

HISTORY (US)

Paper 0416/03
Coursework

Key messages

Firstly, the title given to candidates is crucial. Candidates have to assess significance and the best way of providing them with a fair chance to do this is to use appropriate terms in the title itself, thus making it clear what they have to do, for example 'Assess the significance of the Munich Putsch.'

Secondly, it is important that candidates realise they are required to assess significance in its broadest sense. In other words, they need to use a range of criteria to judge how far their event or individual was significant in different ways and for different reasons.

Thirdly, candidates need to assess significance, rather than just describe or explain it.

Fourthly, they need to assess whether their development, event or individual was more significant in some ways than in others, explain why, and then try and reach an overall assessment of the significance of that event or individual.

Finally, it is important that candidates do not confuse 'failure' with a lack of significance or 'success' with significance. For example, actions that failed can still be significant.

Assessing significance often requires two moves on the part of the candidate. They need to, for example, explain the consequence, result or outcome of the event or the actions of the individual. Then they need to make a judgement about how far the consequence, result or outcome mattered at the time or later.

General comments

Some excellent work was produced, with most of the titles used giving candidates full opportunity to accomplish what is required. Titles that make clear that an assessment of significance is required were common and worked well, for example, 'Assess the significance of Martin Luther King.' However, using the words 'assess' and 'significance' in a title does not by itself ensure that it will be suitable. For example, 'Assess the significance of the Depression in the rise to power of Hitler' is a causation question about the relative importance of different factors in Hitler's rise to power. The title limits candidates to Hitler's rise to power and therefore does not allow them to assess the significance of the Depression in its broadest sense. The significance of the Depression can only be assessed in relation to its role in helping Hitler rise to power. 'Assess the significance of the Depression for Germany' is a much better significance title, as it will allow candidates to consider different ways in which the Depression was significant.

The subject matter chosen for an assessment of significance is also important. The development, event or individual chosen must have the potential of being assessed for significance in different ways. It should also provide potential for assessment rather than just explanation. In other words, it must be a development, individual or event where judgements about significance are provisional and debatable, rather than clear-cut.

Comments on specific questions

The best answers were those where the candidates had asked themselves how their development, individual or event could be significant in different ways. In other words, they asked themselves different questions about significance (something that cannot be done if the outcome is identified in the title, as in the example mentioned above about Hitler's rise to power). This was often achieved by the use of criteria. These are varied and some will be less or more appropriate depending on the topic. For some developments, individuals or events, criteria such as political, social and economic might work well. For others, duration and

breadth of impact might work better. Long and short term can also be useful for some topics, while for others the idea of 'turning point' might give candidates' useful possibilities. The criteria should not be used in a mechanistic way and it should be left to individual candidates to choose which ones they think are useful to use.

Some answers did use a range of criteria but were limited because significance was just described or explained but not assessed. Others were limited because they made few connections or comparisons. The best answers pursued links between the different ways in which a development, individual or topic was significant. Another useful approach was to compare the different ways in which the development, individual or event was significant and make assessments about whether it was more significant in some ways than in others or whether it was more significant for some people than for others. These types of approaches then open up for the candidate the interesting and challenging question about the overall significance of their development, individual or event. Many of the better responses adopted this approach.

As mentioned earlier, when assessing significance, it is not enough to explain the outcome or impact. The best answers did this but then went on to assess how much the outcome or impact mattered at the time, or later, or to different groups of people or in different ways. Some candidates used other approaches very effectively by, for example, considering how far an event, development or individual was remembered or commemorated, or by considering whether something was a turning point or was merely part of an existing trend. It is important to note that the best answers about 'turning point' were those that looked backwards as well as forwards and considered the event or the individual in a line of development.

Candidates do not have to use all the approaches mentioned above but the careful use of some of them led to many interesting and excellent answers.

The generic markscheme should be used in a holistic way by considering answers as a whole and focusing on knowledge and understanding, relevance, how well significance has been dealt with and how satisfactorily the title has been addressed. Overall, the marking of candidates' answers was accurate. Most work was carefully and usefully annotated and summative comments referred to key parts of the markscheme. Some marks were adjusted but overall, the marking of candidates' work was of a high standard.

HISTORY (US)

Paper 0416/11
Paper 11

Key messages

Candidates need to read the questions very carefully to ensure that their responses are focused and relevant.

It is important that dates given in a question are duly noted so that only relevant material is included in responses.

General comments

A number of candidates were able to demonstrate sound factual knowledge of both the Core and the Depth Study. These candidates used their knowledge to good effect in writing well-developed explanations and arguments in answers to their chosen questions. Some candidates, whilst demonstrating sound and detailed factual knowledge, found it difficult to use their knowledge effectively to answer the question set. Parts **(b)** and **(c)** of the questions require understanding and explanation. Some candidates were able to identify numerous factors/reasons when answering their chosen questions, but they needed to go further and develop these identified points into explanations. Better responses focused upon using factual knowledge to explain events rather than deploying a purely narrative approach. In part **(c)** answers, candidates demonstrated that they were aware of how to structure balanced responses. Some were able to use their factual knowledge to substantiate the arguments they made; others set out a clear argument but were unable to support this argument with relevant factual knowledge. In other instances responses were a very detailed narrative of events; these needed development into explanations focused clearly upon the question set. There were some rubric errors; some candidates chose parts **(a)**, **(b)** and **(c)** from different questions. Some answered fewer than the required number of questions, and some answered more than three questions. On the whole, candidates used the time allocated effectively, with the majority completing the paper.

Candidates need to ensure they label questions clearly. Some responses gave the question number only, and then wrote one long paragraph to answer all three parts, without indicating where each question part ended and the next began.

Comments on specific questions

Section A: Core Content

Question 1

- (a)** Some candidates identified Mazzini's role in the 'Young Italy' movement and identified its aims relating to the unification of Italy. Many responses were generalised in nature.
- (b)** There were a number of relevant identified points made, highlighting the strength of the Austrian army and the diversity of opinions in Italy as to whether there should be a monarchy or a republic. These identifications needed to be developed into explanations.
- (c)** Some responses identified Cavour's reaction to Garibaldi's invasion and Cavour's agreement with Napoleon. These answers would have benefited from development into explanation. A number of responses were generalised in nature.

Question 2

The limited number of responses to this question prevents useful comment.

Question 3

- (a) Some candidates were able to state a number of relevant details about events at Harpers Ferry in 1859. These mainly focused upon who accompanied John Brown, the actions they took and what happened to John Brown and those who helped with the raid on the arsenal at Harpers Ferry.
- (b) Effective answers to this question identified and explained several reasons for the South's failure to win the Civil War; these usually included the North having more men, larger armies and the advantage of manufacturing industry. Many candidates were able to identify such points; these points needed to be developed into explanations.
- (c) Responses to this question identified that ex-slaves were now free, and that these ex-slaves still faced much prejudice. More responses could have developed such points into explanations. Many responses were generalised in nature.

Question 4

- (a) Responses identified that British ships transported opium from India to the Chinese coast, that there were a growing number of opium addicts in China at this time, that crime increased as people tried to find money to pay for opium, and that the opium trade partly led to the first Opium War.
- (b) There were some clearly explained answers to this question, focusing upon the economic reasons for nineteenth century European imperialism. Some responses also focused upon imperialism adding to a country's prestige.
- (c) Detailed descriptions of the events of the Indian Mutiny of 1857 were given; better ones were developed into explanations. A number of responses focused upon the situation in India after independence was gained in the twentieth century, which was not relevant to the question.

Question 5

- (a) A variety of relevant points were given in response to this question, including the International Labour Organisation's attempts to fix a maximum working day and working week, the banning of poisonous white lead from paint, the limits imposed on the hours small children were allowed to work and the role of the International Labour Organisation in gathering and publishing information about working conditions across the world. Some responses did not differentiate between recommendations made and actual legislation that was enforced. A number of responses wrote about the aims of the League of Nations and its wider work, with no mention of the work of the International Labour Organisation.
- (b) Effective responses to this question explained that the requirement for unanimous decisions in the Assembly and Council made taking decisive action very difficult, and that unanimous decisions meant that states were able to put their own self-interest above wider considerations. Many responses identified relevant points such as unanimous decisions causing delays in action, sometimes preventing any action being taken at all, and both large and small states having the power to prevent decisions being made.
- (c) There were a number of clearly structured responses to this question. Clear explanations of Mussolini's role in the destruction of the League's authority were given, focusing upon his actions in Corfu and Abyssinia. On the other side of the argument, candidates explained that Japan's actions in Manchuria, the League's lack of a standing army and the absence of America all contributed to the destruction of the League's authority. A considerable number of responses described incidents in Vilna, Corfu, Manchuria and Abyssinia and/or gave lengthy descriptions of the League's structure; such responses needed to develop these points into explanations demonstrating how they contributed to the destruction of the League's authority.

Question 6

- (a) A number of responses demonstrated an in-depth factual knowledge of events in the Saar in 1935. Relevant points made included the holding of a plebiscite, the options given to the voters, the results of the plebiscite and its significance for Germany. A number of responses wrote about events in the Rhineland in 1936 and Austria in 1938, rather than the Saar in 1935.
- (b) There were a number of clearly explained responses to this question, with explanations focused primarily upon the risk involved in breaking a term of the Treaty of Versailles and the response this could elicit, and upon the risk of failure and how this would affect Hitler's position. Some responses demonstrated an awareness of the risks involved in Hitler's remilitarisation of the Rhineland; the identifications made needed to be developed into explanations.
- (c) Effective answers to this question explained how Germany was responsible for war in 1939 given Hitler's desires to destroy the Treaty of Versailles, create a Greater Germany and his invasion of Poland. Responses then explained the other side of the argument, showing how other factors such as the ineffectiveness of the League of Nations, the policy of appeasement and the actions of Mussolini and Stalin were also responsible for war. Some candidates identified numerous factors and would have improved their answers by developing this into explanation. Some candidates wrote much about German grievances about the Treaty of Versailles and the details of the Nazi-Soviet Pact; this information needed to be explained to show how these factors were responsible for war in 1939. A few candidates wrote less relevantly about Germany's attack on Russia and Japan's attack on Pearl Harbor in 1941.

Question 7

- (a) Most candidates were able to identify at least two of Stalin's achievements at the Yalta Conference, usually focusing on Stalin gaining a zone of occupation of Germany and a zone of occupation of Berlin. Other points made included Eastern Europe being made a Soviet sphere of influence, the agreement to hunt down war criminals and Germany's eastern border being moved westwards. Some responses focused upon Stalin's aims at Yalta, rather than his actual achievements.
- (b) Some responses highlighted the instability of Poland after the Second World War, the differing beliefs of the Western Allies and Stalin on the future of Poland, and Poland being within the Soviet sphere of influence. A small number of responses gave a developed explanation focused on the differing opinions of the Western Allies and Stalin and the situation regarding the Lublin Poles and the London Poles.
- (c) Responses to this question tended to give stronger arguments disagreeing with the statement in the question. Explained arguments included the Berlin Airlift, the establishment of the Federal German Republic (West Germany) and the German Democratic Republic (East Germany). Arguments in agreement with the question were mainly identifications based on the USA joining NATO. Some responses were focused entirely on the causes of the Berlin Blockade rather than its consequences. Other responses gave lengthy descriptions of the events of the Berlin Blockade, therefore lacking focus on the question.

Question 8

- (a) Responses to this question gave a variety of relevant points, focused mainly upon Eisenhower's desire to prevent the spread of communism, domino theory and what this meant, and the military and economic aid given to the south of Vietnam. Some candidates wrote answers focused upon policies in Korea.
- (b) There were some highly effective responses to this question, with clear and developed explanations focused upon the USA losing influence and control over Cuba and Castro's friendship with the USSR. Most candidates who attempted this question were able to give at least one identified reason for the USA being unhappy with Castro's changes.
- (c) Effective responses to this question gave clearly developed explanations on both sides of the argument. Arguments agreeing with the statement in the question were focused upon South Korea remaining free from communism, and communism being contained in Cuba. On the other side of the argument, explanations focused mainly upon the USA's failure to contain communism in Vietnam. Most candidates were able to at least identify countries in which communism was

contained and those where it was not. Some responses lacked clear focus on the question set; there were some long descriptions of guerrilla warfare in Vietnam and the reactions of the American public to war in Vietnam, for example.

Section B: Depth Studies

Question 9

- (a) Successful responses to his question focused primarily on the assumption that Russia would take six weeks to mobilise, that Germany would not have to fight war on two separate fronts, that Belgium would offer no resistance and that France would be quickly defeated. Most candidates were able to give at least two valid points.
- (b) A number of responses showed a clear awareness that the Germans wanted to capture the Channel ports to prevent British troops landing in northern France and also to stop supplies and ammunition reaching the British troops who were already in northern France. Some responses would have been improved if identifications had been developed into explanations.
- (c) Confident responses to this question gave clearly structured explanations of Belgium's resistance and how this meant that the Schlieffen Plan failed. On the other side of the argument, explanations of the contribution made by the BEF, the Russians mobilising more quickly than anticipated and the exhaustion and lack of supplies suffered by the German troops, were all cited as being instrumental in causing the failure of the Schlieffen Plan. Some would have benefited from more focus on the question, instead giving detailed descriptions of life in the trenches.

Question 10

- (a) A number of candidates were able to state four relevant points in response to this question, mostly citing 'No Man's Land' being the area between the enemies' front-line trenches, the area where there were most casualties in trench warfare, and the area having barbed wire, shell holes and, in wet weather, being extremely muddy.
- (b) A small number of candidates were able to explain that the French fought to save Verdun because it was essential to French morale. Other candidates were able to identify that Verdun was both important for French morale and a stronghold of French defences. Some candidates answered in generalised terms only.
- (c) Competent answers to this question explained the success of tanks in breaching the German lines in some areas, and the panic they induced in the German forces. On the other side of the argument, the successes of machine guns, gas and aircraft on the Western Front were clearly explained, with some responses also highlighting the problems involved in using tanks. Some responses described the physical appearance of tanks; this needed to be developed into explanation of why this made them a successful innovation on the Western Front.

Question 11

- (a) Many candidates answered this question confidently, stating methods such as the use of propaganda, the use of pamphlets, posters and film, rallies being held and Goebbels arranging for Hitler to make rousing speeches as often as possible. Some responses missed the dates in the question, and therefore focused their answers solely on Goebbels' methods from 1933. Whilst there is some overlap with the period 1929–1932, this meant that some responses included material that was lacking in relevance to the time period specified in the question.
- (b) Competent answers to this question stressed that Germany was actually doing well before 1929 and therefore did not need the Nazi Party; explanation focused on Germany's improving economic, political and international situation under Stresemann. Further explanations explored the banning of the Nazi Party and the dislike of the Nazi attempt to take power by force. A number of candidates wrote at some length about why the Nazi Party was successful from 1929, which was not required by the question.
- (c) Responses gave clear explanations of the role of the Depression in Hitler becoming Chancellor of Germany, together with explanations of the use of propaganda and the fear of communism to

disagree with the statement in the question. Arguments agreeing with the hypothesis could have been more clearly argued. Many candidates could identify that von Papen and von Schleicher could not form stable governments, and that von Papen and Hindenburg thought they could control Hitler; these points needed to be developed into explanation. Some responses focused solely upon events after when Hitler became Chancellor, which was not required by the question.

Question 12

- (a) A number of candidates were able to identify that the Communists were opposed to the Nazi regime in its early years, and a small number of candidates identified opposition from the Church and from groups of young people such as the Edelweiss Pirates. Other candidates wrote in general terms, stating just that people didn't like Hitler.
- (b) Most candidates were able to identify that the Gestapo was important to the Nazis because it dealt with opposition and because it induced fear in ordinary German citizens. A number of responses had clear development of these identifications into explanations.
- (c) There were some highly effective responses to this question. Clearly structured arguments were given, explaining how the school curriculum was used to control the German people by indoctrinating young Germans and securing their support for the future. The role of the Hitler Youth in educating and controlling young people was also explored effectively. The use of mass media was also clearly explained, with reference to the German people only being exposed to material favourable to the Nazis in newspapers and on the radio. A small number of responses then evaluated 'how far' the hypothesis in the question was valid, clearly considering the relative merits of education and mass media in controlling the German people. Some responses were mainly descriptions of the school curriculum and Hitler Youth activities; further development of these points into explanations was needed.

Question 13

- (a) Many good responses stated that Stalin's image could be seen everywhere, and that he was portrayed as a god-like figure. Further points included books, films, plays and art being required to conform to a given format, where only Stalinist beliefs and positive images of Stalin could be portrayed. Other responses simply restated the question.
- (b) Effective responses explained that the Purges rid Stalin of any political rivals, such as supporters of Trotsky, and that they scared the Russian people into obeying Stalin. Some candidates also identified other points, such as Stalin's purging of the kulaks and the Armed forces; these points could have been developed into explanations by more candidates.
- (c) There were some confident responses to this question, giving clearly structured and developed explanations on both sides of the argument. Explanations mainly focused upon Trotsky's arrogance, his lack of popularity and support within the Party, his underestimation of Stalin, Stalin's skilful political manoeuvring and his idea of 'Socialism in One Country'. Also, Stalin managing to trick Trotsky into missing Lenin's funeral and thus damaging Trotsky's reputation, featured in answers. Some candidates gave detailed descriptions of Lenin's Last Testament and Trotsky's failure to attend Lenin's funeral; these descriptions needed to be structured to explain how and why they enabled Stalin to achieve success in the leadership contest.

Question 14

The limited number of responses to this question prevents useful comment.

Question 15

- (a) Most responses identified that governments in the 1920s introduced tariffs and that these tariffs encouraged Americans to buy American goods as they were cheaper than foreign imports. Some candidates also identified the name of a specific tariff, the Fordney-McCumber tariff of 1922. Some responses wrote in detail about Republican policies generally; such responses would have benefited from being tailored to the specific focus of the question set.
- (b) Competent responses to this question explained that hire purchase enabled greater numbers of Americans to purchase goods without having to wait until they had the full purchase price, and why

this was important to the economic boom. Responses then explained that advertising enabled the promotion of consumer goods to a wider audience, and thus increased sales with a clear positive effect on the economy. Some responses described the details of hire purchase and the nature of advertising in 1920s America, without explaining why these were important to the economic boom.

- (c) There were a number of effective explanations of the ways in which over-production was a problem for the American economy in the 1920s, with focus upon over-production in both farming and consumer goods. On the other side of the argument, candidates gave competent explanations of other problems such as tariffs and the unequal distribution of wealth in 1920s America. A number of responses to this question consisted of lengthy descriptions of farming, speculation on the stock market and the poverty endured by some Americans; candidates do need to ensure they focus their answers clearly on explaining with reference to the question.

Question 16

- (a) Most responses identified at least two effects of racial intolerance faced by black Americans in the 1920s. The effects identified included the Ku Klux Klan's violence towards black Americans, segregation under the Jim Crow Laws, the poverty faced by black Americans, limited educational opportunities, poorly paid jobs and inadequate housing.
- (b) There were some highly effective answers to this question, with responses clearly explaining the challenge Scopes' teaching of evolution made to the Fundamentalists, and the differing views between Fundamentalist Christians based primarily in rural areas, and Christians in urban areas. Some responses contained a variety of identified points; these needed to be developed into explanations. Some candidates would have benefited from greater contextual knowledge about the 'Monkey Trial'.
- (c) Competent answers to this question explained that prohibition was good for the USA because the consumption of alcohol declined in some areas and this had positive effects on health and work. These answers then gave clear explanations on the other side of the argument, focused on the increase in crime with the rising influence of gangs, the corruption amongst law enforcers and the large numbers of Americans who simply ignored the prohibition laws. A number of responses gave arguments disagreeing with the hypothesis only. Most responses demonstrated knowledge of the main factors involved on at least one side of the argument.

Questions 17 to 20

The limited number of responses to these questions prevents useful comment.

Question 21

- (a) Some responses identified the members of the Arab League and stated some of the Arab League's aims, including the aim to consider and protect the interests of Arab countries. A number of responses identified one point only – that the Arab League was an organisation of Arab countries.
- (b) Responses to this question identified a number of reasons why the creation of a Jewish homeland was likely by the end of the Second World War; points identified included sympathy for the Jews due to the Holocaust, support from the US and British governments and the support of international public opinion for an independent Jewish state. A few candidates gave a developed explanation relating to the effects of the Holocaust creating sympathy for the Jews.
- (c) A small number of candidates explained that the Israeli state was secure by 1949 due to the confidence of Israeli military forces. Some candidates identified relevant points, including Britain, France and the USA agreeing to protect Israel against any incursions. Other candidates missed the 'by 1949' part of the question, and wrote about events in the decades after 1949.

Question 22

The limited number of responses to this question prevents useful comment.

HISTORY (US)

Paper 0416/21
Paper 21

Key messages

An answer must be a response to the question that was asked. So, for example, if the question asks why a source was published, then the answer must include a reason for publication. If the question asks whether a source can be believed, then the answer must make clear whether it is believed or not. The best way to achieve this is for candidates to begin their answer with a form of words that directly addresses the question: *'The source was published because....'*, *'I do believe what the source says....'*. There is, though, another dimension to all of the questions that should be taken into account; they all ask for the answer to be explained. This means that the answer must make clear how or why a particular conclusion has been reached. Indeed, the quality of this explanation is very important. So, for example, on a question asking whether one is surprised by what a source says or shows, just identifying what is or is not surprising would barely answer the question. It would be explaining why it was found surprising or not that would gain the credit.

General comments

Generally, candidates are more comfortable interpreting sources than they are in evaluating them. There were encouraging signs this year that the quality of evaluation has started to improve. A key requirement of successful source evaluation is the ability to think beyond a simple 'can I believe it?' judgement, and to move towards an understanding of why people might, in the specific historical context of the source, want to represent events in a certain way. Why might Woodrow Wilson want, in September 1919, to put the best possible gloss on the Treaty of Versailles? Why might Lloyd George want to do much the same when speaking in the British Parliament in July 1919? Being aware of the purposes people have behind their words is bound to enrich candidates' answers to those questions that invite source evaluation, and there were plenty of signs that candidates were beginning to use such awareness.

Comments on specific questions

19th century topic

Although better candidates possessed sufficient contextual knowledge to make full sense of the sources, it was notable that many answers were based on source content alone, with explanation of a common sense, rather than historical, nature. The sources dealt with events in several countries, and many candidates found it challenging to cope with this range of material. For example, many answers to **Question 4** seemed unaware that the authors of Source F wanted some form of German unity, rather than simply to save money.

Question 1

Most answers managed to detect at least one agreement between the sources, more often than not that the ruling classes lost control of events. Disagreements were harder to spot, though many saw that the middle classes were seen as revolutionary in Source A, but not interested in politics in Source B. Some candidates struggled with the variety of references to different social classes across the two sources, and attempted matches based on what one source said, whilst the other source did not quite provide a clear agreement or disagreement. The overall 'Big Message' – that the towns/cities were the stage on which the revolutions played out – sometimes led to the mistaken conclusion that both sources saw urbanisation as the cause of the revolutions.

Question 2

Many candidates had contextual knowledge on Radetsky, and this made it much easier for them to detect his purpose in writing the letter. Knowing that Austria was facing a deteriorating situation in Italy, and that Radetsky would want to alert the authorities in Vienna to this, so that they would take the necessary action, was the key to successful answers. Weaker answers could detect messages in the source – things that Radetsky wanted to tell Vienna – but could not see the context behind the source, and so had no pointer to his purposes. Some candidates misunderstood the source in various ways, often seeming to conclude that Radetsky was Italian, or supported the Italians, and wanted to tell Austria that Italy was ready for a resurgence.

Question 3

This question was another good example of how grasp of the context made all the difference to the answers. The cartoon is a comment on the 1848 revolutions, and shows the useless rulers of the ancien regime about to be overthrown by the overwhelming forces of liberty. A few candidates were even able to identify some of the rulers, such as Louis Philippe. The way the rulers are depicted provides a strong clue to the cartoonist's opinion that getting rid of them would be a good thing. The best answers included all these elements; other candidates' answers dealt only with individual points – the strength of the forces of liberty, say – which, although valid, missed an overall interpretation. The weakest answers, lacking contextual awareness, were mainly face-value descriptions of what the cartoon showed.

Question 4

Some candidates struggled with their understanding of Source F, and therefore found it hard to address the issue of whether or not the weavers in Source E would have been pleased by what it said. Their answers therefore depended on commonsense reasoning based on what they took the sources to mean. So Source F was often seen as a group of government ministers meeting to discuss financial and administrative arrangements, and the conclusion about the weavers might then be that they would be pleased by all the money to be saved since this could then be spent on them. In effect, unless the candidate could understand that there was something revolutionary going on in Source F, they could not make much progress. For candidates who did understand this, various possibilities arose. Source E argues that the weavers were not interested in politics, which would lead to the conclusion that they would not be pleased by the political developments in Source F. A slightly better approach would be to see that the weavers probably would be pleased with the prospect of any change, since their plight was so serious. Finally, those candidates who really understood Source F could see that the middle-class nationalists would have nothing to offer the weavers, who would only be interested in measures to tackle their distress.

Question 5

Candidates who knew something about what happened in Berlin during March 1848 were best placed to explain whether or not Source G was surprising. Others offered no explanation for finding aspects of the source surprising or not. Some provided generalised explanations that would have applied to any king in this situation. Valid explanations had to be supported, preferably with contextual knowledge about revolutionary events in Germany or elsewhere in 1848, but if not, then by use of what other sources on the paper could provide.

Question 6

Some of the sources showed that the response of existing regimes to the 1848 revolutions was weak, and other sources offered alternative explanations for what caused the revolutions. Some candidates would have benefited from being able to sort the sources into these two categories. Instead, they saw other causes as a result of existing regimes' weaknesses. This produced unclear reasoning, which served to obscure the much more straightforward approach. Some candidates seemed to have difficulty with the idea of 'existing regimes'. However, most answers managed to produce some valid source use on both sides of the hypothesis, though a small number of candidates did not use the sources at all.

20th century topic

The level of contextual knowledge shown on this option was very good, and, as mentioned above, this had a highly beneficial effect on many candidates' answers. This sure grasp of context also helped ensure that there was very little miscomprehension of the sources.

Question 1

With the two sources offering a good range both of agreements and disagreements, most candidates were able to find some valid matches, though there were also examples of attempts to match that lacked a common criterion on which the comparison could be based. Some candidates would have benefited from reading the sources more closely – for example, on whether the Treaty was harsh or not. Source A says Wilson claimed the Treaty was harsh. Source B says Lloyd George feared the Treaty was too harsh. So a valid agreement would be that the Treaty was thought to be harsh – but not that it was thought too harsh, which is what some candidates concluded. There was an overall disagreement which the best answers included: not that Source A regards the Treaty as a success and Source B sees it as a failure, which is what some answers said, but something more nuanced. Overall Source A thought that the Treaty was generally a good thing, whilst Source B saw it as fraught with problems.

Question 2

Questions asking why a source was published invite consideration of three aspects: context, message and purpose. With Source C, generally candidates concentrated on context and message; better responses went on to perceive the underlying purpose too. Interpretations of the cartoon were generally sound and led to a range of messages based on the idea that the Treaty or the peacemakers were unpleasant. Given how the peacemakers were depicted, better answers understood that the judgment on the Treaty given by the cartoon was extreme – not just that it was harsh, but that it was something beyond harsh – evil, repugnant, insane. In better answers this led to consideration of why the cartoonist would want to have such an image published – for example, to stimulate opposition to the Treaty or to attempt to have its terms modified. Many other answers would have been improved by using this approach.

Question 3

The essential building block of a successful answer to this question was to notice that House and Wilson expressed contradictory views on the Treaty. For perhaps a majority of candidates this difference was a reason to be surprised. Alternatively, some noticed the difference but concluded they were not surprised by it since the provenance of Source D told them that Wilson and House had fallen out and never spoke together again. To make further progress it was necessary to move beyond the comparison, and to seek a contextual explanation for the difference, not forgetting that the question required a conclusion about Source E. This could simply be using other sources or contextual knowledge to judge the accuracy of Wilson's claims, or, best of all, using contextual knowledge to analyse Wilson's purposes in making his speech. A good number of answers related Source E to Wilson's campaign to have the US Senate ratify the Treaty and approve the USA joining the League.

Question 4

Answers to this question could be split broadly into two groups: those that understood that it was criticising the Allies, and those that did not. There was also a small subset of the latter who thought it was approving of the Allies' behaviour, but these were regarded as misinterpretations. Another way of slightly missing the focus in an answer was to assume that the cartoon was about the Treaty of Versailles, rather than the treatment of Germany after the Treaty. There were plenty of valid sub-messages that fell short of detecting criticism, for example that Germany had been weakened by the Treaty, or that the Allies had total power over Germany. However, even within those that spotted the criticism, some answers were better than others. Some candidates wrote that the message was that Germany was being treated unfairly by the Allies, but this still stopped short of noticing that what the Allies were really being accused of was hypocrisy, and specifically over the issue of disarmament. Better responses picked up on this.

Question 5

This was a question where the proper use of contextual knowledge to evaluate the claims in the source made a big difference to the quality of the answer. Lloyd George is clearly trying to argue that the Treaty is pretty tough and has done a good job of punishing Germany. One way of judging whether he can be trusted is to match these claims against what is known about his true beliefs on the Treaty, or about his possible purposes in making these claims to Parliament. Alternatively, there were other sources on this paper (such as Source B) which could have assisted this process of evaluation. Many candidates answered competently in this way. Source G offered an alternative, but less effective approach, as aspects of it could be used either to question or to support Lloyd George's claims. This was less effective since the agreement or disagreement between the two sources could not ultimately be a true basis on which to decide the issue of

trust. Less successful candidates tended to just make assertions using the provenance – for example, that he would be bound to try and make himself look good in a speech to Parliament, thus he was untrustworthy.

Question 6

The sources offered plentiful evidence both of people being satisfied with the Treaty, and of them not being satisfied. What was essential, however, was that the sources were used to show the satisfaction or dissatisfaction of specific people or groups of people in those sources. In other words, taking something mentioned in a source – say, for example, reparations – and then inferring that people would or would not have been satisfied by that, was not accepted. The source itself had to indicate the satisfaction or dissatisfaction. Some attempts at source use struggled with this. Fortunately there almost always would be other sources used in the valid manner, with people in the source identified, and an explanation given of how the source indicated their satisfaction or dissatisfaction. Some less successful responses appeared to dislike the given hypothesis and substituted an alternative, for example, ‘Was the Treaty successful?’