



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2010**

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## **History**

### **Assessment Unit AS 1**

**[AH111]**

**THURSDAY 14 JANUARY, AFTERNOON**

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AH111

#### **TIME**

1 hour 30 minutes.

#### **INSTRUCTIONS TO CANDIDATES**

Write your Centre Number and Candidate Number on the Answer Booklet provided.  
Choose **one** option.  
Answer question **1(a)** or **1(b)** and question **2** from your **chosen option**.  
Indicate clearly on your Answer Booklet which option you have chosen.

#### **INFORMATION FOR CANDIDATES**

The total mark for this paper is 60.  
Quality of written communication will be assessed in question **1** and question **2(b)**.  
This assessment unit is an historical enquiry and candidates are advised to draw on all the relevant material they have studied when answering question **2(b)**.

## Option 1: England 1520–1570

Answer question 1(a) or 1(b) and question 2.

### 1 Either

(a) Explain the steps taken by Cardinal Wolsey to achieve the Royal Divorce. [12]

Or

(b) Explain the causes of Wyatt's rebellion in 1554. [12]

### 2 Read the sources and answer the questions which follow.

#### Source 1

Elizabeth I prays in public shortly after the arrival in England of Mary, Queen of Scots in 1568. In spite of the Religious Settlement of 1559 Elizabeth was still facing threats from Catholicism. This prayer reflects her religious and political views since the Settlement.

Dear Lord most mighty, stretch forth your right hand over me to protect and defend me from my enemies so that they never overcome me. Give me, O Lord, the assistance of the Holy Spirit and the comfort of your grace. Let me know you and love you and trust you with all my heart. I acknowledge that I receive the government of this Church and kingdom from you, so grant me the ability to govern a peaceful and quiet country which is well ordered. Let me rule over a perfectly reformed Church which will reflect your glory. Grant my subjects, dear Lord, faithful and obedient hearts so that they will follow and obey your word and commandments according to the Bible. As a nation we will give thanks and praise for all the benefits we have received from you. May we rejoice and praise your Holy name. Grant this, O merciful Father, for Jesus Christ's sake, our only Mediator to you, dear Lord.  
Amen.

#### Source 2

Extract from the Act of Supremacy of 1559.

All ministers of the Church, including Archbishops and Bishops, and all members of national and local government such as judges and mayors and all officers who are in her Majesty's employment shall make an oath on the Bible.  
I do utterly testify and declare that Queen Elizabeth is the only true Supreme Governor of the Church within this kingdom. In all things spiritual, religious and temporal [non-religious] no foreign ruler, person or clergyman has or ought to have any power, right or authority over all things religious and spiritual within this realm.

### Source 3

Extract from S. Doran, *Elizabeth I and Religion*, published in 1994.

Because of the nature of the Elizabethan Church, the Settlement of 1559 has often been described as a *Via Media*, a middle way between Rome and Geneva. Such a label, however, is misleading, since it implies that a *Via Media* was the well thought out principle upon which the Church was founded. In reality, the nature of the Church was greatly influenced by practical political considerations and its shape was formed as a result of serious tensions between the Queen and those who helped her govern. These tensions were never completely settled.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying Elizabeth's personal attitude to religion? [13]
- (b) Using **all** the sources, **and** your own knowledge, assess to what extent the Church Settlement of 1559 was determined by Elizabeth I's own religious and political views. [35]

## Option 2: England 1603–1649

Answer question 1(a) or 1(b) and question 2.

### 1 Either

(a) Explain why there was opposition to Charles I during his Personal Rule of 1629–1640. [12]

Or

(b) Explain the changes in the English economy in the period 1603–1649. [12]

### 2 Read the sources and answer the questions which follow.

#### Source 1

Extract from *A Free Discourse Touching the Manners of The Time, Directed to His Majesty*, published in 1622. This Puritan propaganda pamphlet was designed to persuade King James I to enter the Thirty Years War to defend the Protestant cause in Europe.

The Palatinate is very poorly positioned for us to fight in as it is both remote from the sea and surrounded by our enemies. The Pope has united these enemies to set our Protestant parts of Christendom on fire. They call themselves the Catholic League, and have the Catholic King of Spain as their leader. On the other hand your Majesty long ago beheaded the poor Protestant Union in Europe, and left it as a body without a soul. However, it is not so dead and buried that it cannot rise again at the first sound of your Majesty's trumpets.

The most useful part of the Protestant Union to help your cause in the Palatinate is Holland. If your Majesty wishes to remove the Spaniards from the Palatinate, the quickest way would be to send help to the Hollanders in Flanders. However, if your alliance with the Spaniards means you would not support this act of hostility, you could lend your son-in-law, Frederick, Elector of the Palatinate, an army to use as he sees fit.

#### Source 2

Extract from a House of Commons' declaration, 4 June 1621.

Parliament declares to the whole world our sorrow at the perilous position of the King's children abroad and the general threat to fellow Protestant countries in Europe. We beg that if his Majesty's attempts to negotiate peace fail there will be no more delay in taking action. Parliament will be ready, with our lives and riches, to assist the King in defending Protestantism. His Majesty will be able to do by the sword what he could not do by negotiations.

### Source 3

Extract from Katherine Brice, *The Early Stuarts*, published in 1994.

James was anxious above all to keep England out of a major war. He wished to secure a marriage alliance with the Spanish Hapsburgs. He wanted to make himself the mediator in Europe and he sought to use the marriages of his children to achieve this. At the start of the reign these three ambitions were unrealistic but not impossible. However, events were to put them all out of reach by the 1620s. The sharp division of Europe after the outbreak of the Thirty Years War produced intense pressure in the country for action to defend the Protestant cause. This put an end to the policy of peace and destroyed James's hopes of being a mediator.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying the English attitude towards the Thirty Years War in Europe? [13]
- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which James I was successful in his foreign policy between 1603 and 1625. [35]

### Option 3: England 1815–1868

Answer question 1(a) or 1(b) and question 2.

#### 1 Either

(a) Explain why there was no outbreak of revolution in England between 1815 and 1822. [12]

Or

(b) Explain the main achievements of Peel in his political career between 1819 and 1841. [12]

#### 2 Read the sources and answer the questions which follow.

##### Source 1

Extract from a speech made by Richard Cobden in the House of Commons, 25 August 1841. Cobden was a leading member of the Anti-Corn Law League.

The Corn Laws should be referred to as a “bread tax” or a “food tax”. The bread tax causes particular hardship to the working classes, as they have to pay far more for bread than they would do if we had free trade in corn. This bread tax means that handloom weavers lose 20% of their weekly income. Recent reports reveal a decline in the living standards of the labouring classes all over England, especially in the last three years when the price of food has increased. Religious leaders from all denominations met recently in Manchester and signed a petition seeking the abolition of the Corn Laws. When the religious community organised to abolish slavery, they were successful. I predict the same outcome in this matter.

##### Source 2

Extract from a speech by the Prime Minister, Sir Robert Peel, to the House of Commons, 15 May 1846. Peel is explaining why he supported the repeal of the Corn Laws.

I do not support the repeal of the Corn Laws merely because of the crisis of the Irish Famine. Rather, I believe that this is the best policy for all concerned. The real issue at stake is the improvement of the moral condition of the masses. I wish to improve the living standards of the labourers of this country. It is not acceptable to merely consider the interests of the landlords. My aim is to ease the burden of unnecessary taxation on industry and agriculture and transfer it to those who are more capable of paying it.

### Source 3

Extract from Derrick Murphy, *Britain 1815–1918*, published in 2004. He is writing about the reasons for the repeal of the Corn Laws in 1846.

While the Irish Famine influenced Peel, he had for many years attached equal importance to both industry and agriculture in bringing about prosperity. Peel saw the removal of the Corn Laws as consistent with his free trade budgets in the 1840s. Moreover, he believed that repeal would heal the growing public hostility to the Corn Laws which was undermining the national interest. The Anti-Corn Law League did play a major role in placing the issue of repeal at the forefront of the political agenda, but it cannot take all the credit for the events of 1846. Events in Ireland and Peel's role were far more important.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying the Anti-Corn Law League? [13]
- (b) Using **all** the sources, **and** your own knowledge, assess to what extent the Anti-Corn Law League was responsible for the repeal of the Corn Laws in 1846. [35]

## Option 4: Unification of Italy and Germany 1815–1871

Answer question 1(a) or 1(b) and question 2.

### 1 Either

(a) Explain the causes of the revolutions in Germany in 1848. [12]

Or

(b) Explain the role of war in achieving the unification of Germany in the period 1862–1871. [12]

### 2 Read the sources and answer the questions which follow.

#### Source 1

Extract from a letter sent by Camillo Cavour, Prime Minister of Piedmont-Sardinia, to Victor Emmanuel II, King of Piedmont-Sardinia, 24 July 1858. Cavour is describing his secret meeting with Emperor Napoleon III of France on 20 July at Plombieres. This meeting led to the Treaty of Plombieres in which Cavour promised to give France the territories of Savoy and Nice in return for French aid in the war against Austria.

As soon as I entered the Emperor's study, he said that he would support Piedmont-Sardinia in a war against Austria, provided the war could be justified in the eyes of diplomatic circles, and still more in the eyes of French and European public opinion.

The search for a believable excuse for war presented our main problem. Together we discussed each state in Italy, seeking grounds for war. It was hard to find any. After we had gone over the whole Italian peninsula without success, we discovered what we needed in Massa and Carrara [territories controlled by Austria and ruled by the Duke of Modena] .

We agreed to get the people in those territories to ask Your Majesty, Victor Emmanuel, for protection and to demand to be joined to Piedmont-Sardinia. Your Majesty would refuse, but you would take note of the Duke of Modena's harsh policy and send him a threatening note. The Duke, confident of Austrian support, would reply disrespectfully. Then Your Majesty would send troops into Massa, and the war could begin. Since it would be the Duke of Modena who would look responsible, Napoleon believes the war would be popular not only in France but in other countries, because the Duke is considered a tyrant.



## Source 2

Extract from a speech made by Giuseppe Garibaldi in October 1860, after he had conquered Sicily and prior to the battle of Volturno, when his armies defeated the Bourbon troops.

We must now consider the period which is drawing to a close as almost the last stage of our national rebirth. Yes, young men, Italy owes to you a debt which has merited the applause of Europe. To arms then all of you so that the oppressors and the mighty shall disappear like dust! This people is its own master. It will no longer follow in the trail of men whose hearts are foul. No! No! No!

## Source 3

Extract from H. Hearder and D.P Waley, *A Short History of Italy*, published in 1991.

In 1860 the unification of Italy resulted from the conflict between Cavour and Garibaldi. Unification came about sooner than Cavour intended and in a shape which neither Garibaldi nor Mazzini could approve. But in the spring of 1860 Cavour had lost the initiative, and, like the rest of Europe, could do nothing but watch the amazing achievements of Garibaldi.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying Cavour's role in achieving Italian unification? [13]
- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which Garibaldi was responsible for the unification of Italy. [35]

## Option 5: Germany 1918–1945

Answer question 1(a) or 1(b) and question 2.

### 1 Either

- (a) Explain the changing fortunes of the Weimar economy from 1919 up to the Wall Street Crash of October 1929. [12]

Or

- (b) Explain how the Nazis used the arts and the media as a means of control in Germany between 1933 and 1939. [12]

### 2 Read the sources and answer the questions which follow.

#### Source 1

Extract from the memoirs of Wilhelm Hoegner, published in 1963. Hoegner was a Social Democratic Party member of the Reichstag from 1930 to 1933 and is recalling the atmosphere on 24 March 1933 when the Reichstag passed the Enabling Act by 444 to 94 votes.

We were received with wild choruses of "We want the Enabling Act!" Youths with swastikas on their chests eyed us insolently, blocked our way and made us run the gauntlet, calling us names like "Centre pig" and "Marxist sow". The Kroll Opera House was crawling with armed SA and SS men who had lined up at the exits and along the walls behind us in a semicircle. Their expressions were threatening. Our party leader Otto Wels, with his voice half choking, read out our reply to the government declaration. It was a farewell to the fading era of human rights. He gave our good wishes to the persecuted in the country, who, although innocent, were already filling the concentration camps on account of their political beliefs.

#### Source 2

Extract from an article in *The New York Times*, 19 August 1934. The report was written by Frederick T. Birchall, its Berlin correspondent.

In yesterday's plebiscite 90% of German voters endorsed Chancellor Hitler's assumption of greater power. The German people were asked to vote whether they approved the merging of the offices of President and Chancellor in a single leader, Adolf Hitler. The endorsement gives Chancellor Hitler dictatorial powers unequalled in any other country. As far as observers could ascertain, the election everywhere was conducted perfectly properly and the secrecy of the ballot was safeguarded. It seemed impossible to tell how individuals voted. Throughout the day Storm Troopers stood outside each polling station holding banners calling on the voters to vote "Yes". Otherwise voters were left alone. In the concentration camp at Dachau 1,554 voted "Yes" and only 8 voted "No", with 10 spoiled votes.

### Source 3

Extract from *The German Dictatorship* by Karl Dietrich Bracher, published in 1969.

The slogan of legal revolution offers the key to the character and development of the National Socialist seizure of power. National Socialist propagandists, politicians and constitutional experts all along emphasised that, although Hitler's takeover was the beginning of a revolution that would profoundly affect all aspects of life, it was a completely legal, constitutional process. The significance of using legal means but with revolutionary aims was in fact more than a mere propaganda gimmick and should not be underestimated.

- (a) **Study Source 1.** How useful is it as evidence for an historian studying the passing of the Enabling Act in March 1933? [13]
- (b) Using **all** the sources, **and** your own knowledge, assess to what extent the Nazis used legal means in the creation of the Nazi dictatorship between January 1933 and August 1934. [35]

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**THIS IS THE END OF THE QUESTION PAPER**

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