rewarded. Unfortunately some candidates only focused their answers on the two given extracts and did not really consider the wider historical debate on the issue in the question.

Interpretation 1 represented the historical view that the anti-slavery or abolitionist movement was a powerful "crusade" which was a constant factor in the decades before the civil war. The movement's vital role in keeping the moral issue to the forefront of national politics is clearly revealed in this extract, in fact going so far as to say that the USA would never be the same again. The extract explains that the movement's most powerful impact was in the North but also acknowledges its potency in the south. In a telling phrase Parish shows how the movement changed the way each section regarded the other, a critical point about how the movement was important in the lead up to the civil war. Parish does acknowledge that the movement had its problems which affected its impact- it aroused fierce passions (evidence of effect?), it did experience rejection with accusations of fanaticism, extremism and eccentricity but notwithstanding the thrust of Parish's argument is that the movement had a powerful link with the outbreak of war. In analysing and evaluating Interpretation 1 many answers argued that Parish is a well- respected historian who has spent a lifetime researching the topic and who has deployed evidence to back up his views in a textbook which will have synthesised both primary and secondary material. As a leader in his field Parish would be expected to be in command of the accumulated material which supports his view that there was a direct connection between abolitionism and the creation of a divided nation. Parish was a well- regarded historian although in 1975 he could not have referred to the revisionist work which has affected interpretations since.

Interpretation 2 was representative of an alternative view which played down the role of abolitionism. It accepts that abolitionism played a part in dividing the nation and stoking up the moral debate, especially in the North but this interpretation misses a reference to the impact in the South. More importantly this extract emphasises the contribution of two other key factors at work: economic issues which certainly did create a different range of tensions between North and South and, of course, the key factor of western expansion which upset all the calculations as the acquisition of new territories provoked the highly contentious issue of whether the new states were to be free or unfree and which section would be strengthened by the decision made. Collins says that without these other factors abolitionism by itself would not have necessarily brought about secession. In analysing and evaluating Interpretation 2 answers argued that Collins was an eminent historian who had spent his whole professional life studying the USA and its history. The textbook was a synthesis of current work and so has value as the product of a leading specialist. His work commands respect as the product of mature reflection and deep examination of the evidence.

Candidates showed awareness of the wider historical debate surrounding this issue such as the nature of the historiography regarding the causes of the civil war. In particular candidates were aware of other interpretations such as the impact of the breakdown of the old party system, the failures of leadership in North and South, the economic differences between North and South and the view that states' rights was a key issue in the developing conflict.

DEPTH STUDY 8

GERMANY: DEMOCRACY TO DICTATORSHIP c. 1918-1945

PART 1: WEIMAR AND ITS CHALLENGES c. 1918-1933

There were 2245 candidates entered for this option.

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying opposition to the Weimar Republic between 1920 and 1932.

The quality of response in Question 1 was marginally better than Question 2. In Question 1 candidates were expected to assess the value of the three sources for an historian in the context of their origin and within the context of the precise question set. In other words - when each source was written or produced, who produced each source and what it says. Each of these will have a bearing upon its value to an historian in terms of studying opposition to the Weimar Republic between 1920 and 1932. Candidates that began their response with '*The source shows an historian; the source is interesting to an historian*' rarely provided a complete analysis and evaluation of the sources. Most candidates once again adopted a source by source approach but they did not always give a balanced consideration to context, source evaluation or indeed the value to an historian for the precise enquiry. Rarely did candidates adopt a more holistic consideration of the three sources in reaching a judgement in relation to the precise question set. In most cases the candidates were able to show a secure understanding of the content and general context of each source with references to the Kapp Putsch in Source A, the Munich Putsch in Source B and the growth in support for National Socialism in Source C. However, few candidates asserted that the three sources showed the transition in the methods used by the opposition on the right from seizing power by force to legally assuming power. Many candidates were not as secure in

establishing the specific historical context of each source or indeed in establishing a reasoned judgement as to how valuable each source was to an historian. In many cases the source evaluation remained largely mechanistic. Some candidates became confused about the origin of Source A whilst conversely most candidates were more secure with the context of the 1932 elections. Many candidates again ignored the date of each source which should have enabled them to place the sources within the precise historical context. Candidates should again be advised that the greater their overall knowledge of the period studied the easier it will be for them to place the sources within their precise historical context. Some candidates focused on the relative value of each source often ranking them in importance although this is not needed.

QUESTION 2 (compulsory)

How valid is the view that the years 1924-1929 were mainly a period of domestic success for the Weimar Republic?

The majority of candidates had little difficulty in identifying the two different interpretations provided within the extracts which focused upon the years 1924-1929. However, many candidates still seemed unaware of the different ways in which these years have been interpreted and the main developments in the wider historical debate. Many candidates continued to blend the two interpretations provided in order to show a third alternative interpretation which many seem to now call the 'synthesis school'. However, this approach can often only lead to only a general awareness of other possible interpretations, and will not lead to quality of response. The candidates need to show an understanding of the wider historical debate in order to produce quality of response. There were numerous other interpretations which they could have included such as the fact that domestic success was temporary / partial / regional or based on borrowing. Some candidates took a different but valid approach by arguing that foreign policy successes led to short term success. Centres are advised to instruct their candidates to take a firm grasp on how interpretations of the named issues have been formed and of how the historical debate has developed over time. Most candidates confined their responses to concentrating on showing how each extract may have been formed often by consideration of the content of each extract. However, there were some refined and indeed scholarly attempts to show how and why each interpretation had been formed and furthermore some candidates were able to link Interpretations 1 and 2 to schools of thought on the domestic stability of the Weimar Republic between 1924 and 1929. Most argued that Peukert belonged to the revisionist school of thinking whilst Mann adopted a more traditionalist approach. However, few considered the timescale of each extract, one being produced in 1968 and the other in 1991. This meant that the candidates missed an opportunity to show awareness of how one interpretation may have been stimulated or influenced by or even grew out of the other.

**WJEC
GCE HISTORY (NEW)**

Summer 2017

SUMMARY REPORT ON UNIT 3

At Unit 3 many candidates found it challenging to deal both with the demands of the Breadth Study covering a substantial period of time and also the conceptual nature of the assessment. The Examiners expected that in this unit candidates would have attempted a broader and more conceptual coverage of the issues. The Examiners expected that candidates would focus on exploring the concepts identified in Assessment Objective One as outlined in the Teacher Guide and the resources on Unit 3 available on the WJEC website. In addition the Examiners were looking for responses which considered appropriate issues such as chronology and turning points, the pace of change over the period, the significance and importance of individuals and the terminology associated with the period studied.

The Examiners noted that the majority of responses tended to focus too heavily on recalling the historical developments rather than focusing on the key historical concepts of change, continuity, cause, consequence, similarity, difference and significance. Many of the candidates treated this unit much like a depth study with copious amounts of detailed knowledge but little focus on the more holistic demands of the Breadth Study including the period coverage required in both questions. In the Teacher Guide centres and candidates were informed that whatever their primary focus, questions will draw on the fuller content and enable candidates to demonstrate their ability to make links and comparisons between different aspects of the period studied.

In both of the questions the Examiners were focused on rewarding candidates who were able to provide a debate on the key concept set in the question. For example it could be *mainly responsible* which involves a debate rather than “responsible” which just requires knowledge and encourages listing. They can have lots of judgements on “responsible” but that is not enough – they need a discussion and judgement on the key concept of *mainly responsible* to get a higher band mark.

The Examiners were concerned that many candidates appear to have been advised to write answers in which they listed a series of developments and then make a simple judgement by reference to a key word in the question, for example, “responsible” or they make a ranking effort (“x was more responsible than z”), often at the end of every paragraph. Both practices are mechanistic and formulaic and tend to feature in most if not all the scripts from particular centres.

In the compulsory questions in Section B there were actually some outstanding responses in that the essays were holistic in nature, debating the key concept set rather than the various factors – the events – with appropriate factual support using knowledge and understanding of events and developments to engage with the debate. Extensive factual support is not the main demand of the Breadth Study – the Examiners are principally looking for period coverage and conceptual understanding. The Examiners expected to see a debate on the key concept set over the period set and an appropriate and balanced judgement which arises from the argument they made in the essay.

In some responses whole portions of the chronological coverage was missing and candidates failed to focus on the demands of the key concept. It was not enough to offer a summary of developments over the period set – there had to be analysis, evaluation and a substantiated judgement on the key concept set.

BREADTH STUDY 1

WALES: RESISTANCE, CONQUEST AND REBELLION c. 1240-1415

SECTION A

QUESTION 1

How far do you agree that the Statute of Rhuddlan was the most significant development in the government of Wales in the period 1240-1301?

It remains a cause of concern that schools in Wales continue to avoid teaching topics connected with Welsh history at Advanced level. This question was attempted by only 10 candidates. Candidates were expected to consider the significance of a range of developments in the government of Wales in this period. In line with the demands of the question candidates were invited to debate the extent to which the Statute of Rhuddlan can be considered to have been the *most significant development* in government in the years between the death of Llywelyn the Great and the investiture of Edward I's son as Prince of Wales. In order to reach a substantiated judgement about this issue, candidates were invited to debate the nature and influence of the Statute of Rhuddlan (1284) when weighed against the other developments during this period.

The majority of candidates opted to debate the issue by adopting a two-sided approach – usually examining the reasons for, the terms of and the significance of the Statute followed by 'on the other hand there were other developments such as...' This limited approach was enhanced by some candidates who attempted to cross-reference their points of debate followed by a balanced conclusion. It was pleasing to see that only one candidate resorted to narrative or description. The better candidates were clearly aware that by a process of analysis and evaluation they had to debate the concept in the question. Some agreed that the Statute was the most significant development because it represented the English Crown's success in conquering and dividing Wales into more easily administered blocks – Crown lands and Marcher lordships. However, some candidates countered the question because although they acknowledged the importance of the Statute they believed the building of castles and towns together with the settlement of English people and the importation of English law and customs to be far more significant and longer lasting.

QUESTION 2

'Rebellion and resistance in Wales in the period between 1370 and 1415 was motivated mainly by economic grievances.' Discuss.

This question was attempted by only 3 candidates. Candidates were expected to identify and consider the causes of rebellion and resistance in Wales and to decide whether the primary motivation was economic grievances. In order to reach a substantiated judgement about this issue, candidates were invited to debate the contribution that economic grievances made to the outbreak of rebellion and resistance to English rule in Wales during this period. Candidates were expected to explore and discuss the nature, scale and seriousness of the economic problems affecting the Welsh people and weigh these against the alternative causes of rebellion and armed resistance.

Although this was the least popular of the two questions in Section A the three candidates who opted to answer this question did so with a fair degree of confidence. They engaged with the question set by responding to the key concept in a meaningful way by focusing on the evaluative phrase *motivated mainly by* which enabled them to debate the significance of economic grievances. The candidates who attempted this question usually began by outlining

the serious economic grievances that blighted Wales at this time followed by a discussion as to why they motivated the Welsh to rebel and resist their English overlords. The counter-arguments were particularly strong inasmuch as the candidates were able to explore the importance of such pivotal issues as racial tensions and social friction between Welsh and English linked to the harsh rule of the Crown and Marcher lords.

SECTION B

QUESTION 3 (compulsory)

To what extent was the rise of the gentry the most significant change in society in Wales between 1284 and 1415?

Candidates were expected to consider the nature and scale of social change in Wales in particular to debate the extent to which the rise of the gentry can be considered to have been the *most significant change* in society in Wales in the years between the enacting of the Statute of Rhuddlan and the end of the Glyndwr rebellion. In order to reach a substantiated judgement about this issue, candidates were invited to debate the significance of the rise of the class of native Welsh gentry landowners who filled the vacuum caused by the fall of the princes when weighed against the other social changes during this period.

In the main the answers to this question were rather disappointing due in part to the failure of some candidates to fully understand the concept of a rising native gentry class. These Welsh landowners, essentially the nobility who served the Welsh princes, emerged from the shadow of native princely rule to take their place and govern the country on behalf of their new masters – the officials of the English Crown and Marcher lords. They filled the gap between the peasants and English overlords. Their role was essential in bridging that gap because their bilingualism contributed to the smooth running of the government and administration. The significance of office holding was recognised by only a minority of candidates with the majority opting to concentrate on estate building and the adoption of English land law especially in terms of the inheritance and transmission of those carefully assembled landholdings. The majority of candidates were especially strong on the counter argument being keen to suggest that the most significant changes in society were, with good reason, caused by the Black Death. The significance of the militarisation and plantation of Wales was explored with almost equal confidence.

BREADTH STUDY 2

POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND c. 1485-1603

SECTION A

QUESTION 1

How far do you agree that economic and financial pressures were the main challenges facing Tudor governments in the period 1485-1547?

This question was attempted by 44 candidates. Candidates were expected to consider the nature and scale of the challenges facing Tudor governments between 1485 and 1547. In line with the demands of the question candidates were invited to discuss the extent to which economic and financial pressures were the *main challenges* facing Tudor governments in the sixty-three years between the accession of Henry VII and the death of his son and successor Henry VIII. In order to reach a substantiated judgement about this issue,

candidates were invited to debate the challenges facing Tudor governments and to engage with the premise of the question that economic and financial pressures were among the most challenging.

It was clear that a number of candidates did not fully understand what was meant by economic and financial pressures. Some took this to mean the financial and economic policies followed by Henry VII who, they claimed, lacked the wealth to safely defend his throne from challengers such as the Pretenders. Consequently, many candidates tended to focus on Henry VII which often left them little time and space to properly discuss/debate the economic and financial problems experienced by Henry VIII. The economic and financial pressures referred to in the question were really in regard to issues such as the impact/influence of inflation, price rises, competition in terms of trade and commerce, enclosures, rise in taxes to fund ambitious foreign policies and extravagant lifestyle. That said, enough candidates showed sufficient awareness to analyse and evaluate the question properly. They pointed out that whereas Henry VII had to contend with the ever-present threat of financial insolvency and lack of resources, his son's domestic and foreign policies exacerbated an already challenging economic environment with the depression in the cloth trade being but one among a number of problems he had to deal with. The majority of candidates were more sure-footed when it came to exploring and discussing the 'other' challenges facing Tudor governments during this period taking the opportunity to consider both political and religious challenges.

QUESTION 2

'Rebellions in the period between 1554 and 1603 were motivated primarily by opposition to religious change.' Discuss.

This question was attempted by 59 candidates. Candidates were expected to consider the causes of rebellion in the period 1554-1603. In line with the demands of the question candidates were invited to discuss the extent to which rebellions were *motivated primarily* by opposition to religious change in the forty-nine years between the Wyatt rebellion and the death of Queen Elizabeth. In order to reach a substantiated judgement about this issue, candidates were invited to debate the role, nature and seriousness of the opposition to religious changes when weighed against other causes of rebellion in this period.

The majority of candidates opted to debate the issue by adopting a chronological approach that discussed each rebellion in turn – Wyatt (1554), Northern Earls (1569-70) and Essex (1601). This led to a great deal of repetition which could be avoided if the candidates had adopted a thematic approach: by focusing on what motivated people to rebel candidates could refer to the relevant rebellion as an example to highlight or support their assertion or reason. Only in the conclusion did many of these chronologically-led candidates offer anything like a holistic debate to round off their answers. Those candidates that adopted a thematic approach throughout their answers were generally better rewarded for their efforts.

It is important to note that many candidates included the various plots against Elizabeth – Ridolfi (1571), Throckmorton (1583) and Babington (1586) – in their answers. Strictly speaking these are not rebellions though candidates were not disadvantaged by including them in their discussions. To be fair to the better candidates they did try to justify including these plots by suggesting a link between such intrigues and the potential for rebellion. The Oxford rising of 1596 (mainly due to enclosure and the high cost of food) and the food riots in the south-west of England in 1595-6 were discussed by some candidates for which they were credited if they attempted to show the rebellious nature of these incidents. Almost inevitably a number of candidates resorted to listing and/or narrating the events connected with the rebellions. Interestingly a minority of candidates opted to discuss the reasons why these rebellions failed which did not answer the question set.

SECTION B

QUESTION 3 (compulsory)

To what extent was government legislation the main influence on the treatment of the poor and vagrants in the period 1485-1603?

Candidates were expected to consider the main influences on the treatment of the poor and vagrants in the period 1485-1603. In line with the demands of the question candidates were invited to discuss the extent to which government legislation can be considered *the main influence* on the treatment of the poor and vagrants. In order to reach a substantiated judgement about this issue, candidates were invited to debate the nature and scale of government legislation when weighed against the other influences on the treatment of the poor and vagrant. The majority of candidates opted to debate the issue by adopting a two-sided approach – examining the reasons for, intended outcomes and impact of government legislation followed by ‘on the other hand’ there were other influences such as the church, municipal authorities, charities, guilds, merchant and gentry philanthropy. This approach was bettered by those who were able to regularly cross-reference their points of debate and concluded with a reasoned and balanced conclusion.

It was pleasing to see that the majority of candidates avoided simply listing the acts passed by successive Parliaments. There was a real effort to evaluate selected acts by linking them to events in the wider historical context – many candidates explained that government legislators were themselves influenced by public opinion (and perception) which helped frame the laws passed during this period. The influence of the church and municipalities was prominent among the counter arguments with many candidates demonstrating a sound understanding of the changing religious situation involving the period before and after the dissolution of the monasteries. The better prepared candidates were able to trace the subtle change in the government’s attitude to the poor and vagrant through the legislation passed at various critical times during the period. Consequently, period coverage was not an issue in this question. Few candidates resorted to narrating the events connected with the treatment of the poor and vagrants. Indeed, the majority were well aware that they needed to analyse and evaluate the material and even the narrators made an attempt to highlight the differing attitudes to and treatment of the vagrants. This enabled candidates to explore continuity as well as change during this period – for instance, vagrants were treated with suspicion throughout this period.

BREADTH STUDY 3

REFORMATION AND DISCOVERY: EUROPE c. 1492-1610

SECTION A

QUESTION 1

How far do you agree that the spread of the Reformation by 1545 was mainly due to the influence of Luther’s publications?

There were only 5 candidates entered for this option and all 5 attempted this question. In order to reach a substantiated judgement it was hoped that candidates would present an argument that Luther’s publications were crucially important to the spread of the Reformation by 1545 with specific examples such as the September Testament, Luther’s published reformed mass of 1523 and the Small and Large Catechisms which influenced many. It was also hoped that candidates might also consider a challenge to the proposition

in the question by arguing that there were other important factors which were of varying degrees of influence on the spread of the Reformation by 1545. They would illustrate this argument with specific detail. This specific support might include debate over the influence of the printing presses in urban centres and that the literate population of the towns and cities saw religious and political advantages with reform and that this influenced the spread of new ideas. Peasants and princes also had vested interest in the Reformation and this aided its spread. There was also the genuine belief that Protestantism provided a more secure opportunity for salvation and this also could be considered a significant influence on the spread of the Reformation. The date of 1545 allowed for discussion up to the last few months of Luther's life.

Some candidates were fully focused and engaged with the key issue and entered into a debate throughout their response. However, there were candidates who failed to engage with the key concept *mainly due to the influence*. Some also failed to identify any of Luther's publications beyond his Ninety Five Theses and for some there was the issue of limited coverage of the period set in the question.

QUESTION 2

This question was not attempted by any candidates.

SECTION B

QUESTION 3 (compulsory)

To what extent was the desire to spread Catholicism mainly responsible for exploration in the period 1492-1610?

The five candidates who attempted this option appeared to find this question accessible but some wanted to cover general 'motives' for exploration rather than evaluate the extent to which the desire to spread the Catholic faith was *mainly responsible* for European exploration in the period 1492-1610. These candidates drew up a list of motives without fully engaging with an evaluation of the key concept in the question. Candidates are therefore advised of the need to engage with the actual words presented in the question set. Candidates may well have argued that there was considerable stimulus to exploration by the desire of the Catholic Monarchs of Europe to spread Catholicism after the increased threat from the Ottoman Empire, the Protestant Reformation and with the support of the Papacy and the Catholic priests who were prepared to sail on these often perilous voyages. Some did indeed offer some of these observations in their essay. Also most were able to offer a challenge to the proposition in the question by arguing that economic stimulus bore more responsibility as did the development of new technology and ships as well as the new outward thinking of Renaissance men. Those who did were awarded the higher bands.

BREADTH STUDY 4

ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND c. 1603-1715

SECTION A

QUESTION 1

To what extent was the issue of Divine Right the main cause of the difficulties encountered by the Crown in the period between 1603 and 1642?

This question was attempted by 40 candidates. Candidates were expected to consider and debate the causes of the difficulties encountered by the Crown in the period 1603 -1642. In line with the demands of the question candidates were invited to discuss the extent to which Divine Right was the *main cause* of the difficulties facing the Stuart monarchy. In order to reach a substantiated judgement about this issue, candidates were invited to debate the contribution that Divine Right, allied to the personalities of the monarchs, made to the difficulties experienced by the Crown during this period. Candidates were expected to explore and discuss the nature, influence and impact of Divine Right and weigh this against the other possible causes of the difficulties encountered by the Crown.

This question was done reasonably well by the majority of candidates. The greatest weakness here was certainly not historical knowledge but the inability to maintain a credible balance between narration and evaluation. Some candidates simply opted to list the difficulties and described them at length before finally offering an evaluative conclusion. On the other hand, a substantial number did try to frame their answers in an evaluative way mainly by concluding each paragraph or point of discussion with a mini-judgement. Some candidates relied on formulaic or even prepared responses which failed to focus on evaluating the particular concept *main cause* as required by the question. Some candidates tended to concentrate on the reign of Charles I – which was discussed and debated quite well - and pass over very quickly the reign of James I. Nevertheless, the majority of candidates were able to show how and why Divine Right was challenged by radical Parliamentary leaders especially in terms of its legislative legality. Equally significant was the attitude of James and Charles to their rights and privileges inherent in divine right which candidates quite rightly pointed out caused friction. The Crown's refusal to discuss divinely-inspired prerogatives and the harsh measures taken to silence critics in Charles's reign caused difficulties that eventually led to conflict. The counter arguments were generally well argued mainly in terms of religious and financial difficulties but also in relation to the favourites such as Buckingham, Laud and Strafford. Less prominent were the difficulties encountered by the Crown in its rule of Ireland and Scotland. Candidates were sometimes aware of the significance of the Bishops' Wars but not that of the Irish rebellion.

QUESTION 2

How far do you agree that political faction was mainly responsible for the problems which faced the monarchy between 1660 and 1715?

This question was only attempted by 3 candidates and elicited the weakest answers. Candidates were expected to examine and consider the problems which faced the monarchy in the period 1660-1715. In line with the demands of the question candidates were invited to discuss the extent to which political faction was *mainly responsible* for the problems which faced the monarchy during the reigns of Charles II, James II, William III and Mary, and Anne. In order to reach a substantiated judgement about this issue, candidates were invited to debate the contribution that political faction made to the problems faced by the monarchy during this period. Candidates were expected to explore and discuss the nature, influence and impact of political faction and weigh this against the other possible causes of the problems encountered by the monarchy.

The greatest weakness here was the lack of understanding of what constituted 'political faction'. This aspect is fundamental to the study of this period and had a two-fold meaning: factions at court inspired and led by powerful courtiers and the rise and growing influence of political parties. All candidates tended to focus on the latter and their discussions were based on good historical knowledge but they tended to describe rather than evaluate. Indeed, the candidates opted to list problems and describe them at length before offering an evaluative conclusion. It was pleasing to see that the candidates did at least try to cover the period up to and including the reign of Queen Anne.

SECTION B

QUESTION 3 (compulsory)

'Dissatisfaction with the Anglican Church was mainly responsible for the development of radicalism and dissent in the period 1603-1715.' Discuss.

Candidates were expected to consider the reasons for the development of radicalism and dissent in the period 1603-1715. In line with the demands of the question candidates were invited to discuss the extent to which dissatisfaction with the Anglican Church was *mainly responsible* for the development of radicalism and dissent in this extended period of time – more than a century. In order to reach a substantiated judgement about this issue, candidates were invited to debate the contribution that dissatisfaction with the Anglican Church, allied in part to the government's religious policies, made to the rise, popularity and wider development of radicalism and dissent. Candidates were expected to explore and discuss the nature, scale and influence of radicalism and dissent, and weigh this against the other possible reasons for or causes of the growth in radicalism and dissent.

This question proved challenging for many candidates who lacked the detailed historical knowledge to support their efforts to analyse and evaluate the key concept. Additionally, many candidates appeared to be unaware of the growing dissatisfaction with the state church though they were aware of the connection between the reform of the Anglican Church and Archbishop Laud. The better rewarded candidates did demonstrate an awareness of the fact that this dissatisfaction with the state church was, to some extent, because it was so closely associated with the Crown. As radical Parliamentarians criticised the Crown they also turned their attention to the church particularly under Laud whom they blamed for the Crown's growing unpopularity. Only a minority of candidates stated that this growing dissatisfaction was also because the church was no longer meeting the needs of its parishioners. In short, they were seeking a more exciting and dynamic religious experience. This point is linked to the lacklustre leadership of the senior Church leaders which turned many against the Anglican Church, before and after Laud. It is important to note that, contrary to what many candidates believed, dissatisfaction with the state church did not begin and end with Laud.

The counter-arguments used to debate the question tended to be stronger with many candidates citing the development and spread of scientific ideas together with intellectual inquiry as a reason for the dissatisfaction with the state-controlled church because it led to a more challenging environment that promoted radical debate. It is important to note that this period witnessed the natural development of religious ideas which contributed to the fragmentation of Protestantism which, in turn, gave rise to radical and dissenting groups. Some candidates did recognise the fact that the Civil War (less so in the case of the Glorious Revolution) provided the conditions that encouraged and enabled radical groups to flourish.

BREADTH STUDY 5

FRANCE : ANCIEN REGIME TO NAPOLEON c. 1715-1815

SECTION A

QUESTION 1

How far was financial weakness the most significant problem facing the ancien regime between 1715-1763?

This question was attempted by 50 candidates. Too few candidates were able to offer a convincing debate on the key concept set which was to discuss *the most significant problem* facing the *ancien régime* in the period 1715-1763. Many candidates were able to focus on the significance of financial weakness as a problem for the *ancien régime* in general terms but were limited to outlining the work of Law and Fleury while others attempted to adapt their knowledge of the financial problems leading to the French Revolution: of course some of that type of response was outside the period set of 1715-1763.

QUESTION 2

To what extent was the changing relationship between church and state the most significant development in French society between 1789-1815?

The question was attempted by 52 candidates. There was considerable knowledge of the main changes in the treatment of the Church from 1789 to the Concordat but the latter period was very rarely considered. Most candidates were able to outline what changed as regards the Church but few were focused on the key concept set which was to discuss the wider issue of what was the *most significant development* in French society between 1789 and 1815.

SECTION B

QUESTION 3 (compulsory)

'The main influence on politics and government in France during the period 1715-1815 was the impact of war.' Discuss.

Candidates tended to produce a listing of "influences", often following a prepared essay plan of the impact of war on politics and government compared with lists of various other political, economic, social or religious factors which limited the responses. Very few candidates considered much of the period before the Seven Years War but many candidates were able to offer more on the period 1776 to the Empire. The better responses focused their response on discussing the key concept of what was *the main influence* on politics and government over most of the hundred years though far too many were content to focus on the impact of war on a shorter time scale rather than offer the more holistic coverage that is required in the Breadth Study.

BREADTH STUDY 6

PARLIAMENTARY REFORM AND PROTEST 1780-1885

SECTION A

QUESTION 1

How far do you agree that the influence of the French Revolution was mainly responsible for the failure to achieve Parliamentary reform in the period 1780-1828?

92 candidates attempted this question. The key concept was whether the influence of the French Revolution was *mainly responsible* for the failure to achieve Parliamentary reform in the period 1780-1828. Most candidates understood that the French Revolution was a significant factor in the failure to achieve Parliamentary reform in this period and that it had a profound effect on William Pitt the Younger who had previously been sympathetic towards Parliamentary reform. There was reasonable discussion of the effect of the French Revolution on politics and society, in particular on Pitt's government and later that of Lord Liverpool. The revival of Parliamentary reform during the period of post war distress was seen by the government as a threat from Jacobinism. The best answers drew attention to the poor prospects for reform before the French Revolution citing the failure of Pitt's 1785 bill as an example. The strength of loyalism, the long period of Tory rule and repression, the weakness of the Whig party and the opposition of the Crown were all deployed as part of a wider debate about the reasons for the failure of Parliamentary reform. Few saw that serious divisions within the radical movement itself might be a factor to take into account in this debate. The examiners noted that period coverage was an issue with few answers covering the whole period adequately.

QUESTION 2

Was the desire to gain political support the most significant reason for Parliamentary reform in the period 1832-1885?

60 candidates attempted this question. The key concept was whether the desire to gain political support was the *most significant reason* for Parliamentary reform in the period 1832-1885. Most answers focused on 1832 and 1867 citing the Whig party's political motivation in the former and Disraeli's motivation in the latter. Whilst this advanced the argument to a limited extent the question demanded a much wider debate than this. The best answers argued that a range of factors were at work: that 1832 for example was also about the abuses of the unreformed system and the response to popular protest. They also argued that the response to Chartism suggested that there was no great desire to expand the electorate for political reasons. When debating 1867 a minority saw that the revival of radicalism in the 1860s and the public order issue in 1866-1867 might have had some bearing on the importance of Parliamentary reform. These answers also dealt comprehensively with the manoeuvring behind the passage of the Secret Ballot Act 1872 and the Reform Acts 1832-1885, all of which could be linked to political support in some way. Many of the answers to this question were too narrowly constructed and unduly restrictive in terms of coverage. In a breadth study essay the whole period specified has to be addressed in the answer.

SECTION B

QUESTION 3 (compulsory)

To what extent was popular protest mainly caused by economic hardship in the period 1780-1885?

This question was attempted by 151 candidates. The key concept was whether popular protest was *mainly caused* by economic hardship in the period 1780-1885. It is vital that the whole period is covered in answers and examiners noted that the coverage of the earlier period up to 1815 was at best cursory. Few had heard of the Gordon Riots for example and coverage only became secure with the onset of Luddism. Nevertheless there were some good responses which balanced out the debate referring to the effects of the industrial revolution, the post-war recession, the impact of rural distress in the 1830s and 1840s and the link between economic depression and Chartism. These answers then widened the debate by considering what other influences might have impacted upon popular protest. Most saw that demands for Parliamentary reform must have had some impact both in 1830-1832 and subsequently with the Chartist movement. The Queen's Trial in 1820 was also referred to as an example of popular protest which was not directly linked to economic hardship. Few answers considered the incidence of popular protest after 1848 – there were some references to 1866-1867 and the growth of deference but there was not much consideration given to the recurrent economic depressions from the early 1870s. The importance of adequate period coverage cannot be stressed too much in a breadth study paper and this was seen starkly in answers to Section B questions where a focus on developments over one hundred years will always be expected.

BREADTH STUDY 7

SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c. 1890–1990

SECTION A

QUESTION 1

How far did government action successfully tackle the problems caused by social and economic hardship between 1906-1939?

A popular question answered by 191 candidates. A period of reflection before embarking on any response is recommended and such reflection might have led more candidates to conclude that the question focus was on judging *relative success* in relation to the problems caused by social and economic hardship in this period. Identifying what these problems were was therefore paramount to any evaluative response. The issues therefore might have been the problems of poverty, unemployment or a rise in inequality or whatever social and economic problems were deemed worthy of discussion by the candidates. Too many failed to reflect on the question wording and proceeded to provide narrative accounts of what successive governments did starting with the Liberal reforms of 1906 and concluding with the National Government's actions during the 1930s. The focus in these responses was on discussing what each government did with a mini-judgement at the end of each paragraph relating to them being successful or not. These responses were assertive in nature, mainly because the initial problems had not been identified and therefore evaluation of relative success was more challenging. Additionally, it needs to be noted that period coverage is very important so if the question set is between 1906-1939 we would expect most if not all the broad period to be covered in order to access the higher mark bands.

QUESTION 2

How successful were the governments of 1945-1979 in tackling poverty and unemployment?

This question was answered by 48 candidates and was poorly done in general. The question itself was to a large extent understood by most candidates and issues with approach did not hamper performances. The main issue here was period coverage. Those that fared well did so because they covered the period set in the question, namely 1945-1979. A significant number however were only able to discuss the reforms of the Labour government's 1945-1951. Although these responses often had merit they fell short in respect of the demands of a period study having not taken a broader approach. This highlights an issue seen in other units and options where more attention seems to have been given to the earlier part of the course – something which is further highlighted by the popularity of question 1 on this paper and some issues highlighted below in question 3. Some however did provide a broader coverage and were able to discuss the success of policies during the 1960s and 1970s up to the appointment of Thatcher in 1979. These answers provided the broader focus expected in a period coverage and where candidates evaluated relative success in tackling poverty and unemployment, they received higher band marks.

SECTION B

QUESTION 3 (compulsory)

To what extent were developments in education mainly responsible for change in British society 1880-1990?

The key concept in the question was *mainly responsible for change* and was addressed by some candidates in a meaningful way. Clearly education had some responsibility for change but to answer the question set candidates needed to judge its relative importance when set up against other developments in the period. Most candidates were able to discuss changes in education, focussing on specific legislation and developments from 1880-1944 but knowledge about developments in education in the later period was sketchier in nature. Some developed their answers further to discuss how developments in education led to change, rather than the 'what happened' approach, and these set themselves up nicely for an evaluative response once other developments were considered. However, the 'what legislation was passed narrative' was prevalent and the weaker responses therefore discussed education reform and then provided a tagged on judgement at the end to the effect that education was 'mainly responsible for change.' However this judgement had not been debated or evaluated, merely asserted. Typically these mini judgements also appeared at the end of paragraphs relating to 'other developments' in the period. Many of these listing-type responses were very similar in nature and indicative of a prepared answer approach. Housing, health, leisure and cultural developments were usually described with a tagged on judgement at the end of paragraph that they were 'also responsible for change.' For the most part the key concept for evaluation *mainly responsible for change* did not get a look in in these narrative lists.

The better responses focused on the changes that occurred in British society in the period and debated the reasons that led to them, evaluating the role of developments in education or health for example in bringing about these changes. This approach set up an evaluative response because candidates had thought about the question and its focus on 'change' rather than providing a narrative. Period coverage was wanting in many responses. Knowledge about the period up to 1951 seems to be clear but knowledge about the later

period and specific legislation and events is sketchier at best. Candidates that provided a broader coverage, discussing issues over the whole period fared far better than those that focused their answers on the earlier period.

BREADTH STUDY 8

THE AMERICAN CENTURY 1890-1990

SECTION A

QUESTION 1

To what extent was American foreign policy mainly influenced by imperialism in the period 1890-1929?

899 candidates attempted this question. The key concept was the extent to which American foreign policy was *mainly influenced* by imperialism in the period 1890-1929. Many candidates found it difficult to define what was meant by *imperialism* despite its prominence on the specification. The best responses argued that the concept of Manifest Destiny remained very strong in the late nineteenth century and went on to exemplify their analysis of American foreign policy with reference to the Spanish American War, the acquisition of the Philippines and intervention in Latin America. Less secure work had difficulty in explaining the significance of the Mexican War 1916 and America's entry into the First World War in the context of the question set. Nevertheless other significant influences on America's foreign policy were analysed with some very good responses outlining the influence of Woodrow Wilson, the effect of the Paris Peace Conference and attitudes towards disarmament, reparations, the League of Nations and isolationism in the 1920s. In a breadth study period coverage is vital and examiners noted that weaker candidates failed to address either the early period of the 1890s or, more surprisingly, the later period of the 1920s.

QUESTION 2

How successfully did American presidents meet the challenge of the Cold War in the period 1945-1975?

669 candidates attempted this question. The key concept here was *the extent of success* achieved by American presidents in meeting the challenge of the Cold War in the period 1945-1975. Examiners noted some strong responses which began clearly with analysis of the Truman Doctrine and Marshal Aid. Kennedy's role in the Cuban Missile Crisis and Nixon's approach to China featured prominently in the discussion. Less secure work became muddled chronologically and several answers strayed into the work of FDR and Ronald Reagan. As expected there were good analyses of perceived failures after 1945, notably the spread of communism in Asia, the Bay of Pigs disaster and the debacle in Vietnam and Cambodia. Eisenhower's presidency did not feature in many answers which, given its salience in the development of the Cold War, was surprising. Weaker responses used a more narrative approach with only occasional references to the concept of *how successfully* required by the question. The importance of a genuine debate and a substantiated judgement within the framework of appropriate period coverage cannot be stressed too much in a breadth study.

SECTION B

QUESTION 3 (compulsory)

How far do you agree that the experience of the Second World War was the most significant turning point in the achievement of civil rights for African Americans in the period 1890-1990?

The major issue with this question was period coverage. Although the period 1940-1970 was generally well evaluated, examiners noted that the earlier and later periods required by the question were not so confidently handled by candidates. The key concept required in the question was a debate about a *significant turning point* – in this case the experience of the Second World War. This was a different exercise to identifying significant influences which the less secure responses wanted to concentrate upon. The Second World War could be seen as a significant turning point as it encouraged a reappraisal of racism in the ideological struggle against Nazism. Over one million African Americans were in uniform and, as a result, some perceptions changed. The African American contribution to the war effort and the experience of segregation in the armed forces certainly affected Truman's post war policies and the surge in NAACP membership. Alternative turning points were offered with many opting for the Supreme Court decision in *Brown v Topeka* or the peaceful protest movement or the Civil Rights Act 1964. The important issue was the quality of debate and the understanding shown of the concept of a turning point – that an event or issue had such a significant impact that it could be seen in retrospect as a major change in direction or perception. The importance of adequate period coverage cannot be stressed too much in a breadth study paper and this was seen starkly in many answers to Section B questions where a focus on developments over one hundred years will always be expected.

BREADTH STUDY 9

CHANGING LEADERSHIP AND SOCIETY IN GERMANY c.1871-1989

SECTION A

QUESTION 1

How far do you agree that the appeal of social democracy was mainly responsible for the political problems in Germany in the period 1871-1918?

This was far more popular than Question 2 with 103 of the candidates attempting it. The quality of response was marginally better than Question 2. Most of the responses to this question tended to take the form of a generalised discussion of a range of different developments / features / characteristics which created political problems in Germany, rather than a precise and meaningful debate of the key concept. In fact, many candidates began their response with: *'There were many political developments in Germany in the period 1871-1918'*. This inevitably led to a generalised listing approach which did not debate whether the appeal of social democracy was mainly responsible for the political problems in Germany in the period 1871-1918. Many candidates clearly were uncomfortable with the term 'social democracy' which was disappointing in a study of modern Germany and very few took the opportunity to define it. Those that did often confused 'social democracy' with the right to vote, the secret ballot and so on. Few candidates argued that in this period of dramatic social and economic change the appeal of social democracy played a central role in undermining the traditional political system. Candidates were generally much more confident about the Bismarckian period than they were about the later period post 1890. Most at least attempted to allude to this period but

some faded out by 1900 and coverage was generally much thinner – hardly any considered the period 1914-1918 in any detail and many ignored it completely. There was some confusion between the Federal constitution and the Prussian State constitution. Those who were least specific about the nature of the 'political problems' sometimes opted for the line that Bismarck, Wilhelm II and the political elites held the power in Germany and so they were themselves political problems but this generally meant that the answer became very descriptive as candidates went through what they had done to deserve this verdict. Few took the opportunity to challenge the question by arguing that the military could be seen as the most significant influence on government policy and thus could be afforded considerable responsibility for the political problems of Germany.

QUESTION 2

'The division of the country after World War Two was the most significant political development in Germany in the period 1933-1961.' Discuss.

61 candidates attempted this question. Most of the responses to this question tended to take the form of a generalised discussion of a range of different developments / features / characteristics in Germany, rather than a precise and meaningful debate of the key concept. In fact, many candidates began their response with: *'There were many political developments in Germany in the period 1933-1961'*. This inevitably led to a generalised listing approach which did not debate whether the division of the country after World War Two was the most significant political development in Germany in the period 1933-1961. As this period had two distinct and dramatic events at the start and end dates, it was rather less affected by limited period coverage. Even so some candidates merely considered the division of Germany to the building of the Berlin Wall with nothing in between. Some candidates spent far too much time comparing the impact of the creation of the zones in 1945 with the development of the two states. This often limited their consideration of the Nazi era and the development of the totalitarian state. Some candidates delved back into the pre-Nazi era for comparisons which was clearly outside of the scope of the question. Most who did this limited themselves to Weimar but a few went all the way back to Bismarck. Few candidates however, considered the influence of either Adenauer or Ulbricht.

SECTION B

QUESTION 3 (compulsory)

To what extent did social and economic changes have a mainly positive impact on German society in the period 1871-1989?

Overall there was greater focus in this question on debating the key concept, in this case, whether social and economic change had a *mainly positive impact* on German society in the period 1871-1989. There were some rather routine and mechanistic for and against responses which considered changes in a positive versus negative structure after every paragraph. Such an approach did not allow for more sophisticated analysis and evaluation to emerge. Coverage of the period was generally sound although many candidates missed out the war years completely and a good many skipped straight from Bismarck to Weimar. Some candidates had difficulty sticking to the focus on social and economic change and there was some drift to political factors under Bismarck and with Weimar and the Nazi era. There was generally greater focus on economic change rather than social. Economic impact was more secure when it came to the period 1945-1989 though few carried this through beyond the early 1970s. One negative trend was that some candidates saw the various periods they covered in very one-sided terms. Social change for example was almost universally seen as positive. Some responses focused upon the impact of change on diverse groups within

society and some candidates observed that not all women liked the changes, which wasn't really the precise question asked. Where balance was achieved it was generally by integrating social and economic impact rather than through the diverse interactions of the two. The best responses focused upon providing a sustained, substantiated and integrated judgement which covered the whole period.

BREADTH STUDY 10

CHANGING LEADERSHIP AND SOCIETY IN RUSSIA C.1881-1989

SECTION A

QUESTION 1

How far do you agree that the 1905 Revolution was the most significant political challenge facing the Tsarist regime between 1881-1914?

This was far more popular than Question 2 with 54 of the candidates attempting it. However, the quality of response in Question 2 was marginally better. Most of the responses to this question tended to take the form of a generalised discussion of a range of different political problems / challenges in Russia, rather than a precise and meaningful debate of the key concept. In fact, many candidates following a routine introduction, began each paragraph with: *'Another political challenge....'* This inevitably led to a generalised listing approach which did not debate whether the 1905 Revolution was the most significant political challenge facing the Tsarist regime between 1881-1914. Many candidates began their response with the 1905 Revolution and ignored the persistence of political extremism in the period up to 1905. Many answers ignored the fact that when Russia went to War and was beaten by Japan in 1904-1905, there was a severe political crisis, rebellions amongst the minority nationalities, peasant riots and upheavals in the capital. This was a direct result of Tsarist policies, an inefficient bureaucracy and army, starving peasants, an exploited working class, indignant Poles and a revolutionary intelligentsia. Candidates were generally much more secure with the post-1905 period than they were about the earlier period but the answers focused mainly upon general developments, characteristics and features of the period rather than using understanding of these to answer the precise question set. Those candidates who considered the earlier period often began in 1861 rather than 1881 and many went up to 1917. Candidates should be advised to read the question carefully and to focus on constructing their response within the parameters of the precise question. Few candidates however, reasoned that the unco-ordinated nature of the 1905 Revolution meant that it was unlikely to have been the most significant political challenge facing the Tsarist regime. Many candidates tended to make too much of the impact of the First World War even though the question ended at its outbreak!

QUESTION 2

De-Stalinisation was the most significant political development in Soviet Russia in the period 1953-1989. Discuss.

Most of the 18 responses to this question tended to take the form of a generalised discussion of a range of different developments / features / characteristics in Russia in the period, rather than a precise and meaningful debate of the key concept. In fact, many candidates began their response with: *'There were many political developments in Russia*

n the period 1953-1989'. This inevitably led to a generalised listing approach which did not debate whether de-Stalinisation was the most significant political development in Russia in the period 1953-1989. Many candidates had an oversimplified understanding of the process which they saw as making a decisive break with the past. However, few candidates took the opportunity to qualify their arguments with an appreciation of the fact that the Stalinist system was not completely dismantled. The factual knowledge about Khrushchev's Russia was often sound but it was not always used to debate the precise question set. Some candidates spent far too much time on de-Stalinisation with the result that a balanced analysis did not emerge. Most candidates trawled their way through the various regimes with most asserting that a more reforming political generation had emerged. However, there was often little attempt to acknowledge that despite the more questioning approach to the Soviet system, Stalin's legacy still made it difficult for Gorbachev and others to solve the problems that they faced. There was often too much description and narrative so that a balanced analysis and meaningful comparison of the various political developments did not emerge.

SECTION B

QUESTION 3 (compulsory)

To what extent did social and economic change have a mainly positive impact on Russian society in the period 1881-1989?

Overall there was greater focus in this question on debating the key concept although there appeared to be a time issue with some candidates who had spent too long on Section A. It was clear that some centres had advised their candidates to answer the compulsory question in Section B first. There were some rather routine and mechanistic for and against responses which considered changes in a positive versus negative structure after every paragraph. Such an approach did not allow for more subtle analysis and evaluation to emerge, and a more holistic consideration of the social and economic developments did not often emerge. Some responses although dealing with the impact of social and economic policy upon diverse groups within society, often reached very routine and well-rehearsed judgements in relation to the success or failure of social and economic policy which was not quite the same question. Few, for example, argued that Russia developed a modern and dynamic society and most responses tended to over-concentrate on the negative impact of social and economic changes. Coverage of the period was generally sound although many candidates tended to focus more on the period up to 1953. The latter period often became very compressed as time management became an issue for some. Some candidates had difficulty sticking to the focus on social and economic change and there was some drift to political consolidation and the use of terror. There was generally greater focus on economic change rather than social change. Economic impact was more secure when it came to the period 1881-1953 though some carried this through into the 1980s. Few candidates took the opportunity to link social and economic policy when relevant as they had been over-drilled into following a pre-prepared essay structure. Where balance was achieved it was generally by integrating social and economic impact rather than through the diverse interactions of the two. The best responses focused upon providing a sustained, substantiated and integrated judgement which covered the whole period.

**WJEC
GCE HISTORY (NEW)**

Summer 2017

UNIT 4

The Examiners noted that although most candidates in Question 1 were generally competent in commenting on the content and attribution of the three sources in a rather formulaic fashion, they seemed more unaware of the contextual demands of the question set. Centres need to develop the teaching of source evaluation skills, as required by Assessment Objective 2, to analyse and evaluate the sources in their different historical context for their value to an historian undertaking a specific enquiry over a specified period of time

The Examiners noted that Question 1 presented challenges to those candidates who did not have the deeper understanding of the historical context demanded by the more complex focus of the enquiry at this unit. The Examiners were disappointed to note that some candidates resorted to comprehension or copying of the sources while others provided considerable amounts of background material which was often irrelevant to the appropriate historical context.

In Question 1 the Examiners expect the candidates to analyse and evaluate the sources in context for their value to an historian– by which we mean in the context of their origin in relation to the named event or development and also in the context of the issue in the question set. At the higher bands the Examiners expect a response which engages with the question set and uses analytical and evaluative skills to discuss the value of all three sources in their particular historical context to historians studying a specific enquiry.

In Questions 2 and 3 the Examiners were impressed by the depth of knowledge shown though they were also concerned at the rather mechanistic approach to writing an open ended essay which dominated the responses. The listing of “factors” in an opening paragraph, followed by a series of paragraphs on each factor (often concluded with an asserted judgement) is not a satisfactory technique to meet the demands of the mark scheme at Band 5 and above. The Examiners expect, at the upper bands, to find responses with a convincing attempt to analyse, evaluate and debate the key concepts and issues leading to a substantiated judgement. Centres should attempt to focus the teaching of essay writing skills on encouraging a debate on the key concept in the questions set which are always phrased using an evaluative term. For example it could be *mainly responsible* which involves a debate rather than “responsible” which just requires knowledge and encourages listing. Candidates also need to ensure that the essay is holistic in nature, debating rather than simply recalling the events. Candidates at the upper end of the mark scheme were engaged with the actual question set, thinking about how to respond to the particular demands of that question and provided an appropriate and balanced judgement.

The Examiners also noted an imbalance in terms of the responses to Question 1 and Questions 2 and 3 with a number of candidates writing a comment that the essay answer was unfinished because they had run out of time. Clearly examination technique on timing needs to improve though the Examiners never saw those comments where the essay was attempted first.

DEPTH STUDY 1

THE MID TUDOR CRISIS IN WALES AND ENGLAND c. 1529-1570

PART 2: CHALLENGES FACING MARY AND ELIZABETH c. 1553-1570

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the challenges facing Mary and Elizabeth in the period between 1553 and 1570.

The focus of Question 1 is on assessing the value of the sources to a historian studying a particular line of enquiry over a specific period of time, in this instance the challenges facing Mary and Elizabeth in the period 1553-1570. In general terms, this question was tackled quite successfully by most candidates who were rewarded accordingly. The majority of candidates showed a good understanding of the nature and scale of the challenges facing Mary and Elizabeth in the seventeen years between 1553 and 1570. The majority of candidates opted to discuss the three sources in turn before offering an overall judgement on their value to an historian in a concluding paragraph. Many concluded that the sources were valuable as they provided an understanding of the nature, scale and impact of the religious challenges facing the pro-Catholic Mary and pro-Protestant Elizabeth in this period.

Source A proved reasonably accessible to many candidates who focused on the explanation given by Jane Grey of her reasons for becoming involved in the plot to oust Mary. Unfortunately, the vast majority of candidates did not realise the contextual significance of the source in terms of what it revealed about the potential political and personal threat to Mary's position and power. Many of those who once backed Jane Grey now served Queen Mary either as her advisers at court or in running her government. This was a serious challenge which she faced throughout her reign and it was exacerbated by the misogynistic attitude of her male ministers. Surprisingly, many candidates did not consider gender to be an issue worth discussing but it was a real challenge to the authority of the first ruling queens in English history. The majority of candidates showed a good understanding of Source B being able to demonstrate some contextual awareness of the growing unpopularity of Mary's religious policy which had the persecution of heretics at its heart. Many candidates concluded that the source was likely to be impartial because it came from a confidential report by a foreigner, the Spanish ambassador. Unfortunately, the majority of candidates did not seem to realise that Renard was also one of Mary's closest advisers so that his opinion was likely to be pivotal in understanding the seriousness of the challenge facing the queen, particularly as his advice appears to have been ignored. There was a subtle hint in the letter that Renard was blaming the English bishops rather than criticising the queen directly for this misguided policy. The majority of candidates found Source C a little challenging insofar as they failed to realise that its author was criticising his own government for the poor state of the church and religion in south-west Wales. The majority of candidates recognised the anti-Catholic rhetoric contained in the report which convinced them that this was mainly to do with the challenge posed by potentially rebellious recusants.

The better candidates connected their treatment of the sources with some attempt to place them, with varying degrees of success, in the context of the issue being studied by the historian, namely the political, personal and religious challenges facing Mary and Elizabeth. A number of candidates made a valid attempt to discuss the value of the sources to a historian in the context not only of when they were produced – 1554 and 1555 (Mary's reign), and 1570 (Elizabeth's reign) - but also how the sources helped to explain the similarity in the challenges facing both monarchs. More might have been made of the

attributions which would have enabled the candidates to offer a wider perspective on the nature and scale of the challenges facing the Tudor queens. A significant number of candidates discussed the tone of the sources but they did so in a mechanistic manner. It is also a concern that far too many candidates seem intent on stating the obvious in that these three sources are all primary! Worse perhaps is the rather simplistic notion that all primary sources are reliable or trustworthy!! Nevertheless, it was pleasing to see that the majority of candidates did at least attempt to analyse and evaluate the sources and they did try to use them as a vehicle to answer the question set.

QUESTION 2

How far do you agree that political ambition was mainly responsible for rebellion in the period 1554-1569?

This question was attempted by 96 candidates. Candidates were expected to consider the causes of rebellion in the period 1554-1569. In line with the demands of the question candidates were invited to discuss the extent to which political ambition was *mainly responsible* for causing rebellion in the fifteen years between the Wyatt rebellion and the revolt of the Northern Earls. In order to reach a substantiated judgement about this issue, candidates were invited to debate the role, nature and scale of political ambition when weighed against other causes of rebellion in this period.

The majority of candidates opted to debate the issue by adopting a chronological approach that discussed each rebellion in turn. This led to some repetition which could be avoided if the candidates had adopted a thematic approach: by focusing on the causes candidates could refer to the relevant rebellion as an example to highlight or support their assertion or reason. Only in the conclusion did many of these chronologically-led candidates offer a meaningful debate to round off their answers. Those candidates that adopted a thematic approach throughout their answers were generally well rewarded for their efforts. Some candidates merely listed and described the causes of the Wyatt and Northern rebellions, some even attempted to explain why they failed.

It is important to note that some candidates were not entirely sure what constituted 'political ambition' though they managed to resolve their confusion or doubt by focusing on the actions of the key players – Sir Thomas Wyatt, Thomas Percy, Earl of Northumberland and Charles Neville, Earl of Westmorland. It was important here to consider the issue of gender - the succession of the first female head of state caused tension and encouraged the political ambitions of powerful noblemen. Equally important was the fact that both Mary and Elizabeth inherited noble-dominated councils used to governing during the minority of Edward VI's reign. Economic and religious grievances were highlighted as possible alternative causes of rebellion but little was said in relation to Elizabeth's alienation of the nobility by her promotion of and reliance on a restricted group of advisers led by Leicester and Cecil. The Duke of Norfolk was certainly pushed to plotting against Elizabeth because of her indifference to his position as the premier nobleman in England. His peripheral part in the Northern Rebellion was picked up by only a minority of candidates.

QUESTION 3

'The creation of landed estates had the most significant impact on the lives of the people of Wales and England in the period 1553-1570.' Discuss.

This question was attempted by 41 candidates. Candidates were expected to consider the significance of a range of social and economic developments in Wales and England the period 1553-1570. In line with the demands of the question candidates were invited to discuss the extent to which the creation of landed estates had the *most significant impact* on

the lives of the people of Wales and England. In order to reach a substantiated judgement about this issue, candidates were invited to debate the nature, scale and impact the creation of landed estates had on the population at large and to weigh these against other possible developments that may have impacted on the lives of the people.

It was pleasing to see that many candidates were able to make the link between the availability of land and the dissolution of the monasteries - even more impressive were those few candidates who referred to the availability of chantry lands. This enabled enterprising middle-ranking landowners – husbandmen, yeomen, lesser gentry and rich urban-based merchants – to purchase former monastic land to build their estates. Only a minority made reference to the Welsh gentry who benefitted from the legal changes enacted in the Acts of Union enabling them to purchase, consolidate and pass on intact their growing estates. Although much of this had occurred before the accession of Mary in 1553 it was during this period that the impact of these newly created or enlarged estates were being felt by the people who lived and worked on them. Many candidates also made reference to the enclosure of common land which was an integral part of estate creation. This had a particularly severe impact on the lives of the poor farmers and villagers who had grazed their stock on these lands for generations.

The counter arguments used to advance the debate were generally strong with issues such as rising inflation, increasing food prices, unemployment and food riots, the development of towns and trade being discussed in a meaningful way. What was lacking was any meaningful discussion of social developments such as social advancement and concepts of gentility enabling merchants and tradesmen to acquire the trappings of gentry status such as coats of arms. Social status based more on wealth than ancestry, inheritance and pedigree was evolving.

DEPTH STUDY 2

ROYALTY, REBELLION AND REPUBLIC c. 1625-1660

PART 2: CIVIL WAR, COMMONWEALTH AND PROTECTORATE c.1642-1660

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Restoration of the Monarchy.

The focus of Question 1 is on assessing the value of the sources to a historian studying a particular line of enquiry over a specific period of time, in this instance the Restoration of the Monarchy. The question is about analysing and evaluating the value of the sources in their historical context. The majority of candidates showed a good understanding of the circumstances leading to the Restoration in 1660. The majority of candidates opted to discuss the three sources in turn before offering an overall judgement on their value to an historian in a concluding paragraph. Most concluded that the sources were very valuable to an historian particularly in understanding the long and short term causes of the Restoration

Source A proved accessible to the majority of candidates who recognised its significance in terms of understanding some of the long term causes of the Restoration. They realised that the sheriff was expressing the general dissatisfaction with the rule of the Major-Generals which helped explain in large part the reason why people were beginning to seriously consider a return to monarchical rule. Unfortunately, only a minority picked up on the

sheriff's attitude that monarchical rule was only marginally more desirable than republican rule. Source B proved to be equally accessible with the majority acknowledging Monck's pivotal role in the Restoration. This source was taken as a good example of a short-term reason for the Restoration. However, some candidates did mistakenly think that Monck had been one of the despised Major Generals referred to in Source A. Source C was accessible but the candidates took much of what the author had to say literally without really appreciating the sarcastic tone of the extract. Many also suggested that the Venetian ambassador was likely biased because he represented a monarchy but Venice was a republic which suggests that his sympathies lay with Cromwell rather than Charles II.

The better candidates, and there were many, were able to analyse and evaluate the three sources and to place them in the context of the issue being studied by the historian, namely the Restoration and its possible causes. A number of candidates made a valid attempt to discuss the value of the sources to a historian in the context not only of when they were produced – 1655, 1660 and 1660 - but how the sources related to the context of the Restoration and the circumstances which led to it. On the other hand, some candidates used the phrase 'this source is *valuable* to an historian because ...' but were unable to discuss or explain the value of the sources to a historian. A number of candidates did not make sufficient use of the attributions. Many candidates were aware of the need to use and discuss the significance of the attributions but the quality of the responses varied greatly. Some simply copied them whilst others copied and offered only token general comments. A minority of candidates even ignored the attributions. Far too many candidates noted that the authors could be trusted because they were contemporaries who may have witnessed much of what they had written about. This simplistic and repeated reference to the primary nature of the sources and their reliability proved unworthy. Equally troubling was the desire of many candidates to simply offer a potted history of the period from the rule of the Major-Generals in 1655 to the accession of Charles II in 1660 without meaningful reference to the sources.

QUESTION 2

'The Royalist defeat in the Civil War was mainly due to superior Parliamentary resources.'
Discuss.

This question was attempted by 124 candidates. Candidates were expected to examine and consider the reasons why the Royalists were defeated in the Civil War. In line with the demands of the question candidates were invited to discuss the extent to which the Royalist defeat was *mainly due* to superior Parliamentary resources. In order to reach a substantiated judgement about this issue, candidates were invited to debate the role played by superior Parliamentary resources when weighed against other reasons to explain the Royalists defeat in the Civil War.

The majority of candidates opted to debate the issue by adopting a listing framework where the main causes of Royalist defeat were described followed by mini-judgements. It is clear that some candidates were not entirely sure what constituted 'Parliamentary resources' which led them to declare the New Model Army and navy as resources rather than what was intended. For example, the question expected candidates to explore such superior resources as manpower, weapons and finance, all of which supported and supplied the New Model Army and navy. Despite this apparent confusion most candidates did manage to offer a reasonably clear debate on why the Royalists lost the Civil War. In fact, the counter arguments used were particularly strong because they highlighted some key alternative reasons to explain the Royalist defeat, or, as many candidates were intent on discussing, why Parliament won the war. These key reasons included the creation of a fully equipped professional army (The New Model Army); the quality of Parliamentary military leadership, in particular Fairfax and Cromwell; Royalist blunders in the battles of Naseby

and Edgehill; the collapse of Royalist morale following a series of military defeats; the capture of key cities such as Bristol; the failure of the king to inspire his supporters and his role in recruiting troops from Ireland and the fear of Catholicism or the contribution of the Scots. All in all there were some very accomplished essays which were deserving of the highest band possible.

QUESTION 3

How far do you agree that Oliver Cromwell was mainly concerned with the pursuit of personal power?

This question was attempted by 26 candidates. Candidates were expected to examine Cromwell's rise to power and his period in office as Lord Protector. In line with the demands of the question candidates were invited to discuss the extent to which Cromwell was *mainly concerned* with the pursuit of personal power. In order to reach a substantiated judgement about this issue, candidates were invited to debate whether Cromwell was selfishly determined to gain power at any cost or not.

Interestingly candidates were evenly split on whether Cromwell was a self-serving power seeker or if he was motivated by a sense of public service to govern the kingdom in the interests of the people. The majority of candidates traced Cromwell's rise to power following the execution of the king and his later dismissal of Parliament and acceptance of the title Lord Protector. Some saw in this evidence of Cromwell's plan to attain power by outsmarting his rivals whereas others believed it showed a genuine zeal for public service. Cromwell's success in controlling the army and manipulating patronage—promotions, appointments and dismissals - and his skill in using intimidation or persuasion to achieve his aims, led many candidates to agree with the proposition contained in the question. However, Cromwell's religious zeal and his belief that he was the agent of God with the duty of care for his fellow citizens – his stated aim was that he wanted to create a godly nation - led as many candidates to disagree with the proposition. The fact that he refused to accept the Crown when it was offered to him struck many as the key to understanding the man, that he was not concerned with the pursuit of personal power. However, his detractors pointed out that he had established the means by which his son Richard would succeed him in his office - hereditary rule was given as an example of his selfish desire for power.

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848

PART 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c.1832-1848

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying Sir Robert Peel and the Conservative Party in the period 1841-1846.

The emphasis in the source evaluation question should be on analysing and evaluating the value of the sources to an historian with particular reference to the precise context of the selected sources. The theme here was Sir Robert Peel and the Conservative party in the period 1841-46. The context of Source A was the early years of Peel's ministry, especially the reception of the 1842 budget; Source B's context was the growing divergence between

Peel and his backbenchers and in Source C the context was the repeal of the Corn Laws. Specific source evaluation was generally well done but there were fewer successful attempts to comment on the specific *context* of the sources.

Source A is a diary extract from a Whig supporter who might be considered a potentially critical source. Greville praises the scale and impact of Peel's famous 1842 Budget which included the restoration of income tax. Moreover he describes Peel's mastery not only of the House of Commons but also of his party. As a committed Whig supporter Greville's assessment of Peel at this juncture is entirely credible and he seems in awe of Peel. There are, of course, hostages to fortune in the diary comments about Peel's prospects. However even these are tempered by the comment "Political predictions are always rash". Peel's mastery of his backbenchers was clearly questionable three years later but Greville was to be proved right about Peel's "great and lasting reputation". The language and tone are clearly adulatory and coming as they do from a political opponent an historian would regard this source as extremely valuable in establishing the context of Peel's early successes in his major 1841-1846 ministry.

Source B is a private letter from Sir James Graham, a senior Conservative cabinet minister. He is at pains to portray Peel's government in the best possible light. He describes the state of backbenchers' opinion by 1845. They are becoming increasingly disenchanted with Peel's government well before the Corn Law crisis. The language and tone of the letter betrays its bitterness towards the backbenchers whom he thinks misunderstand the government's motives and are seemingly oblivious to the destruction they are capable of wreaking on the government to the delight of its political opponents. This is valuable evidence from an insider about the state of backbench opinion in 1845, providing an historian of this issue with useful background to the crisis that will engulf Peel's government over the Corn Laws. Better candidates saw that Graham's opinion is at odds with his party members and that the letter is biased towards the government's point of view, a bias made clear by its language and tone. Candidates did also comment on the provenance of a private letter.

In Source C most candidates were aware of Disraeli's opposition to the repeal of the Corn Laws and his critical role in leading the opposition to Peel in 1845-6. The context to be identified was the crisis over the repeal of the Corn Laws. The speech is steeped in sarcasm and is designed to undermine Peel's credibility in the eyes of the House of Commons and most especially with the Conservative backbenchers. Disraeli accuses Peel of deceiving his party, of being unoriginal and makes oblique references to previous significant changes of mind by Peel. The context of the Anti-Corn Law League is mentioned too as is the naked appeal to the protectionist backbenchers. The language and tone of deception, theft and burglary are all too clear and reference was made to the provenance of a recorded speech in Parliament designed to enhance Disraeli's political skills and undermine the authority of Peel.

QUESTION 2

How far do you agree that support for the Chartist movement was mainly caused by economic issues?

This was attempted by 76 candidates. The key concept for debate was whether the Chartist movement was *mainly caused* by economic issues. The best answers were able to distinguish between political and economic causes, amongst others, and to synthesise their arguments in a perceptive conclusion. The contention that economic causes were prominent was supported by the well-known link between the incidence of economic depression and the high points of support for Chartism in the late 1830s, 1842 and 1848.

The Plug Plot was often seen as a response to wage reductions and the last major Chartist demonstration was linked clearly to an economic downturn. Conversely the better times of the mid 1840s and the onset of prosperity in the 1850s were often seen as reasons for the decline of Chartist support. The best answers pointed out that the six points of the Charter were linked with long standing radical demands for the reforms of Parliament and elections. The disappointment with the outcome of the Reform Act crisis was seen as a major influence in stimulating the movement. Nevertheless Chartism could also be seen as a response to the new Poor Law and connections were made to the early trade union movement. Less successful answers became confused about causation identifying the results of industrialisation as **not** being economic issues. These answers tended to deploy an assortment of possible causes with judgements tacked on to the end of paragraphs without any clear linkage with the previous material.

QUESTION 3

To what extent did the Poor Law Amendment Act of 1834 have the most significant impact upon the lives of the people of Wales and England in the period 1833-1848?

This was a far more popular question with 110 responses. The key concept was whether the Poor Law Amendment Act of 1834 had *the most significant impact* upon the lives of the people of Wales and England. Many answers began by deciding that the Poor Law Amendment Act did not have the most significant impact and went on to deploy other possible alternatives usually the Factory Acts, education, Peel's reforms and public health reform. These were usually discussed along the lines of weakness or ineffectiveness with many mini-judgements as the essay proceeded. There were some very good responses which took the robust view that the Poor Law Amendment Act was incredibly significant not only in terms of reforming the poor laws but also in creating a centralised machinery for dealing with a major social problem, a blueprint for other social reforms in terms of investigation, legislation and monitoring. The impact in terms of public debate about the workhouses, less eligibility and the scale of opposition to the changes was exemplified by reference to Chartism and Rebecca. Other features of the time period set in the question which affected the lives of people were frequently debated. These features included the impact of economic depression, other government reforms and popular protest movements. The important point was to generate a debate upon the key concept and come to a substantiated judgement on it.

DEPTH STUDY 4

POLITICS AND SOCIETY IN WALES AND ENGLAND 1900-1939

PART 2: ECONOMIC AND SOCIAL CHALLENGES IN WALES AND ENGLAND, c 1918-1939

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying unemployment during the 1930s.

Some candidates were able to discuss the three sources in turn before offering an overall judgement on their value to an historian studying unemployment during the 1930s. Other candidates tended to discuss the sources in respect of their value in general rather than their value in respect to a historian studying 'unemployment during the 1930s.' The difference here is between the 'general' discussion and the 'specific' discussion. Too many candidates produced narrative accounts about the 1930s, unrelated to the actual sources themselves

While context is rewarded it must be related to the value of the provided sources, not a discussion of the source content and what else has not been discussed. Too many also dismissed the sources as being of no value due to the biased nature of the accounts.

Source A clearly is of value as it shows the extent of social division caused by widespread unemployment. Such division led to conflict as can be clearly seen in the source, albeit through a left wing account of the disturbances. Again its provenance is of value in showing this class conflict and also coming from 1932 when unemployment was at its height would allow candidates to contextualise this mood in relation to these disturbances. Source B is a right wing view and would be of value as a counter-view to that given in Source A about the effects of unemployment. Both authors however are clearly furious at the treatment of the unemployed and show how this mood turned into political action albeit at different times and in expressing different political viewpoints. Source C is valuable in that it indicates that by 1937 things may have improved in some areas and a less confrontational stance was being adopted by the unemployed and those that supported them. Clearly the value of these sources in relation to unemployment during the 1930s related to specific political viewpoints and how attitudes changed towards unemployment during the period. The political and personal viewpoints given, albeit on specific areas of the country would be of value in creating an overall picture of the effects and reaction to unemployment during the 1930s.

QUESTION 2

How far do you agree that the collapse of Lloyd George's coalition in 1922 was the most important political change between 1918 and 1939?

This was answered by 37 candidates. In order to fully address the question set candidates needed to evaluate whether the collapse of the Lloyd George coalition in 1922 was the *most important political change* between 1918 and 1939. Most candidates were aware of several developments in party politics in this period and were able to discuss their importance, but some candidates knew very little or next to nothing about the impact of the collapse of the coalition on the fortunes of the political parties. The collapse led to a decline in Liberal fortunes which certainly was a fillip to Labour and Conservative fortunes in the period. Those that debated whether this process had begun before 1922 were debating the issue and those that evaluated the collapse of the coalition in respect of other changes that occurred in the period were also hitting the mark. In general however the discussion of the key concept - most important - was not well done. Candidates that discussed how important this change was, while also mentioning that there were other important changes were clearly 'listing' and not debating the question of *the most important change*. Too many attempted a discussion based on conjecture and this cannot be accepted as a meaningful historical approach. As such, statements such as 'if it wasn't for the collapse of the coalition in 1922 then the Liberal decline would not have happened', holds little validity. Period coverage is also important given the relative small timeframes involved in these questions but most candidates were able to discuss political developments in the 1930s.

QUESTION 3

To what extent was the experience of women between 1919 and 1939 mainly one of hardship?

This was answered by 35 candidates. In order to fully address the question set, candidates needed to evaluate whether the experience of women between 1919 and 1939 was *mainly one of hardship*. Candidates that discussed this issue received the highest marks. Debating this issue led many to evaluate whether experiences were mainly, partly or wholly ones of hardship or whether experiences were different for individuals and related to where they

lived. This was an evaluative approach to the question set. Too many had insufficient knowledge to be able to develop their responses and as such relied on generalisations or discussions about the fight to gain the vote. Although there was some merit in this discussion broader issues pertaining to legislative and other developments in the field of education, health, welfare, employment would have been an advantage. As it was, too many generalised their answers to 'more opportunities' offering little support other than women being seen more in films. Also the two sided essay was more evident in question 3. Typically this involved a page and a half that agreed that the period was one of hardship, and a page and a half that agreed the period was not one of hardship. Such an approach does not lend itself to a proper evaluation looking at issues such as pace and extent of change or at regional or class differences.

DEPTH STUDY 5

RELIGIOUS REFORMATION IN GERMANY, c.1500-1564

PART 2: THE SPREAD OF PROTESTANTISM AND COUNTER-REFORMATION c.1531-1564

SECTION A

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the development of the Protestant Reformation in Europe from 1539-1554.

Candidates were asked to consider the value of three sources to a historian studying the development of the Protestant Reformation in Europe from 1539 – 1554. These sources were to be evaluated and discussed within their specific historical context before reaching a collective judgement on their value.

All three sources were of considerable value to a historian studying the development of the Protestant Reformation in Europe over this period. Source A was a powerful tract produced in 1539 which showed significant development in Luther's views on authority by this time. This was especially valuable in light of Sources B and C and their insights into Calvinism, government in Geneva and the response to persecution. In Source A Luther was demonstrating a willingness to oppose the tyranny of Rome and those secular authorities, Emperor and Dukes, who sought to support him. To defend ones soul from damnation was justifiable and meant revolution. The Princes would defend the new religion and although suffering a significant military defeat in 1547, go on to achieve political success at Augsburg in 1555. Some students could not however move beyond Luther and indulgences and even went back to the events of 1517-1521.

Sources B and C focused on the development of Protestantism outside of the Holy Roman Empire and its political establishment in Geneva and the forming of Huguenot congregations in France under Calvin's guidance. Both were extremely significant steps in the development of Protestantism and would have a long term impact on its progress throughout Europe and the future stability of France. Again a number of students took this as an opportunity to follow the "Great Men" school of history and produce a potted biography of Calvin. They must focus on the question set and provide the appropriate context for the sources that have been provided which is a key factor in judging their value to an historian making this enquiry.

SECTION B

QUESTION 2

How far do you agree that the most significant turning point in the Protestant Reformation in Europe up to 1564 was the Peace of Augsburg of 1555?

This question was answered by only 17 candidates. In question 2 it was important that candidates correctly engaged with the key concept under consideration in the question - the *most significant turning point* in the Protestant Reformation in Europe up to 1564. Again some obviously knowledgeable candidates merely sought to describe the events of 1555 associated with the Peace of Augsburg. The more successful students were able to evaluate and analyse the key concept and reach a substantiated judgement on it. This involved addressing the key concept by evaluating the significance of the Peace of Augsburg and then assessing its significance by considering other significant turning points in the Protestant Reformation in Europe. Many candidates were unable to do this - some suggesting that the Ninety Five Theses was a major turning point, ignoring both the parameters of the period 1531-1564 and the rise of Calvinism in Geneva.

QUESTION 3

“Ignatius Loyola was mainly responsible for the success of the Counter Reformation up to 1564.” Discuss.

This question was answered by 35 candidates. It was important that candidates correctly engaged with the key concept under consideration in the question – namely *the main reasons for the success* of the Counter Reformation up to 1564. Again some obviously knowledgeable candidates merely sought to outline key features in the life of Loyola on his journey towards the creation of the Jesuits. The more successful students were able to evaluate and analyse the key concept and reach a substantiated judgement on it. This involved addressing the key concept by evaluating the role of Loyola and proposing other reasons for the success of the Counter Reformation up to 1564. Others wrote about the Roman Inquisition while ignoring the long term significance of The Council of Trent or a Reformed Papacy.

DEPTH STUDY 6

FRANCE IN REVOLUTION, c. 1774-1815

PART 2: FRANCE, REPUBLIC AND NAPOLEON, c.1792-1815

SECTION A

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying political change in France 1795 -1799.

The better responses adopted an overview approach that focused on the strengths of the sources and, in particular, their value to an historian studying political change in France from 1795 -1799. For example, the issues concerning the Directory’s grip on power in late 1795 (Source A), the threat posed by radical such as Babeuf (Source B) and the coup of Brumaire (Source C) were all referred to. Candidates were adept at working the content but greater consideration needed to be given not only to the sources’ content, but to their historical context and authorship. The weaker candidates used this question as an opportunity to trawl

through the collection for content only. A clear judgement on the sources' value to an historian is also required. A number of students do not appear to understand the full implication of the phrase *value to an historian*. This involves not just consideration of content but of authorship and especially context. Some candidates still persisted in generally writing about utility which did not help them to access higher level marks. Candidates should again be advised that the greater their knowledge of the period studied the easier it will be for them to place the sources within their precise historical context.

SECTION B

QUESTION 2

How far do you agree that the main reason for the Terror was to defeat the counter-revolution?

This was by far the most popular question with 130 answers seen. Most students were able to discuss the origins of the Terror with reference to the threat posed by the Counter-Revolution such as the rebellion in the Vendée. Many also attempted to offer alternative explanations for the Terror such as Robespierre's ambition and the need to deal with external threats to the Revolution, control the economy, satisfy the demands of the sans-culottes and create a republic based on virtue. Fewer candidates attempted to evaluate the *relative importance* of these factors when weighed up against each other and, thereby, answer the specific question set.

QUESTION 3

How successful was the Emperor Napoleon I (1804-15) in preserving the gains of the Revolution?

Only 22 candidates attempted this question which invited candidates to consider the key concept of *how successful* Napoleon was in preserving the gains of the Revolution. Many students were able to discuss examples of how Napoleon preserved the gains such as the Code Napoleon, religious toleration, the continued end of feudalism and equality of Frenchmen before the law. Some also offered alternative examples of how Napoleon's regime resembled the *ancien régime* such as the loss of popular sovereignty with the return of a hereditary monarchy, war for conquest and the loss of freedom of expression. Fewer candidates attempted to evaluate the overall impact of these examples and, thereby, answer the question set.

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC c1840-1877

PART 2: CIVIL WAR AND RECONSTRUCTION C1861-1877

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying emancipation in the Civil War 1861-1863.

The emphasis should be on analysing and evaluating the value of the sources to an historian

with particular reference to the precise context of the selected sources. The theme here was emancipation in the Civil war 1861-1863. The context of source A was Lincoln's early policy towards emancipation; source B's context was the Emancipation Proclamation itself and in C the context was the impact of the proclamation. Specific source evaluation was generally well done but there were fewer successful attempts to comment on the specific *context* of the sources.

Source A is a newspaper report about Fremont's controversial Proclamation about emancipation of the slaves in his military area at a very early stage in the civil war. The source provided the immediate context for this decision and the reaction of Lincoln. He was furious with Fremont for undermining his border strategy and refused to back it, in fact he ordered Fremont to rescind his Proclamation. Radicals were disappointed with Lincoln's caution which is directly criticised in the extract laying bare the division within the northern ranks about the issue. Lincoln's sensitivity was heightened by the fact that Fremont had been the party's candidate in the 1856 election. The newspaper is also critical of the caution on the issue of slavery being displayed by the government. However it certainly foreshadows the debate in 1862 and reveals how far Lincoln had travelled by that stage. It is a very popular publication and it makes no attempt to hide its sympathies on the issue showing no empathy with Lincoln's difficulties in keeping the border states loyal and appealing to what he hoped were loyalists in the South. It also provides contemporary evidence about the centrality of slavery to the civil war and is consequently of great value to an historian studying emancipation in this period.

Source B on the other hand is Lincoln himself writing in a private letter justifying his actions to a friend. Here the context is different and Lincoln is using the events of the war to justify his action. He cleverly refers to the views of some of his commanders who were not abolitionists and who testify to the effectiveness of the Proclamation in prosecuting the war. However this letter goes beyond the military reasoning used by Lincoln. Lincoln's motives are also bound up with his concept of freedom and his belief in the rightness of his move. The debate on the constitutional aspects of the decision is also laid bare in this document. Did Lincoln exceed his powers in issuing the Proclamation? It is also a private letter to a friend and candidates commented on Lincoln's technique in persuading his friend to accept his arguments. It is the question and answer technique revealing Lincoln's trade as a lawyer. It is effective in emphasising Lincoln's reasonableness and also in marshalling his argument. There is a dig about African Americans being prepared to fight for the Union. The language and tone is persuasive, moderate and principled-classic Lincoln speak and candidates commented on the provenance of the source as a private letter to a friend where we can glimpse the real Lincoln.

Source C is another letter with a different context- both writer and recipient were in different political camps from Lincoln. Here the context is the impact of the Proclamation in the South itself. The content of the source provides examples of the way emancipation was working and how slaves knew about it so soon. It effectively undermined the Confederacy encouraging large numbers of slaves to escape as was demonstrated by the advance of Sherman into the South later in the war. It is remarkably good first hand evidence but it is tempered by the fact that Scott is a leading radical abolitionist who was writing to a Democrat bitterly opposed to the emancipation proclamation. It goes some way to corroborate Lincoln's estimate of the effect of emancipation in Source B. The provenance of a private letter between opponents was commented upon as making this source particularly valuable to an enquiry of this nature.

QUESTION 2

How far do you agree that the North won the Civil War mainly because of superior military leadership?

This was attempted by 154 candidates. The key concept to be debated was whether the North's victory in the Civil War was *mainly due* to superior military leadership. In the main candidates argued that the North's military leadership was not demonstrably superior until 1864-65 with the appointments of Grant and Sherman to key positions in the North's military campaigns. Most were also keen to show that Lincoln was a far better strategist and leader than Jefferson Davis and that, in any case, the Confederates made serious military errors in 1862-63 which sealed the fate of the South. All these points can be argued and in the best answers not only were these issues debated but alternative explanations for the North's victory were examined and weighed. It was a commonplace that the North's enormous financial and economic resources made its victory inevitable and that these, coupled with the naval blockade, Lincoln's emancipation strategy and lack of foreign recognition, made Southern defeat understandable. Some exceptional responses argued that the North's victory was by no means certain and that a stalemate was a credible possibility until at least August 1864 with the capture of Atlanta and Lincoln's subsequent re-election. These answers pointed out that Lincoln might have been defeated in 1864 and a compromise peace could have been negotiated. To attain a higher band, candidates should debate the issue and come to a supported judgement on the key concept in the question set.

QUESTION 3

'The violent resistance of white southerners was mainly responsible for the failure of reconstruction.' Discuss.

This question was only attempted by 10 candidates so it is difficult to comment on its accessibility or responses. The key concept was whether the violent resistance of white southerners was *mainly responsible* for the failure of reconstruction. The campaign of resistance by white southerners was generally well known and there was much analysis of the Ku Klux Klan and its activities. The failure of the Force Acts 1870-1871 were referred to and the violence and intimidation exemplified by the Mississippi Plan in 1874-1876 were held to be significant factors in the demise of reconstruction. Answers did suggest that other factors required debate, notably the depression of the 1870s and the stagnation of the cotton industry, the factionalism and corruption shown in the Republican southern government and the lack of will to enforce reconstruction shown by Northern administrations after 1871. The success of conservatives in killing off reconstruction in the horse-trading over the presidential election of 1876 was also analysed in some responses. To attain a higher band, candidates should debate the issue and come to a substantiated judgement on the key concept in the question set.

DEPTH STUDY 8

GERMANY: DEMOCRACY AND DICTATORSHIP C. 1918-45

PART TWO: NAZI GERMANY C.1933-45

SECTION A

QUESTION 1 (compulsory)

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying Nazi economic policy between 1933-1943.

Candidates were expected to assess the value of the three sources for an historian in context of their origin and within the context of the precise question set. In other words, when each source was written or produced, who produced each source and what it says will have a bearing upon its value to an historian in terms of studying Nazi economic policy between 1933-1945. Candidates that began their response with phrases such as ‘*The source shows an historian / The source is interesting to an historian*’ did not provide a complete analysis and evaluation of the sources. Most candidates once again adopted a source by source approach – and there is nothing wrong with this - but they did not always give a balanced consideration to context, source evaluation or indeed the value to an historian for the precise enquiry. Some candidates attempted to provide a collective consideration to the three sources but this was often very superficial or a token judgement either at the start or at the end of the response. Rarely did candidates adopt a more holistic consideration of the three sources in reaching a judgement in relation to the precise question set.

In most cases the candidates were able to show a secure understanding of the content and general context of each source with references to economic recovery in Source A, the rearmament in Source B and the war economy in Source C. Few candidates asserted that the three sources showed the transition in economic priorities used by the Nazi regime at different times but that there was an overarching logic to the economic developments towards total war. Many candidates were not as secure in establishing the specific historical context of each source or indeed in establishing a reasoned judgement as to how valuable each source was to an historian. In many cases the source evaluation remained largely mechanistic. Some candidates became confused about the context of Source B whilst conversely most candidates were more secure with the context of developments in the war economy and the context of 1943. Many candidates again ignored the date of each source which should have enabled them to place the sources within the precise historical context. Candidates should again be advised that the greater their knowledge of the period studied the easier it will be for them to place the sources within their precise historical context.

SECTION B

QUESTION 2

How effective were social, religious and racial policies in maintaining support for the Nazi regime in the period 1933-45?

This was by far the more popular question with 1148 candidates attempting it. The overall quality of response was better than for question 3. Most of the responses to this question tended to take the form of a generalised discussion of a range of different developments / features / characteristics in Germany, rather than a precise and meaningful debate of the key concept. In fact, many candidates began their response with: ‘*During the period 1933-*

45 there was an increasing amount of support for the Nazi regime and little opposition’. This inevitably led to a generalised listing approach which did not debate whether social, economic and racial policies were effective in maintaining support for the Nazi regime. Some candidates drifted even further away from the precise question set by concentrating on the general maintenance of support, or the range of factors which contributed towards the maintenance of support with special focus on propaganda and terror. These responses had limited relevance to the question set. Some candidates wrote about how effective the support was for the regime and in so doing considered economic policy which was not relevant to this question. Many candidates failed to focus on the precise question because they concentrated on support or opposition to the social, religious and racial policies. Some candidates spent far too much time on racial policy at the expense of social and religious often comparing the impact on the people of Germany. The better responses considered specific examples of social, religious and economic policy and debated their effectiveness in maintaining support for the regime. Others took more of a general overview and debated the extent to which Nazi social and religious policy created a united community of obedient Germans who supported the regime and some of the more subtle responses considered whether the support was genuine or pragmatic. Some candidates argued that the policies had mixed success and considered the effectiveness of the policies at various times. Overall, there seemed to be too much reliance on using materials and approaches which belonged to the previous specification rather than adapting knowledge and understanding to meet the demands of the precise question.

QUESTION 3

How far do you agree that Hitler’s leadership was mainly responsible for Germany’s defeat in the Second World War?

Most of the 379 responses to this question tended to take the form of a generalised discussion of a range of different developments / features / characteristics in Germany, rather than a precise and meaningful debate of the key concept. In fact, many candidates began their response with: *‘Hitler was mainly responsible for Germany’s defeat in the Second World War, but there were other contributory factors’.* This inevitably led to a generalised listing approach which did not debate whether Hitler’s leadership was mainly responsible for Germany’s defeat. Some candidates drifted even further away from the precise question set by concentrating on providing a general narrative of developments during the Second World War. These responses had limited relevance to the question set and usually ended with a routine conclusion which paid lip-service to the key concept in the question. Some candidates misread the question completely and focused entirely on Hitler’s leadership of Germany in general with only limited and indirect focus on the precise question set. Some candidates wrote effectively about Hitler’s role usually in a ‘for and against’ structure, but the counter-arguments were never as effective and often limited. The better responses considered Hitler’s leadership within the context of other related developments and so were able to weave an integrated response considering the relative weighting of the reasons for Germany’s defeat.

**WJEC
GCE HISTORY (NEW)**

Summer 2017

UNIT 5

For the first submission of the Non Examined Assessment (NEA) there was a wider range of topics attempted than the rather more restricted topics on Nazi Germany that formed the bulk of the entry on HY3. It was refreshing to see that a number of centres attempted a range of issues ranging from the Vikings and the Crusades up to about 1990. Nevertheless most of the titles centred on the First World War, American foreign policy and the Civil Rights movement.

There were some outstanding independent and individualistic essays which brought out the aspects of the student as a young historian that the assessment is intended to promote. However there was considerable evidence that most of the responses lacked the individualism and independence that the guidance from examinations regulators required. There were also further issues of concern. These included the provision of document packs (which is not allowed) the use of specific advice (which is discouraged) and experiencing a rather formulaic structure of the responses from all the candidates at the same centre (which suggests a greater degree of teacher input than is allowed for GCE History). It was also noted that candidates at some centres all used the same limited range of sources and in several centres candidates used and evaluated extracts from historians or later commentators instead of primary and / or contemporary sources. These centres have been made aware of such issues in their individual reports which are available on the secure website.

Most centres appeared to have followed the guidance to provide a general introduction to the administration and skills required by the NEA and most candidates did follow that guidance. The provision of a Formal Review appears to have benefited candidates by providing an opportunity to discuss the progress of their essay in relation to the generic mark scheme though a few did reveal specific advice being given to candidates. These centres have been informed that if specific advice is provided at the review then it must be duly recorded and taken into account in the assessment of the exercise as outlined in the WJEC guidance.

It was noted that most centres were within tolerance in their application of the mark scheme and where the tolerance was breached adjustments were made by the Moderating Panel and the individual centres concerned informed in their report. The administrative details were generally completed to a high standard though centres in consortium arrangements should be cognisant of the regulations and all centres should ensure that the deadline for submission, usually the first Friday in May, is met. The deadline for submission of NEA samples in 2018 is Friday May 4th.

Centres should also note that the approval for Unit 5 NEA titles lasts for three series from 2017 to 2019. Therefore unless centres intend to change their titles for 2018 there is no need to re-submit for approval for the 2018 or 2019 series.



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