

# RECIPE FOR

# Success

## SKILLS GUIDE



NAME: \_\_\_\_\_

MEG: \_\_\_\_\_

TEACHER: \_\_\_\_\_

## DEVELOP YOUR SKILLS AND UNDERSTANDING

### WHAT'S INCLUDED: EACH UNIT WILL HAVE THE FOLLOWING PROVIDED

SPECIFICATION	Developed by the exam board, the specification provides an overview of what to expect within your exam
APPLIED MARK SCHEMES	See marked responses and how the examiner will award marks for various levels
MODEL RESPONSES	Developed annotated responses to allow you to progress your skills across all three of our units
PAST PAPER QUESTIONS	Question banks to apply your knowledge and understanding
REVISION HINTS AND TIPS	Effective strategies for revising key skills in relation to each of your units

# ESSAY STRUCTURES A-LEVEL HISTORY

## AMERICAN REVOLUTION 1740-1796: STRUCTURE

### 20 MARK QUESTION PARAGRAPH STRUCTURE

OPENING SENTENCE: FACTOR OUTLINE JUDGEMENT – INC. **EVALUATIVE LANGUAGE**

EXAMPLE 1 – ANALYSE IN RELATION TO THE QUESTION – INC. **ANALYTICAL LANGUAGE**

EXAMPLE 2 – ANALYSE IN RELATION TO THE QUESTION – INC. **ANALYTICAL LANGUAGE**

EXAMPLE 3 – ANALYSE IN RELATION TO THE QUESTION – INC. **ANALYTICAL LANGUAGE**

MINI-JUDGEMENT – INC. **EVALUATIVE LANGUAGE**



35 MINUTES

45 MINUTES (+25%)



3 FACTOR PARA  
INTRO + CONC.

### 10 MARK QUESTION PARAGRAPH STRUCTURE

OPENING SENTENCE: OUTLINE JUDGEMENT – INC. **EVALUATIVE LANGUAGE**

EXAMPLE 1 – ANALYSE IN RELATION TO THE QUESTION – INC. **ANALYTICAL LANGUAGE**

EXAMPLE 2 – ANALYSE IN RELATION TO THE QUESTION – INC. **ANALYTICAL LANGUAGE**

MINI-JUDGEMENT – INC. **EVALUATIVE LANGUAGE**



20 MINUTES

25 MINUTES (+25%)



2 PARAGRAPHS  
1 PER BULLET

## BRITAIN 1930-1997: STRUCTURE

### 30 MARK QUESTION PARAGRAPH STRUCTURE

OPENING SENTENCE: MINI-JUDGEMENT,

QUOTATION, SUPPORT WITH EVIDENCE AND ANALYSE

QUOTATION, SUPPORT WITH EVIDENCE AND ANALYSE

QUOTATION, SUPPORT WITH EVIDENCE AND ANALYSE

PROVENANCE ANALYSIS: MINI-JUDGEMENT – INC. **EVALUATIVE LANGUAGE**



55 MINUTES

68 MINUTES (+25%)



4X SOURCE PARA  
CONCLUSION

### 20 MARK QUESTION PARAGRAPH STRUCTURE

OPENING SENTENCE: FACTOR OUTLINE JUDGEMENT – INC. **EVALUATIVE LANGUAGE**

EXAMPLE 1 – ANALYSE IN RELATION TO THE QUESTION – INC. **ANALYTICAL LANGUAGE**

EXAMPLE 2 – ANALYSE IN RELATION TO THE QUESTION – INC. **ANALYTICAL LANGUAGE**

EXAMPLE 3 – ANALYSE IN RELATION TO THE QUESTION – INC. **ANALYTICAL LANGUAGE**



35 MINUTES

45 MINUTES (+25%)



3 FACTOR PARA  
INTRO + CONC.

## RUSSIA AND ITS RULERS 1855-1964: STRUCTURE

### 30 MARK QUESTION PARAGRAPH STRUCTURE

OPENING SENTENCE: MINI-JUDGEMENT, HOW CONVINCING OVERALL?

CLAIM, EVALUATIVE LANGUAGE. SUPPORT WITH EVIDENCE AND ANALYSE

CLAIM, EVALUATIVE LANGUAGE. SUPPORT WITH EVIDENCE AND ANALYSE

CLAIM, EVALUATIVE LANGUAGE. SUPPORT WITH EVIDENCE AND ANALYSE

MINI-JUDGEMENT – INC. **EVALUATIVE LANGUAGE**



55 MINUTES

68 MINUTES (+25%)



INT A PARA  
INT B PARA+ CONC

### 25 MARK QUESTION PARAGRAPH STRUCTURE

OPENING SENTENCE: OUTLINE JUDGEMENT – INC. **EVALUATIVE LANGUAGE AND FACTOR**

EXAMPLE 1 AND 2 – ANALYSE IN RELATION TO THE QUESTION – INC. **SYNTHESIS → COMPARE**

EXAMPLE 3 AND 4 – ANALYSE IN RELATION TO THE QUESTION – INC. **SYNTHESIS → COMPARE**

MINI-JUDGEMENT – INC. **EVALUATIVE LANGUAGE**



45 MINUTES

56 MINUTES (+25%)



INTRO  
2 THEMES + CON

# RUSSIA AND ITS RULERS 1855-1964: SPECIFICATION

## Thematic Study: Russia and its Rulers 1855–1964

Key Topics	Content: Learners should have studied the following:
Nature of Government	<ul style="list-style-type: none"> <li><input type="checkbox"/> Autocracy, dictatorship and totalitarianism</li> <li><input type="checkbox"/> Developments in central government and local government</li> <li><input type="checkbox"/> Methods of repression and enforcement; the extent and impact of reform</li> <li><input type="checkbox"/> The nature, extent and effectiveness of opposition</li> </ul>
Economy and Society	<ul style="list-style-type: none"> <li><input type="checkbox"/> Changes to living and working conditions of urban and rural people</li> <li><input type="checkbox"/> Emancipation, Land Banks, famines, NEP, collectivisation and the Virgin Land scheme,</li> <li><input type="checkbox"/> The impact of industrial growth under the Tsars, War communism, NEP and the Five Year Plans on industrial workers</li> <li><input type="checkbox"/> Limitations on personal, political and religious freedom; reasons for and extent of economic and social changes.</li> </ul>
War and Revolution	<ul style="list-style-type: none"> <li><input type="checkbox"/> The effects of the following wars on government, society, nationalities and the economy: the Crimean War, the Russo-Japanese War, 1905 Revolution, 1917 Revolutions, First World War, Second World War, the Cold War.</li> </ul>
Empire, USSR, Nationalities and Satellite States	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extent of control (religious, political, social)</li> <li><input type="checkbox"/> The Polish Revolt 1863; expansion in Asia; Russification; Finland; the Baltic provinces</li> <li><input type="checkbox"/> impact of the First World War and the Treaty of Brest Litovsk; Russo-Polish War; Communist advance into Eastern and Central Europe after the Second World War.</li> <li><input type="checkbox"/> Consistency of control and implementation of policy across USSR/Empire</li> </ul>

### Depth Studies

Alexander II	<ul style="list-style-type: none"> <li><input type="checkbox"/> The effects of the Crimean War</li> <li><input type="checkbox"/> The aims of Alexander II's domestic policies; the nature of his government; changes in central administration</li> <li><input type="checkbox"/> The extent and impact of domestic reform</li> <li><input type="checkbox"/> The extent and effectiveness of opposition</li> <li><input type="checkbox"/> Changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social change</li> </ul>
Provisional Government	<ul style="list-style-type: none"> <li><input type="checkbox"/> Main domestic policies of the Provisional Government; the nature of the government; methods of repression and enforcement</li> <li><input type="checkbox"/> The extent and impact of reform; the extent and effectiveness of opposition; changes in urban and rural living and working conditions, limitations on personal, political and religious freedom; extent of economic and social changes</li> <li><input type="checkbox"/> The impact of the continuing war; reasons for the overthrow of the Provisional Government</li> </ul>
Khrushchev in Power	<ul style="list-style-type: none"> <li><input type="checkbox"/> The aims of Khrushchev</li> <li><input type="checkbox"/> The nature of his government; opposition, methods and enforcement of repression in Russia and its satellites</li> <li><input type="checkbox"/> The extent and impact of reform; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom;</li> <li><input type="checkbox"/> Extent of economic and social changes including economic planning and the Virgin Lands Scheme; the impact of the Cold War; Khrushchev's fall.</li> </ul>



### How can we use the specification?

RAG each area of the specification. Your exam board will develop your questions based upon everything listed above – it is important we develop our knowledge and understanding of all areas. For those you are unsure on, access Brainscape!

# RUSSIA AND ITS RULERS 1855-1964: YOUR EXAM

**OCR**  
Oxford Cambridge and RSA

**A Level History A**  
**Unit Y318**  
**Russia and its Rulers 1855–1964**  
Sample Question Paper

Your exam board is OCR. For past paper materials, mark schemes and examiner reports, use the following QR Code!



**Date – Morning/Afternoon**

Version 0.19

Time allowed: 2 hours 30 minutes

You should divide your timings as follows:

**30 mark question: 55 mins (68 mins + 25% ET) (82mins + 50% ET)**

**25 mark questions: 45 mins (56mins + 25% ET) (67mins + 50% ET)**

OCR supplied materials:  
• 12 page Answer Booklet

Other materials required:  
• None



First name				
Last name				
Centre number				
Candidate number				

## INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do not write in the bar codes.

## INFORMATION

- The total mark for this paper is 80.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of 8 pages.

You will answer three questions in total:

**1 x 30 mark interpretation question**

**2 x 25 mark thematic questions**

The paper is weighted at 40% of your total A-Level and is worth 80 marks

You will answer one question in Section A.

This is your depth study and can ONLY focus upon:

- Alexander II
- Provisional Government
- Khrushchev

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## SECTION A

Read the two passages and answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the domestic effects of the Crimean War. [30]

### Passage A

The nature and causes of Russia's defeat in the Crimean War had serious consequences for the Tsarist regime. Russia's vast military system had proved to be just an illusion. Russia had not been able to muster more than a fraction of her soldiers to fight in the Crimea. Worse still, Russian industry had proved largely incapable of equipping these troops for a modern war. Since the autocracy justified its existence on the grounds that it guaranteed Russian stability and greatness, the defeat in the Crimea seemed to justify the critical comments made by opponents of the government. Under these pressures Alexander may appear less of a far-sighted reformer in the years following the Crimean War than a dutiful ruler with daunting challenges of great complexity. Alexander was responsible for the most spectacular social reform of the nineteenth century. Alexander famously stated that 'serfdom cannot remain unchanged'. It has become clear, however, that Alexander was reacting to a crisis that was already too real in Russian politics. The peasants, stirred by the knowledge that wars like the Crimean War needed soldiers, and that serf soldiers had traditionally been freed at the end of their military service, were in a state of unusual agitation. Since these reforms were a response to the military disasters of the Crimea, then it was only logical that the state of the Russian military establishment should also be re-examined.

Adapted from: T. A. Morris, *European History, 1848–1945*, published in 1996.

### Passage B

The Crimean War, especially the capture of Sebastopol, had revealed how deep-seated Russia's problems were. At home, discontent had grown among all classes, including the nobility. Russia was seen by many to be hopelessly backward. Clearly, there was an urgent need for some kind of restructuring. For those wanting change, Alexander's new reign got off to a promising start, with a range of reforms. Russian defeat had been the catalyst for fundamental change, and Alexander moved enthusiastically to pass reforms. Alexander had deep concern for his people, and he recognized that there had to be changes in the governmental system. The gentry had lost much of the legal basis for their control of the peasantry, but central government could not fill the void. The changes to local government provided new opportunities for many people who had not been involved in political life before. Before the reforms, the poor's chances of justice were remote, but the courts were now open to the public. Alexander also allowed a relaxation of central control in some regions.

The far-reaching reforms almost ground to a halt in the later 1860s. Perhaps Alexander's enthusiasm for reform was over, his mind changed by the first serious attempt on his life. One area that saw very little reform was the financial policies of the government. Despite the reforms, the political climate in Russia grew more threatening for the regime. The new openness encouraged by the reforms aroused expectations which the Tsar would never be able to satisfy.

Adapted from P. Oxley: *Russia 1855–1991: From Tsars to Commissars*, published in 2001.

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## SECTION B

Answer any two questions.

- 2\* 'Stalin made greater changes to limitations on personal, political and religious freedoms than any other Russian ruler.' How far do you agree with this view of the period from 1855 to 1964? [25]
- 3\* 'Wars and revolutions always weakened Russian governments in the years from 1855 to 1964.' How far do you agree? [25]
- 4\* 'The First World War was the most important event affecting the development of the Russian Empire in the period from 1855 to 1964.' How far do you agree? [25]

END OF QUESTION PAPER

You will have a choice of three questions in Section B. You must only answer TWO.

Your thematic questions will focus upon the following key themes:

- Economy and Society
- Nature of Government
- Empire, USSR, Nationalities and Minorities
- War and Revolution

# EXAMINER REPORT – THEMATIC ESSAY

Stalin made greater changes to limitations on personal, political and religious freedoms than any other Russian ruler. How far do you agree with this view of the period from 1855-1964? [25 marks]

Factor clearly identified

Mini-judgement provided

Analysis with a clear link to another leader – the student has begun to develop synthesis

Specific and relevant detail provided

Clear comparison between Tsars and Communist leaders – the student is developing analysis and synthesis

Scope of leaders covered including relevant specific evidence – student is developing synthesis

Mini-judgement at the end of the factor – although the judgement is assertive and not explained

Student has maintained focus upon the question with a clear judgement provided

In terms of **political freedoms**, Stalin did make **profound changes**. Stalin was an extremely paranoid leader so took multiple steps to ensure his position would not be compromised politically. These changes came at the cost to the political freedom of a lot of communist party members. **During the 1938 purges** opposition from within the party from characters such as **Trotsky, Kamenev and Zinoviev were all eliminated via execution**, which was an extreme measure of limiting political freedom under Stalin. Moreover, **500,000 members of the communist party** were expelled due to Stalin's fear of opposition. It can be argued therefore that Stalin **did more to limit political freedoms** than leaders like the **Provisional Government**, who allowed the presence of political parties, and **Khrushchev**, who did not execute his political opposition, only removed them from their position, thus giving them somewhat more freedom than Stalin. Therefore, it can be argued that Stalin did limit political freedoms more than other Russian rulers. However, other leaders were also responsible for limiting freedoms politically. Most notably under the Tsars, **Alexander III** issued **his manifesto** on unshakeable autocracy to assert his complete autocratic rule in Russia. Moreover, Nicholas II's **fundamental laws in 1906** also limited political freedoms by giving him the power to dissolve the national assembly (Duma), which he would do so on three occasions, and the power to appoint members in the Duma. However, the argument that the Tsars limited the political freedoms more so than Stalin **is limited by the idea that** the Tsars introduced reforms like the zemstva in 1864 or the October Manifesto in 1905, all of which gave more representation to the Russian population, **something that Stalin would not do**. **Therefore, this demonstrates that he limited freedoms more.** Lenin also made profound steps to limit the political freedom of Russians, **arguably more so than Stalin.** This can be seen by the implementation of **the decree on party unity in 1921** which banned all political parties and factions within the communist party. This decree also centralised the party from the state Sovnarkom to the party Politburo. These limited political freedoms under Lenin as **effectively all political outlets under Lenin were banned, other than the Communist Party.** These limitations **were greater than those** under Stalin because they were not only more dramatic at removing all political opposition, but they lasted through Stalin's rule meaning he did not have to deal with any external political issues. **Therefore, Lenin limited political freedoms the most.**



TIPS

## Examiner Report:

This response was marked in Level 5. There is clear comparison and evaluation of at least three examples, and they are compared to Stalin in each paragraph. However, the end of paragraph judgements are assertive and could be more developed.

# EXAMINER REPORT – INTERPRETATION ESSAY

Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature of Khrushchev's government in the period 1855-1964.

[30 marks]

Judgement clearly identified

Some specific evidence used to evaluate

Limited evidence – vague therefore explanation and analysis not supported

Explanation and evaluation supported with some evidence

In regards to the nature of Khrushchev's government between 1956-1964, Passage A is more convincing. Passage A suggests that Khrushchev's nature of government essentially reformed unsuccessfully. It states that Khrushchev 'was not very successful' in his objectives, and due to Khrushchev's reliance on the success of his policies, his power and prestige were more vulnerable. This is true shown by the requirement to import grain in 1964. Khrushchev lost prestige and consequently was ousted from power. Passage A also argues that the nature of Khrushchev's government was reliant on Khrushchev's policies. Due to these being 'not very successful' his government was weak. Additionally due to Khrushchev's lack of communication and control, 'he was less clear about the means by which these goals were to be achieved,' his nature of government was disorganised and he was unsuccessful. This is convincing when looking at his economic policy as it shows the failure of his government. His attempts to reform were unsuccessful. Thus, his reformed nature of government failed. Passage A also states that Khrushchev's government wasn't successful due to 'poor planning' and formidable bureaucratic resistance'. This is convincing. Khrushchev implemented the Virgin Land Campaign in 1954 showing poor planning. The campaign was not successful showing poor planning. This shows the nature of Khrushchev's government to be autocratic as Khrushchev implemented rash policies with little planning but also a failure. Overall, Passage A is convincing in regards to Khrushchev's nature of government as it shows that whilst his government attempted to reform as he introduced new policies, due to poor planning and bureaucratic resistance, the reformation wasn't successful hence his loss of power in 1964. However, the passage is slightly unconvincing as it states Stalin was more successful but when looking at key statistical figures such as grain production (140 million tonnes under Khrushchev compared to 100 million tonnes under Stalin) this proves untrue.

Claims identified and evaluated language used

Claims identified and evaluated language used

Claims identified and evaluated language used

Clear explanation of judgement – specific evidence used to support evaluation



TIPS

## Examiner Report:

The examiners noted that overall, the question was answered quite well with most candidates able to access higher levels by clearly linking their own knowledge to the views and opinions mentioned in the interpretations. At the higher levels students used precise and accurate own knowledge consistently.

The most successful responses deal with each interpretation in turn before coming to a measured conclusion. Responses which attempted a thematic approach were confused and lacked evaluation. Responses which listed impacts did not score highly as they were not explicitly answering the question. This was often found in responses where students stated 'the interpretation fails to consider X or Y' as candidates need to focus on the actual views presented and testing them against historical knowledge rather than focusing on evaluating what is not there.

The response above achieved high Level 4 as the student did not fully develop their evaluation using detailed specific evidence consistently throughout.

# UNDERSTANDING THE MARK SCHEME: SECTION A

Level	Mark	Scheme	What does this mean?
1	1-5	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.	The response will be quite descriptive and might not focus on the interpretations but more so on the topic of the question. There will be no specific evidence and no evaluative language i.e. 'convincing'
2	6-10	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question	You will begin to use some vague evidence but will more so use this to describe what the interpretation is saying/arguing rather than evaluating the interpretation.
3	11-15	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question	There may be some evaluation but it will not be relevant to the question and may select claims that do not link to the question. Evidence will not be specific and will often be vague. There may only be consideration of one interpretation
4	16-20	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question	There will be clear use of evaluative language but your knowledge may not be specific throughout. There will be some links to the question but this will not be consistent and developed.
5	21-25	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.	There will be clear use of evaluative language and claims will be supportive using specific evidence. There will be a clear judgement and analysis and evaluative will be developed.
6	26-30	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.	There will be clear use of evaluative language and claims will be supportive using specific evidence. There will be a clear supported and explained judgement and analysis and evaluative will be developed.

# UNDERSTANDING THE MARK SCHEME: SECTION B

Level	Mark	Scheme	What does this mean?
1	1-4	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	The answer may describe some key parts of the question but there will be no evidence and little structure. The student may focus on the wrong theme.
2	5-8	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	There will be vague evidence and the response will be mostly descriptive with no evidence of synthesis and limited coverage of leaders
3	9-12	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence	There may be some developed evidence and explanation. There will be an attempt at synthesis with scope of coverage for leaders but there will be no analysis and limited factors.
4	13-16	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	There will be more developed analysis in relation to the question and a coverage of leaders. There will be a clear judgement supported with comparison.
5	17-20	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated	There will be specific developed and relevant evidence supporting analysis and developed synthesis (comparisons) throughout. Judgements will be clear but may be more assertive
6	21-25	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated	There will be specific developed and relevant evidence supporting analysis and developed synthesis (comparisons) throughout. Judgements will be clear and fully explained/substantiated.

# A\* RESPONSES – YOUR THEMATIC ESSAY

The economic policies of Russian governments consistently failed to benefit the rural population throughout the years from 1855 to 1964. How far do you agree? [25 marks]



## HINTS AND TIPS

Within your introduction you should clearly identify your factors and your mini-judgement

Whilst the economic policies of the Russian governments did fail to have positive results for the rural population, examination of the impact of policy upon living and working conditions along with the experience of the kulak class demonstrates inconsistencies across the period. Consideration of the growth of the kulak class under the Tsarist regime is of great significance in showing that there were some policies that benefitted the population, although they were limited in scope of impact.



## HINTS AND TIPS

Within your factor paragraphs, you should use clear specific evidence throughout. Note that the synthesis is clear throughout the response. Synthesis is more than just using the word 'similarly' or 'contrastingly'. To develop this you will need to clearly explain comparisons.

The impact of economic policy upon the living and working conditions of the rural population highlights that although there were aspects of regression and limited success of policy, some policies did encourage benefits. Therefore, as a whole, the policies were not consistent in their negative impacts. Under Alexander II the policy of emancipation was certainly limited in scope due to imposition of redemption payments which restricted the peasant population to the mir until the 49 annual payments at 6% interest were made. Limitations on social mobility and benefit for the peasant population were further exacerbated by the dominance of the nobility over the mir and therefore land allocation leading to an average of 9 acres of inadequate land often provided to the former serfs. This demonstrates significant failings of the policy in benefitting the rural population and is best highlighted by continued unrest with 647 further uprisings following emancipation. Such failings continued under the rule of Alexander III with Vyshnegradsky's policies encouraging widespread famine killing 350,000 following an increase of 18% in grain exportation. Subsequently, it is clear that in the pursuit of agricultural modernisation and development, the living and working conditions of the rural population experienced no benefit from such policies. Similarly, economic policies continues to fail the rural population under Communist leaders as is demonstrated by Lenin's War Communism policy. Both Lenin and Alexander III's policy stimulated famine, with policies of grain requisitioning leading to the death of 5 million in 1921. Although this does demonstrate continued negative impact with policy failing to benefit under both Tsars and Communists, it is important to note that there were not consistencies when considering the impact of policy upon living and working conditions. Consideration of Khrushchev's Virgin Land Campaign of 1954 and its short term success directly contrasts the experiences under Alexander II, Alexander III and Lenin. Following Stalin's repressive policy of collectivisation, Khrushchev adopted a reforming approach and afforded the peasantry the benefits of a decentralised policy. Machine Tractor Stations were handed over to the control of the peasantry and local economic councils were set up (Sovnarkhozy) to handle economic affairs. In turn, the wages of the peasantry doubled greatly benefitting the population. Despite long term failings in that there were grain shortages with a fall of 33 million tonnes in grain production, there were no famines under Khrushchev. This, in comparison to Lenin and Alexander III highlights that there was most certainly a lack of consistency in policy failing to benefit the rural population as there is evidence to support a positive impact upon the population at points throughout the period 1855-1964.



## HINTS AND TIPS

To develop your synthesis, consider comparisons not just between leaders, but between the Tsars and the Communists also

The growth and emergence of the kulak class further supports a lack of consistency in failure to benefit the rural population as the kulak population, although a minority of the larger population, experienced a growth in wealth throughout the period. Following the emancipation of the serfs in 1861, the

# A\* RESPONSES – YOUR THEMATIC ESSAY



## HINTS AND TIPS

Refer back to the question throughout and link to your judgement to develop your response. The comparisons here are used to clearly demonstrate a lack of consistency.

kulak class emerged with 1.8 million former serfs capitalising on the land redistribution. Tsarist economic policy continued to benefit the growth of this new class with Prime Minister Stolypin's reforms allowing peasants to leave the mir, consolidate land into private farms and expand land ownership with the use of the Peasant Land Bank. In turn the population of kulaks expanded to 16% of peasant households with economic policy showing a clear positive impact for a proportion of the population. Despite the consistent growth of the class due to economic policy under the Tsarist regime, the class did experience greater inconsistencies under the Communist rule. Lenin's economic policies most greatly demonstrate this with War Communism and the NEP having vastly alternate impacts upon the kulak class. Under War Communism, Lenin declared the kulak class 'bloodsuckers' and, contrastingly to the Tsarist regime, the class were targeted most profoundly through grain requisitioning and the secret police (Cheka). Despite this, under the NEP, the introduction of a tax in kind and introduction of private trade allowed kulaks to function as capitalist traders leading to some being characterised as NEPMEN of the countryside. Whilst remaining as a direct challenge to the Bolshevik ideal, it is significant that the kulak class continued to somewhat benefit due to Lenin's policy. However, as enemies of the Communist regime under Stalin, such benefits did not continue throughout the policy with 3 million killed due to dekulakisation. In turn, the kulak class experienced initial economic prosperity under the Tsarist regime and an eventual eradication under the Communist regime. Thus, it cannot be argued that policies consistently failed to benefit the rural population given the existence of such a class due to economic policy under the Tsars.



## HINTS AND TIPS

Level 6 requires a developed explanation of judgement – avoid assertive judgements at the end of your paragraphs and in your conclusions to support a higher level response

Overall, whilst the economic policies of Russian rulers did mostly fail to benefit the rural population, namely with the suffering due famine and repression, the growth and emergence of the kulak class with continued benefits for a short period under Lenin and Khrushchev directly challenges the concept consistency in impact of policy. In turn, consideration of the kulak class best demonstrates and supports the judgement that policy did not consistently fail to benefit the rural population.



## STRETCH AND CHALLENGE...

Although the response is strong, a key defining feature of a high Level 6 response is consideration of the Provisional Government. Consider the essay above, how could you incorporate the Provisional Government to develop the response further?

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# A\* RESPONSES – YOUR INTERPRETATION ESSAY

Evaluate the interpretations in both of the two passages and explain which is more convincing as an explanation of the domestic effects of the Crimean War. [30 marks]



## HINTS AND TIPS

Using clear evaluative language such as 'convincing' supported with specific evidence is crucial for your response

Passage A states that Russia's 'vast military system' had proved 'just to be an illusion'. This interpretation is convincing and can be supported by the devastating effect of the Crimean War on Russia's military with over 300,000 deaths with only 1/5 from direct fighting and the rest from disease. This suggests that Russia was not the military power it once was and defeat by the British and Turkish at Crimea outlined newfound weakness in the army. Therefore, the interpretation that Russia's military strength was an illusion is convincing. Passage A continues with the idea that Russia was incapable of 'equipping troops for modern war' and that Russia had not been able to 'muster more than a fraction of her troops' at any one time. This is mostly convincing and can be supported by the fact that 50% of the British soldiers were equipped with long ranged rifles and were far more superior than the Russian soldiers demonstrating great backwardness in Russia's military prowess. Recognition of these shortcomings are crucial in understanding why the Russian military would need to be 're-examined' after the Crimean war and that new military reformers like Milyutin would need to improve the quality of the army through the introduction of military colleges and rank by merit. However, what makes the interpretation most convincing is the suggestion that the reforms of Alexander II were in response to a 'crisis that was already too real in Russian politics.' This suggests that the Crimean War was only a catalyst in the series of reforms passed and unrest was already building as is best demonstrated by the 712 peasant rebellions between 1826-1854. Therefore, Passage A provides a convincing argument with little scope to challenge the argument.



## HINTS AND TIPS

For a higher-level response consider prioritisation. Here the student identifies a most convincing claim – this shows a higher level of evaluation

Passage B is less convincing. The historian argues that new local governments 'provided new opportunities' for many people 'who had not been involved in political life before'. Whilst it is certainly convincing that the creation of the zemstva in 1864 did help increase peasant representation, only 43/70 provinces had a zemstva and the zemstva were often dominated by the nobility. Therefore, the idea that the Crimean War stimulated greater opportunities in politics is limited. Another limitation of the argument presented is the idea that the 'gentry had lost the legal basis for their control of the peasants' given that the Crimean War led to the emancipation of the serfs. This is unconvincing given the fact that the peasants were still controlled by the mir due to restrictions posed by redemption payments even years after the emancipation. These mirs prevented peasants leaving unless they had a valid passport which suggests there were still high degrees of control exercised over the peasantry following reforms stimulated by the Crimean War. That said Passage B does suggest that the Tsar had 'a deep concern for his people.' This is convincing and is outlined by the idea that the Tsar was seen to adopt a paternalist approach to the peasantry. Moreover, the idea that the reforms 'ground to halt later in the 1860s' is also supported by the reactionary turn such as increased censorship demonstrating the somewhat limited impact of the Crimean War in creating domestic reform. Therefore, Passage B is only somewhat convincing regarding the domestic impacts of the Crimean War as it creates a far limited presentation of the scope of impact of the reforms in the period.



## HINTS AND TIPS

Within your judgements identify whether the interpretation is 'more' or 'less' convincing than the other passage

In conclusion, Passage A offers the more convincing argument regarding the impact of the Crimean War as the reforms were most certainly reactionary given the revelations of backwardness, with the conflict clearly a catalyst. Passage A also acknowledges a balanced consideration of the limitations of the reform, whilst Passage B is rather optimistic and thus lacking validity in its assessment of the reform following the Crimean War.



## HINTS AND TIPS

A developed judgement will not consider what is missing from the interpretations but rather what is included and how this makes one more convincing than the other

# QUESTION BANK – THEMATIC ESSAYS

## Nature of Government

'There was little political change in Russia' How far do you agree with the view from 1855-1964? [25 marks]

The Communists demonstrated greater efficiency in dealing with opposition than the Tsars. How far do you agree? [25 marks]

Opposition was more effective in the period after 1917 than before/ How far do you agree? [25 marks]

To what extent did the Tsars demonstrate greater consistency in reform? [25 marks]

Stalin demonstrated the greatest levels of repression in the period. How far do you agree? [25 marks]

Throughout the years from 1855-1964 the methods of repression and enforcement used by Russian governments remained consistent. How far do you agree? [25 marks]

## Economy and Society

Witte's policies had the most significant impact on the lives of industrial workers in the period 1855-1964. How far do you agree? [25 marks]

There was limited economic development in the period. How far do you agree? [25 marks]

To what extent did the Tsars demonstrate greater failings in agricultural policy in the period 1855-1964? [25 marks]

The most impactful change to living and working conditions occurred following 1917. How far do you agree? [25 marks]

Stalin made greater limitations on personal, political and religious freedoms than any other Russian ruler.' How far do you agree? [25 marks]

The economic policies consistently failed to benefit the rural population from 1855-1964. How far do you agree? [25 marks]

## War and Revolution

Wars and revolutions always hindered Russia's economy. How far do you agree? [25 marks]

WWII had the greatest impact in the years 1855-1964. How far do you agree? [25 marks]

The First World War was the most important event affecting the development of the Russian Empire in the period from 1855-1964. How far do you agree? [25 marks]

Conflict always led to major changes in the governments of Russia in the period from 1855-1964. How far do you agree? [25 marks]

It was rather revolution than war that stimulated change in Russia in the period. How far do you agree? [25 marks]

## Empire, Nationalities, USSR, minorities

The policy of Russification was never fully enforced. How far do you agree? [25 marks]

Khrushchev maintained the greatest levels of control of the satellite states in the period 1855-1964. How far do you agree/? [25 marks]

It was the Tsars, rather than the Communists, who exercised the most repressive methods of control over the Empire in the period. How far do you agree? [25 marks]

To what extent did the Russian leaders demonstrate consistent limitations on personal, political and religious freedoms across the period?

The Communists maintained greater levels of political control over the satellite states. How far do you agree? [25 marks]

# QUESTION BANK – INTERPRETATION ESSAYS

**Passage A – Peter Oxley:** The peasants now had less land than they had before and were having to pay a redemption tax. The landowner often reserved the best land from himself. When the growth of population is taken into account and the redistribution of the land which inevitably followed this increase, land shortage become an ever increasing problem, leaving peasant families helpless. Most peasants continued to farm in the same inefficient ways as before.

**Passage B – Jonathan Bromley:** Emancipation was gradual. Serfs were temporarily bound for ten years and redemption dues were stretched out. But it is hard to argue that the emancipation had been any other than successful by 1881. Above all considering the number of people, emancipation went ahead with remarkably little disruption. It was followed by rising yields and improved efficiency.

Which of the above is more convincing in relation to the impact of the Emancipation Edict? [30 marks]

**Passage A – J. Westwood:** The main events of the reign were first and foremost the freeing of the serfs, then real changes in local government, justice, education and the army. As so often happens, reform and relaxation were followed by protest. However, before his assassination, Alexander was considering a new series of reforms to relieve political pressures. Throughout the reign there was steady economic progress.

**Passage B – J. Grenville:** It is unsurprising that it was his reign that became associated with the period of great reforms in history. He earned the title Tsar Liberator. Nevertheless, his personal contribution to reform was less positive and in many ways his influence impeded the practical realisations of reforms that had become law. The great reforms therefore did not liberate the people.

Which of the above is more convincing regarding Alexander II's domestic policies? [30 marks]

**Passage A – Mike Wells:** The liberal reforms after March 1917 were more whole-hearted than the Tsars but certainly added to the problem. The enemies of democracy got free reign. The ability to change enough to meet a crisis situation was a common feature of the Provisional Government and the Tsars. The peasant land seizures were neither prevented nor recognised.

**Passage B – Orlando Figes:** The Provisional Government saw itself as a wartime government of national confidence and salvation. With speed the Provisional Government passed a series of reforms in the spring and Russia overnight was effectively transformed into the freest country in the world. These reforms established a new culture of democracy.

Which of the above is more convincing regarding the reforms of the Provisional Government? [30 marks]

**Passage A – Borislav Chernov:** The February Revolution marked the beginning of an extended period of imperial collapse in Central and Eastern Europe and the Middle East. It reflected the inability of the imperial Russian establishment to inspire the confidence of the elites and the military. National groups began to assert themselves and make bids for independence, as the weak Provisional Government looked on helplessly.

**Passage B – Chris Read:** The period can be characterised as one in which a complex widening set of interacting revolutions emerged and developed. The right demanded order through firm authoritarianism and liberals sought to establish a representative form of democracy. Add to this the crucial popular movement comprising of peasants, workers and soldiers and it has been rightly called a kaleidoscope of revolutions.

Which of the above is more convincing regarding the challenges faced by the Provisional Government? [30 marks]

**Passage A – Orlando Figes:** The most ambitious of Khrushchev's reforms was the Virgin Land Campaign. Propaganda trumpeted the achievements of the settlers in the Virgin Lands. But its results were mixed. Harvest yields were variable and steadily decline from 1958. Khrushchev promoted the campaign as a success following the crisis of collectivisation.

**Passage B – R. Cavendish:**  
In 1956 Khrushchev denounced Stalin, the cult of personality he fostered and the crimes he perpetrated. He blamed foreign policy failings on Stalin. It was a dangerous thing for Khrushchev to do. It deflected blame on to Stalin's shoulders and a few months later congress enacted change in every aspect of the word.

Which of the above is more convincing regarding Khrushchev's policies? [30 marks]

**Passage A – M. Zubkov:** As Sino-Soviet relations deteriorated, many began to wonder if it would be better to ally foreign policy with a militant Chinese line rather than continue to play diplomatic games with the West. The Cuban Crisis solidified tensions further and Khrushchev failed to demonstrate the capabilities of the world leading power. It was destalinisation that prevented hope of Sino-Soviet strengths

**Passage B – L. Luthi:** The Sino-Soviet split was mainly due to disputes over ideology. Ideological differences arose over the correct method of dealing with imperialism. Khrushchev's policy of peaceful coexistence did not cause immediate conflict with the Chinese Communists. From late 1957 however, tensions over this policy grew and by the mid-1960s dominated Sino-Soviet relations. The personal relations, however, were consistently poor.

Which of the above is more convincing regarding the Sino-Soviet split under Khrushchev? [30 marks]

# BRITAIN 1930-1997: SPECIFICATION

## Section A: Enquiry Topic Churchill 1930-1951

Key Topics	Content: Learners should have studied the following:
Churchill's views of events 1929-1940	<ul style="list-style-type: none"> <li><input type="checkbox"/> Why Churchill was out of office 1929–1939</li> <li><input type="checkbox"/> His attitude to the Abdication Crisis</li> <li><input type="checkbox"/> His views about Empire and India and clashes with his party;</li> <li><input type="checkbox"/> His attitude towards Germany after 1933; his views about rearmament and appeasement;</li> <li><input type="checkbox"/> Why Churchill became Prime Minister.</li> </ul>
Churchill as a wartime Prime Minister	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stance in 1940 and style of leadership;</li> <li><input type="checkbox"/> Relations with his generals and his impact on strategic decisions in the Mediterranean</li> <li><input type="checkbox"/> Bombing of Germany and the war in Europe 1944–1945;</li> <li><input type="checkbox"/> Plans for reconstruction and loss of 1945 election</li> </ul>
Churchill and diplomacy 1939-1951	<ul style="list-style-type: none"> <li><input type="checkbox"/> Churchill's view on Britain's world and imperial role;</li> <li><input type="checkbox"/> Relations with other wartime leaders (Roosevelt, Stalin and de Gaulle);</li> <li><input type="checkbox"/> Contribution to international conferences; plans for post-war Europe; Iron Curtain speech; attitude to Empire and Europe after 1945.</li> </ul>

## Section B: Britain 1951-1997

Conservative Dominance 1951-1964	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reasons for the Conservative victory 1951;</li> <li><input type="checkbox"/> Social changes, immigration, unrest, social mobility and tensions, education, living standards, housing, prosperity and unemployment</li> <li><input type="checkbox"/> Conservative economic policies, Butskellism, industrial growth, and stagflation; Conservative leadership of Churchill, Eden, Macmillan and Home;</li> <li><input type="checkbox"/> Scandals including the Vassall affair, Philby, Argyll and Profumo;</li> <li><input type="checkbox"/> Reasons for Conservative decline; Labour leadership, divisions and electoral failures of the Labour Party.</li> </ul>
Britain in decline 1964-1979	<ul style="list-style-type: none"> <li><input type="checkbox"/> Labour victory 1964, Wilson as leader 1964–1970; economic problems and policies; relations with the Trade Unions; Labour party divisions;</li> <li><input type="checkbox"/> 1970 election, Heath as party leader and Prime Minister; aims and policies of Heath's government; industrial relations, miners' strike;</li> <li><input type="checkbox"/> Wilson and Callaghan 1974–1979, problems and policies 1974–1979.</li> </ul>
Thatcher and the end of consensus 1979-1997	<ul style="list-style-type: none"> <li><input type="checkbox"/> Election victories; Thatcher and her ministers; reasons for support and opposition;</li> <li><input type="checkbox"/> Social and economic policies, including monetarism, free-market, supply-side economics and privatisation;</li> <li><input type="checkbox"/> Social policies and unrest; unemployment and the Trade Unions, the Miners' Strike;</li> <li><input type="checkbox"/> Fall of Thatcher and replacement with Major;</li> <li><input type="checkbox"/> Conservative divisions under Major and electoral defeat 1997.</li> </ul>
Britain and the wider world 1951-1997	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relations with and policies towards the USA and the USSR;</li> <li><input type="checkbox"/> Britain's influence at the UN;</li> <li><input type="checkbox"/> Role in Europe;</li> <li><input type="checkbox"/> Nuclear policy;</li> <li><input type="checkbox"/> Response to crises: Korean War, Suez, the Falklands War, First Gulf War;</li> <li><input type="checkbox"/> Decolonisation and changing attitudes to the Commonwealth.</li> </ul>



### How can we use the specification?

RAG each area of the specification. Your exam board will develop your questions based upon everything listed above – it is important we develop our knowledge and understanding of all areas. For those you are unsure on, access Brainscape!

# BRITAIN 1930-1997: YOUR EXAM



Your exam board is OCR. For past paper materials, mark schemes and examiner reports, use the following QR Code!



**A Level History A**  
**Unit Y113**  
**Britain 1930–1997**  
Sample Question Paper

Version 0.13

**Date – Morning/Afternoon**

Time allowed: 1 hour 30 minutes

You should divide your timings as follows:

30 mark question: 55 mins (68 mins + 25% ET) (82mins + 50% ET)

20 mark question: 35mins (43mins + 25% ET) (52mins + 50% ET)

OCR supplied materials:  
• 12 page Answer Booklet  
Other materials required:  
• None



First name										
Last name										
Centre number										
Candidate number										

You will answer two questions in total:  
1 x 30 mark source question  
1 x 20 mark essay question

## INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and either Question 2 or Question 3 in Section B.
- Write your answer to each question on the Answer Booklet.
- Do not write in the bar codes.

## INFORMATION

- The total mark for this paper is 50.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of 8 pages.

The paper is weighted at 25% of your total A-Level and is worth 50 marks

### Section A Churchill 1930–1951

Study the four sources and then answer Question 1.

- 1 Using these four sources in their historical context, assess how far they support the view that Churchill was proposing unrealistic policies with regard to gaining international support against Hitler in the 1930s.

[30]

**Source A:** In his account of the lead-up to the war, Churchill comments on government policy.

It would have been possible in 1933 or even 1934 for Britain to have created an air force which would have imposed the necessary restraints on Hitler's ambitions or, perhaps, would have enabled the military leaders of Germany to control his violent acts. Had we acted with reasonable prudence and healthy energy, war might never have come to pass. Based on superior air power, Britain and France could safely have invoked the aid of the League of Nations, and all the states of Europe would have gathered behind them.

Churchill, *The Gathering Storm*, 1948

**Source B:** Britain's military leaders offer a view of the defence situation in 1937 which was discussed in the British cabinet.

Our naval, military and air forces in their present stages of development are still far from sufficient to meet our defence commitments, which now extend from Western Europe through the Mediterranean to the Far East. Without overlooking the assistance we might obtain from France, and other possible allies, we cannot foresee the time when our defence forces will be strong enough to safeguard our territory, trade and vital interests against Germany, Italy and Japan simultaneously. We must stress the importance of any political or international action to reduce the numbers of our potential enemies.

Chiefs of Staff, memorandum, 8 December 1937

**Source C:** Churchill speaks to the House of Commons about defence and foreign policy.

If a number of states were assembled around Great Britain and France in a solemn treaty for mutual defence against aggression: if they had their forces marshalled in what you might call a Grand Alliance; if they co-ordinated their military planning; if all this rested, as it can honourably rest, on the Covenant of the League of Nations; if this were sustained by the moral sense of the world; and if this were done in the year 1938, then I say you might even now prevent this approaching war.

Churchill, speech, 14 March, 1938

You will answer one question in Section A. This is your source question and will focus upon Churchill.

4

### Section B

Britain 1951–1997

Answer ONE question.

EITHER

- 2\* 'The most important reason for Conservative political domination in the period from 1979 to 1997 was the weakness of the Labour party.' How far do you agree? [20]

OR

- 3\* Assess the reasons for the changing attitudes of British governments towards Europe in the period. [20]

You will have a choice of two questions in section B. You must only answer ONE.

Note: Britain and the wider world can appear here.

# EXAMINER REPORT – SOURCE QUESTION

Using these four sources in their historical context, assess how far they support the view that Churchill was out of office in the 1930s because he was in conflict with his own party and leaders.

[30 marks]

Factor clearly identified

Mini-judgement provided

Relevant quotation provided

Relevant quotation provided

Analysis linking back to the question

Specific evidence used to support the quotation

Mini-judgement – although the judgement is assertive and not explained

Specific evidence used to support the quotation

Provenance analysis considered

Source A supports the view that Churchill was in conflict with his own party and leaders over the issue of granting India dominion status, which the Prime Minister, Baldwin, disagreed with Churchill over. Therefore the source shows that this was a major reason for Churchill's being in the 'wilderness'. In this speech, Churchill states that Britain had provided India with 'new wealth, new food, new facilities' and this reflects his view that the Indian people would not be able to survive without British help and guidance against the more expert advice of Lord Irwin who argued against Churchill, and was arguably in a better position to know as the viceroy of India. Churchill thought of the Indian people as lesser than white people, shown by him stating 'such a vast helpless mass of people requires extra British guidance'. Churchill believed that should the Indian people be allowed dominion status, as South Africa and Australia had been allowed, the Hindus and Muslims would fight and the dominant caste, the Brahmin caste would gain dominance. Churchill was partly funded the India Defence League, an organisation against allowing them, led by the pacifist Gandhi, dominion status, and this went against the government view. This can be seen by the Baldwin allowing in 1935, India to hold democratic elections and have local government with the Government of India Act. This shows how Churchill was in conflict with the Conservative PM, Baldwin, and thus was kept out of office. The fact that this source is a speech shows how Churchill was trying to persuade the government to change their stance on India, especially as he was known as a skilled and powerful orator. It was said in the House of Commons against the Government of India Act, showing that Churchill was using this speech as a last ditch attempt at changing their minds. Indeed, the fact that it is Churchill saying this shows that he believes he is right, but that his views on the matters is highly subjective. Overall, this source agrees with the fact that he was out of office because of his conflict with Baldwin



TIPS

## Examiner Report:

This response was marked in Level 5. There is clear analysis of quotations though not consistent and the mini-judgement at the end of the paragraph is assertive rather than explained.

# EXAMINER REPORT – ESSAY QUESTION

Assess the reasons why the Conservatives won the 1951 election [20 marks]

Factor clearly identified

Some analysis provided

Mini-judgement – although the judgement is assertive and not explained

The electoral system was the most significant reason for why the Conservatives won the 1951 election. The 1948 Representation of the People Act meant that the boundaries for the seats changes which disrupted Labour safe seats and meaning they would have to win 17,000 more votes per seat in order to gain the same amount of seats as they had in the 1945 election. The fact that Attlee's labour party received 2 million more votes than they had in 1945 and the fact that this was an incredibly large turnout for an election further proves how important the changes to the boundaries were. The first past the post system allowed the Conservatives to target areas like Bolton and Wellingborough, which allowed them to win the election with a seventeen seat majority. The fact that Labour received 13.9% of the vote compared to the Conservatives who only received 13.7% of the vote shows that it was the electoral system that allowed for Conservative victory.

Mini-judgement provided

Relevant specific evidence provided

Specific evidence used to support analysis

Inaccurate evidence provided



TIPS

## Examiner Report:

This response was marked in Low Level 5. There is clear analysis although not always consistent, however there is interim judgements. Mini-judgement at the end of the paragraph is not fully explained.

# UNDERSTANDING THE MARK SCHEME: SECTION A

Level	Mark	Scheme	What does this mean?
1	1-5	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question	Your answer will be descriptive of the sources and will be more assertive. There will be no specific evidence and no judgement.
2	6-10	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.	The answer will begin to focus on the question but will fail to use specific evidence and will continue to describe the sources.
3	11-15	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.	The response will begin to use some specific evidence to explain quotations in relation to the question. The response may only consider a selection of the sources.
4	16-20	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.	The response will use specific evidence to explain and analyse quotations and will also consider provenance. The provenance analysis may be less developed and may identify the provenance more than fully explain. There will be some judgements
5	21-25	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.	There will be a strong focus on the specific demands of the question and the response will consider all sources using specific analysis to develop an analysis of the content and provenance. Some sources may be more developed than others.
6	26-30	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question	There will be a clear, developed and consistent analysis of all sources. There will be a clear, developed and explained judgement, higher level responses will prioritise the provenance of the sources.

# UNDERSTANDING THE MARK SCHEME: SECTION B

Level	Mark	Scheme	What does this mean?
1	1-3	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence	Your answer will be vague and description with a limited use of factors and a lack of judgement.
2	4-6	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear	You will begin to show some knowledge but it will be vague and not specifically relevant to the question.
3	7-9	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence	You will use some factors to begin to assess the question but will not develop your explanation of analysis. Your judgements will be assertive and not explained
4	10-12	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence	You will use some detailed evidence to begin to analyse and link to the question. The judgements will not be explained and make be weaker.
5	13-16	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.	You will have a clear structure with developed analysis and specific evidence throughout to support. Your judgements will be clear throughout
6	17-20	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated	You will have a clear structure with developed analysis and specific evidence throughout to support. Your judgements will be fully explained.

# A\* RESPONSES – YOUR 30 MARK ESSAY

Using these four sources in their historical context, assess how far they support the view that Churchill was able to create positive relationships with the other wartime leaders. [30 marks]



## HINTS AND TIPS

Higher level responses will explain interim judgements throughout

Source A strongly suggests that Churchill did not develop positive relationships with the other wartime leaders. This source focuses on Churchill's relationship with the French leader in exile - Charles de Gaulle. In the extract de Gaulle describes an argument with Churchill, in which Churchill "attacked me in a bitter and highly emotional way". It is perhaps easy to trust de Gaulle's view here as Churchill's interpersonal conduct throughout the way had been seen by many as angry and aggressive at times. The diaries of Sir Alan Brooke include many references to this and support the idea that Churchill was difficult to work with. De Gaulle goes on to claim that Churchill had claimed "You claim to be France! You are not France! I do not recognise you as France!". This is an interesting comment, as initially following the fall of France in 1940, de Gaulle had been Churchill's chosen representative of the French government in exile. The Americans had opted to work with other leading French figures, but Churchill had maintained a close relationship with de Gaulle allowing him for example to base himself in Britain. The comments from de Gaulle in this source suggest that over time this relationship has worsened and that Churchill had not been able to keep a positive relationship with him. The two men certainly clashed and Churchill is known to have believed that de Gaulle was not deferential enough. De Gaulle highlights one of the issues that the two men clashed over in the comment, "the establishment of a British-controlled administration in Madagascar would constitute an interference with the rights of France". De Gaulle was very often mistrustful of the intentions of Churchill believing that he was putting the interests of Britain and the continuation of the British Empire first. De Gaulle maintained a lot of anger towards Churchill's decision to bomb the French fleet following the fall of France in 1940. The provenance of this source also adds further weight to the idea that Churchill and de Gaulle's relationship was poor. De Gaulle is writing here in his post-war memoirs which were published in 1956. De Gaulle continued to hold anti-British views following the end of the war in 1945. This was strongly demonstrated in the later 1950s when the British government began the campaign to join the EEC - something which de Gaulle vetoed numerous times. This adds weight to the view that Churchill had been unable to create a long-lasting positive relationship with de Gaulle.



## HINTS AND TIPS

Ensure you cover a scope of quotations using developed specific evidence to analyse and link back to the question



## HINTS AND TIPS

Your provenance analysis must be developed and use your contextual knowledge - note here the students uses evidence from Section B

## STRETCH AND CHALLENGE...



Complete model paragraphs using the following sources. Can you fully develop your content and provenance analysis for each source?

**SOURCE D: Extract from Churchill's speech to the House of Commons following Roosevelt's death, April 1945**

He devised the extraordinary measure of assistance called Lend Lease, which will stand forth as the most unselfish and unsordid financial act of any country in all history.

Together we drew up the declaration which has been called the Atlantic Charter and which will, I trust, long remain a guide for both our peoples and for other peoples of the world.

Both our countries were in arms, shoulder to shoulder.

In Franklin Roosevelt there died the greatest American friend we have ever known, and the greatest champion of freedom who has ever brought help and comfort from the new world to the Old.

**SOURCE B: Churchill's personal doctor, Lord Moran's diary extracts on the Tehran Conference, November 1943**

When Roosevelt was settled into his quarters, Stalin lost no time in calling on him. Roosevelt said that he was anxious to relieve the pressure on the Russian front by invading France. He went on to say that he hoped Malaya, Burma and other British colonies would soon be "educated in the arts of self-government". When I saw the Prime Minister the following day (29<sup>th</sup> November 1943) he was plainly put out. It seemed that he had sent a note to the President suggesting they should have lunch together, but the President's answer was a polite "no". This did not prevent the President seeing Stalin along after lunch.

# A\* RESPONSES – YOUR 20 MARK ESSAY

Assess the reasons why Thatcher won three successive elections in the years 1979-1987. [20 marks]



## HINTS AND TIPS

Within your introduction you should clearly identify your factors and your mini-judgement

When considering the main reasons behind Thatcher's victories in three consecutive elections, it is clear that Labour weaknesses in the period were the most significant due to the subsequent appearance of strength in Thatcher's leadership. Additionally, popular policies are a factor of consideration but bear the least significance in comparison to labour weaknesses due to the lack of long-term success and impacts such as unemployment.



## HINTS AND TIPS

For a higher-level response consider prioritisation.

A factor of middling significance when considering the reasons why Thatcher won three successive elections in the years 1979 to 1987 is Thatcher's leadership. Within the 1983 election, despite an increase in unemployment and a reduced popular vote, Thatcher achieved victory. This can be attributed largely to Thatcher's strength in leadership due to victory and response within the Falklands War in 1982. Following the Argentinian invasion of the islands 8000 miles from Britain, Thatcher immediately sent British forces to recapture the area. The surrender of Argentinian forces in Jun 1982 was views as a great sign of Britain's greater confidence and unity. Equally, in turn, Thatcher demonstrated great strength and witnessed an increase in her personal popularity in her own strongholds. Additionally, Thatcher's leadership can also be a major contributing factor to victory within the 1987 election. Following the Brighton bombing of 1984, Thatcher won admiration for her courage and personal bravery due to her continued presence at the Conservative Party annual conference. Equally, Thatcher's maintenance of a strong alliance with Reagan increased prestige within the party. In turn, it is clear that Thatcher's leadership was a main factor contributing to successive election victories due to the scope of support achieved across the electorate and within the party. However, the factor remains of middling significance due to the growth of opposition to Thatcher's leadership style by the mid-1980s. Following victory in the 1983 election, Thatcher became more commanding within the party which increased tension even amongst her most loyal supporters. For instance, Michael Heseltine, a former 'wet' resigned in 1986 due to the Westland Affair. In turn, Thatcher's leadership actually encouraged a loss of support towards the end of the period in question, and thus, cannot be the most significant factor in exploring the reasons behind three consecutive victories between 1979 to 1987.



## HINTS AND TIPS

Developed analysis will use specific evidence and link clearly back to the question

A further significant factor explaining Thatcher's electoral dominance was the weaknesses of the Labour Party in this era. Following defeat in the 1979 election the Labour Party were moved significantly to the left under the leadership of their new leader Michael Foot. Foot was responsible for the development of its most socialist election manifesto ever in the run up to the 1983 election, which put forward policies such as unilateral nuclear disarmament which proved unpopular with the British electorate. So unpopular was this manifesto that it was described as "the longest suicide note in history". A further electorally damaging



## HINTS AND TIPS

Evidence should be consistently specific and relevant to the question

# A\* RESPONSES – YOUR 20 MARK ESSAY



## HINTS AND TIPS

Higher level responses will explain interim judgements throughout

development under the Foot era was the splitting of the Labour Party and the creation of the SDP by former Labour MPs such as Shirley Williams and the once Home Secretary Roy Jenkins. The creation of the SDP split the left-wing anti-Thatcher vote and had negative consequences for the Labour Party in both the 1983 and 1987 election. Although Labour had moved back to the centre-ground under the leadership of Foot's replacement Neil Kinnock who for example, expelled the hard-left faction Militant from the party, he too failed to improve Labour's position significantly in the 1987 election. This was because ultimately even though he was more appealing to the electorate than Michael Foot, in battles across the dispatch box in the House of Commons, he still appeared weak in comparison to Thatcher. Therefore the weakness of the Labour leaders in this era only made Thatcher appear stronger and this explains her electoral dominance.



## HINTS AND TIPS

Ensure you maintain a clear line of argument throughout

A factor of least importance in demonstrating the reasons why Thatcher won three successive elections in the years 1979 to 1987 is consideration of popular policies throughout the period. The 1980 Housing Act, or 'Right to Buy' scheme was incredibly popular among the electorate. This led to a doubling of the spending on mortgage subsidies and property ownership increasing by 12%. This certainly encouraged successive election victories due to the socio-economic developments and secured support for Thatcher across the period, particularly from the middle class and skilled-working class voters. However, popular policy did encourage a sharp increase in unemployment. Initially at 1.5 million, the figure rose to 3 million by 1983 and did not begin to fall substantially until 1986. This was due to Thatcher's abandoning of the post-war consensus and following a policy of monetarism and privatisation. In turn, Thatcher's popular policy cannot be a main factor in the reasons behind successive elections in the period 1979 to 1987 due to the vast social impact of economic policy which contributed to a loss of support and division of opinion. Despite this, Thatcher did demonstrate strong policy when considering the development within schools such as the introduction of the GCSE qualification in 1986 to replace the O Levels and CSEs. The quality of education had been a concern for some time and there was a feeling that Britain was lagging behind other countries. In turn, Thatcher's policies clearly demonstrated a contribution to the successive election victories due to popular support and addressing of key issues which appealed to the electorate.



## HINTS AND TIPS

A developed conclusion will fully explain your judgement rather than simply being assertive

Overall, it is clear that whilst popular policy and Thatcher's leadership did contribute to three election victories between the years 1979 and 1987, Labour's continued weakness bolstered Thatcher's strength and allowed for a greater appearance of strength and unity within the Conservative party in comparison. Therefore, Labour weaknesses demonstrated greater contributions to three successive election victories within the period.

# QUESTION BANK – 20 MARK ESSAYS

Assess the seriousness of the problems facing the Labour governments of 1974-1979

Scandal and sleaze were the most important reasons for the defeat of Major in 1997. How far do you agree?

How successful were Conservative economic policies during the period from 1951-1964?

Assess the reasons why Thatcher won the 1979 election.

Assess the impact of economic policy in the outcome of the 1951 election.

Assess the extent to which Britain was in decline in the period 1964-1979.

To what extent was there a social revolution under Thatcher?

Assess the reasons why the Conservatives won the 1970 election.

The Thatcher governments were responsible for an economic revolution. How far do you agree?

Leadership strengths were the main reason for Conservative Dominance in the period from 1951-1964. How far do you agree?

Assess the impact of scandals in Conservative decline in the period 1951-1964.

How successfully did Britain deal with decolonisation?

Assess the extent to which Heath's government successfully dealt with the problems it faced.

Divisions within the Conservative party were the main reason for their defeat in 1997. How far do you agree?

Britain's relationship with the USA was close throughout the period from 1951-1997. How far do you agree?

Anglo-Russian relations remained consistent throughout the period 1951-1997. How far do you agree?

Assess the reasons for the changing attitudes of British governments towards Europe in the period.

# AMERICAN REVOLUTION 1740-1796: SPECIFICATION

Key Topics	Content: Learners should have studied the following:
The development of British hegemony in America	<ul style="list-style-type: none"> <li><input type="checkbox"/> British, French and Spanish colonies in North America in 1740;</li> <li><input type="checkbox"/> Socio-economic development and relations with settlers and Native American Indians;</li> <li><input type="checkbox"/> Territorial expansion to 1765; wars with France,</li> <li><input type="checkbox"/> Reasons for British success including War of Austrian Succession, Seven Years War.</li> </ul>
Causes of the American Revolution	<ul style="list-style-type: none"> <li><input type="checkbox"/> The relationship between Britain and the colonies in 1763;</li> <li><input type="checkbox"/> British policy and America reaction</li> <li><input type="checkbox"/> Proclamation Act (1763)</li> <li><input type="checkbox"/> Stamp Act (1765)</li> <li><input type="checkbox"/> Declaratory Act (1766)</li> <li><input type="checkbox"/> Townshend Duties (1767) and their repeal</li> <li><input type="checkbox"/> The Boston Massacre (1770)</li> <li><input type="checkbox"/> Tea Act (1773) and response including the 'Intolerable Acts' (1774–1775);</li> <li><input type="checkbox"/> Developments in political thought and emerging leaders, including Locke, Jefferson, Dickinson, John Adams and Samuel Adams;</li> <li><input type="checkbox"/> Colonial and political ideas including views on trade and taxation.</li> </ul>
The American Revolution	<ul style="list-style-type: none"> <li><input type="checkbox"/> The move towards independence 1774–1776 including the first and second Continental Congresses,</li> <li><input type="checkbox"/> Declaration of Independence (1776);</li> <li><input type="checkbox"/> Outbreak of hostilities, key military developments, their role in British defeat;</li> <li><input type="checkbox"/> American unity, including Washington</li> <li><input type="checkbox"/> French entry to the war</li> <li><input type="checkbox"/> Quality of British military leadership</li> <li><input type="checkbox"/> 1783 Peace of Paris</li> </ul>
The Early Republic 1783-1796	<ul style="list-style-type: none"> <li><input type="checkbox"/> Move towards the creation of a constitution and challenges faced;</li> <li><input type="checkbox"/> Articles of Confederation; relations with Britain, Spain and France,</li> <li><input type="checkbox"/> Economic problems,</li> <li><input type="checkbox"/> Civil disobedience Shay's rebellion 1786–1787,</li> <li><input type="checkbox"/> 1787 Philadelphia Convention;</li> <li><input type="checkbox"/> Nature of the 1787 Constitution of the United States;</li> <li><input type="checkbox"/> Struggle for ratification, divisions between Federalists and Anti-Federalists;</li> <li><input type="checkbox"/> Formation of the first government (1789),</li> <li><input type="checkbox"/> Washington and the Executive;</li> <li><input type="checkbox"/> 1791 Bill of Rights; the problem of finding a successor to Washington in 1796.</li> </ul>



## How can we use the specification?

RAG each area of the specification. Your exam board will develop your questions based upon everything listed above – it is important we develop our knowledge and understanding of all areas. For those you are unsure on, access Brainscape!

# AMERICAN REVOLUTION 1740-1796: YOUR EXAM



Your exam board is OCR. For past paper materials, mark schemes and examiner reports, use the following QR Code!



Tuesday 13 June 2023

A Level History A

Y212/01 The American Revolution 1740–1796

Time allowed: 1 hour

You should divide your timings as follows:

10 mark question: 20 mins (25 mins + 25% ET) (30mins + 50% ET)

20 mark question: 35mins (43mins + 25% ET) (52mins + 50% ET)

**You must have:**

- the OCR 12-page Answer Booklet

### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Choose one question and answer all the parts of that question.

### INFORMATION

- The total mark for this paper is 30.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has 2 pages.

### ADVICE

- Read each question carefully before you start your answer.

You will answer two questions in total:

1 x 10 mark essay question

1 x 20 mark essay question

The paper is weighted at 15% of your total A-Level and is worth 30 marks

You must answer EITHER question one OR question two. This means you cannot mix and match questions

2

Answer Question 1 or Question 2.

1 (a) Which of the following was the more serious challenge facing the early Republic in 1783?

- (i) Economic problems
- (ii) The distrust of central authority

Explain your answer with reference to both (i) and (ii). [10]

(b)\* How similar were the colonies in North America in 1740? [20]

OR

2 (a) Which was more important in bringing about the Declaration of Independence in 1776?

- (i) The first Continental Congress
- (ii) The second Continental Congress

Explain your answer with reference to both (i) and (ii). [10]

(b)\* 'The Stamp Act controversy was the most important event in causing the deteriorating relations between Britain and the colonies in the period from 1763 to 1775.' How far do you agree? [20]

END OF QUESTION PAPER

Your questions will come from a range of the four key areas: Hegemony, Causes of the Revolution, The Revolution and the Early Republic

# EXAMINER REPORT – ESSAY QUESTION

Which of the following was a more serious challenge facing the early Republic in 1783?

- i) Economic problems
- ii) The distrust of central authority

Explain your answer with reference to both i) and ii)  
[10 marks]

The Early Republic in 1783 faced great economic problems and the authority with which the American people ought to have been governed by their new central government was lacking hugely due to their distrust of central government.

Mini-judgement provided although not explicit

Factor clearly identified

During the beginning of the early republic, the colonies were facing huge economic problems mainly a result of the war of independence they had just fought. They were hugely in debt. This debt amount to around \$60 million. Moreover due to the lack of ability to raise funds during the war, the central government was forced to print money. The inability of extracting a reliable source of revenue from within the states due to the fact that central government was not able to levy any taxes brought about this phase of printing money. It of course meant that inflation ensued and thus average prices of goods rose significantly. The debt and inflation could only be paid back and balanced by the states agreeing to continue to contribute towards this issue it seemed. The remedy was not successful however as the states refused to contribute towards paying back the debt its central government owed.

Analysis linking back to the question

Specific evidence provided

Factor clearly identified

The Americans had a real issue with authority and accepting demands of some from of governing body. Perhaps understandably this attitude arose from the treatment of the Americans from the British prior to 1783. British policy, the colonists felt, had intruded on their rights, violating them consistently and thus deprived them of liberty. This led to a distrust of their central government. It failed to provide them, it seemed with the liberty that the British parliament had deprived them of. This attitude was hugely detrimental to the capability and responsibility of central government to care for their people and ensure social, economic and political situations or problems did not spiral. An example of distrust is shown by Shay's rebellion due to counteract the 60% rise in property tax that the colonial assembly in Massachusetts did not have the responsibility of central government but it does show distrust of authority.

Explanation linking to the question – analysis and judgement not fully developed

This point regarding Shay's rebellion is not relevant to the question

Here the student is vague in their specific evidence but does provide an explanation

Overall, the more serious challenge facing the early Republic was the distrust of central government. Economic problems played a major role in making the affairs of the central government extremely difficult.

Mini-judgement provided although not fully supported



TIPS

## Examiner Report:

Exemplar 1 is a sound response with a sound point for each factor. It is uneven because it does not emphasise loyalty to colony/state for (ii) and strays forward to consider Shay's rebellion for (i). Hence, it was given a high Level 4: 6 marks.

# EXAMINER REPORT – ESSAY QUESTION

How similar were the colonies in 1740? [20 marks]

In 1740, the colonies in North America were both similar and different in various ways. There were various forms of colonies with respect for their local governing bodies but the population of the colonies, although hugely diverse within the colonies, was fairly uniform between colonies. This affected the identity of the colonists and citizens being in North America and also, due to a spectrum of political views, some differences were indeed apparent.

It would be prevalent to first note the spread of the colonies by name. The New England colonies included Massachusetts, Rhode Island, Connecticut and Pennsylvania while the middle colonies included New York, New Jersey, Delaware and the southern colonies included Maryland, Georgia, South Carolina and North Carolina. The southern colonies were perhaps more radical in their views of slavery for example, although many had slaves, the southern colonies were so determined to maintain this right later on, as proven by the constitutional disagreement surrounding the rights such that the word 'slavery' was never mentioned but 'property', that slavery would continue and it indeed did. This example shows that the southern colonies political ideology, although views in the other regions may have changed between 1740 and 1783: still shows an apparent difference in political ideology.

On the topic of slavery, immigration caused a rapidly rising population. The high birth rates and low death rates throughout the colonies also contributed to this growing figure. By the 1770s, the colonies' collective population was around 2.5 million. The immigration consisted of Scots, Irish, German, African and British primarily. This immigration clearly demonstrates the diversity of the various groups collectively, coming to inhabit North America. Of course, at the time, the African immigrants had not particularly come out of desire to reach new land. They were slaves and had been brought in by the slave trade in huge numbers. It is important to note that the contributors to the growing population including immigration low death rates and high birth rates, were present throughout the colonies. However, more often than not the colonies with docks and ports nearby experienced the greatest influx of people and therefore had slightly more diverse populations.

With regards to local governing bodies of individual colonies - there existed: proprietary colonies, corporate and royal colonies. The proprietary colonies were ones in which greater power was delegated to the governor. The governor was present in every colony and he had the responsibility of the upper house. The upper house of the colonial assembly was the elitist part - perhaps similar to the house of lords in Britain at the time. The lower house was representative for the population of the colony. These factors of local government were present regardless of the type of colony in question.

In conclusion, the colonies in North America were more similar than not in 1740. Although the population was hugely diverse for a region at the time, the population between each colony was fairly similar with regards to its diversity. Moreover they all forged new identities due to this while still remaining proud of their British heritage, at the time. The governing bodies of the colonies were all fairly similar and to some extent like Parliament in Britain but less powerful and more plentiful.

**STRETCH AND CHALLENGE: CAN YOU ANNOTATE THE RESPONSE? WHERE HAS THE EXAMINER IDENTIFIED KEY SKILLS/ ALLOCATED MARKS?**



**TIPS**

## Examiner Report:

Exemplar 2 took the second approach, which was confined to the British colonies leading to a consideration of slaveholding and more specific religious denominations. This exemplar struggled to provide the detailed evidence that is required for the higher levels. The response does have some understanding and a line of reasoning, although much of the knowledge is general and it lacks development. Hence, it was given a low mark in Level 4: 10 mark

# UNDERSTANDING THE MARK SCHEME: 10 MARK

Level	Mark	Scheme	What does this mean?
1	1	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion	You only consider one bullet point  OR  Consider both bullet points with very vague evidence and assertive judgements
2	2	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement	You will describe the bullet points and will make an assertive judgement
3	3-4	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.	You will use the factors to begin to assess the question but will not develop your explanation or analysis. Your judgements will be assertive and not explained
4	5-6	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.	You will use some detailed evidence to begin to analyse and link to the question. The judgements will not be explained and make be weaker. One factor will be more developed than the other and this could be with evidence or analysis
5	7-8	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.	You will have a clear structure with developed analysis and specific evidence throughout to support. Your judgements will be clear throughout but may be more assertive
6	9-10	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.	You will have a clear structure with developed analysis and specific evidence throughout to support. Your judgements will be fully explained. You will consider a point of limitation for the least important factor

# UNDERSTANDING THE MARK SCHEME: 20 MARK

Level	Mark	Scheme	What does this mean?
1	1-3	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence	Your answer will be vague and description with a limited use of factors and a lack of judgement.
2	4-6	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear	You will begin to show some knowledge but it will be vague and not specifically relevant to the question.
3	7-9	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence	You will use some factors to begin to assess the question but will not develop your explanation of analysis. Your judgements will be assertive and not explained
4	10-12	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence	You will use some detailed evidence to begin to analyse and link to the question. The judgements will not be explained and make be weaker.
5	13-16	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.	You will have a clear structure with developed analysis and specific evidence throughout to support. Your judgements will be clear throughout
6	17-20	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated	You will have a clear structure with developed analysis and specific evidence throughout to support. Your judgements will be fully explained.

# A\* RESPONSES – YOUR 20 MARK ESSAY

The leadership of Pitt was the most significant reason for British victory in the Seven Years War” How far do you agree? [20 marks]



## HINTS AND TIPS

Within your introduction you should clearly identify your factors and your mini-judgement

This essay will examine to what extent was ‘the leadership of Pitt the most significant reason for British victory in the Seven Years War’ through the consideration of the factors; the leadership Pitt, the role of the colonists and finances. The leadership of Pitt was the most significant reason for British victory, as his reversal of prior British failings in recent military conflicts, strengthened the British army, allowing them to make significant gains and successfully expand.



## HINTS AND TIPS

For a higher-level response consider prioritisation.

The leadership of Pitt is the most significant reason for the British victory in the Seven Years War, as his reversal of prior British failings in recent military conflicts, strengthened the British army allowing them to achieve significant victories in the Seven Years War. William Pitt was aware of the importance of gaining the colonists in the war, this led him to reverse the policy of British officers taking precedence over colonial officers regardless of rank. Additionally he ensured that the crown paid for the equipping and provisioning of the colonial militias in 1757 through the Militia Act and that the colonial legislatures were reimbursed for the military expenses they occurred. This was important in why Britain was victorious in the war, as it helped generate colonial enthusiasm, patriotism and shared endeavour within the war effort. Additionally Pitt's policy skilfully erased the conflicts with the colonists which had contributed to Britain's defeat and failure to expand in the Austrian War of Succession. Furthermore, Pitt deployed his most aggressive commanders to America, spending 25,000 troops under the command of James Wolfe and Lord Amherst. The establishment of global approach was significant in Britain's victory, as unlike in the War of Austrian Succession in which the British were defeated due to their lacklustre campaign in America and over-prioritisation of Europe, Pitt pursued a rigorous focus on the Americans. For example in his policy of a naval blockade on the French. Therefore the leadership of William Pitt is the most significant reason for British victory in the Seven Years War, as his reversal of prior British failings seen in Austrian War of Succession, strengthened the British army.



## HINTS AND TIPS

Developed analysis will use specific evidence and link clearly back to the question

A factor of middling significance is finances, as despite large spending weakening the French army, the successes in financial deals are largely due to William Pitt's strong leadership. Pitt showed a strong willingness to secure whatever finances were needed in order to defeat the French in the Seven years War, evidence of this in the war in North America can be seen through his negotiations with his ally Frederick the Great of Prussia, who he paid to attack the French forces in Europe. This was important in Britain's victory as it led to French forces being strained in North America, as they were unable to send reinforcements, as their troops were preoccupied with fighting in Europe. The war in Europe coupled with the French's inability to resupply their squadrons in their colonies led them to endure significant defeats in the Battle of Quiberon and the Capture of Quebec and virtually led them to give up hope of retaking their colonies.



## HINTS AND TIPS

Evidence should be consistently specific and relevant to the question

# A\* RESPONSES – YOUR 20 MARK ESSAY



## HINTS AND TIPS

Higher level responses will explain interim judgements throughout

Furthermore, the prosperous economy and parliamentary system of government made it easier for Pitt to secure loans than the French and raise taxes to fund the War. This can be seen as somewhat important in the British's victory, as despite ultimately the prosperous economy enlarging the amount of money which was funnelled into strengthening the British army, the most important factor was Pitt's strong leadership.

The role of the colonists is a factor of lesser significance in why the British was victorious in the Seven Years War, as their involvement in the military victory was limited and the war began to spark colonial unrest. The colonist played a limited role in the direct military victory of the Seven Years War, as out of the 45,000 British troops deployed in the Americas, only half them were colonial volunteers. The colonists rather contributed through the construction of infrastructure such as roads and bridges, doing much to free up the British troops. This can be seen of lesser significance, as despite the colonist involvement in advancing troops through building infrastructure, overwhelming the French colonial support (who were only able to generate 6,800 volunteers), their actual influence in the military victories was limited. Furthermore Pitt's policy of the crown paying for colonial defence was viewed with concern by many MPs, who were becoming growing worried about the cost of financing colonial defence. Therefore the role of the colonists is a factor of lesser significance as their involvement in the direct military victory was limited.



## HINTS AND TIPS

Ensure you maintain a clear line of argument throughout

In conclusion the 'leadership of Pitt was the most significant reason for British victory in the Seven Years War', as his skilful reversal of Britain's prior military failings, strengthened the British army and allowing them to achieve key victories. Whereas the role of the colonists is of less significance, as their involvement in direct military fighting was limited and the calls for the movement away from salutary neglect led colonists to despondent to the British cause.



## HINTS AND TIPS

A developed conclusion will fully explain your judgement rather than simply being assertive

# A\* RESPONSES – YOUR 10 MARK ESSAY

Which was more significant in worsening tensions between Britain and the colonists in 1775?

- i) Activity at Lexington and Concord
- ii) Second Continental Congress

Explain with reference to both i) and ii) [10 marks]

Activity at Lexington and Concord was more significant than the Second Continental Congress at worsening relations between Britain and the colonists. The fighting at Lexington and Concord between British General Gage's forces and the hastily organized colonial minutemen was the first military engagements of the period following years of increasing tension. The colonists managed to inflict serious damage onto British forces on their journey back to Boston in a series of ambushes. An estimated 65 British soldiers were killed and 180 wounded. This was highly significant as it transformed the nature of the tension from political to military. The colonists viewed the incident as a victory – their rebel leader Samuel Adams had fled before the British could arrest him, and they had against the odds held their own against the British troops. As a result, colonial morale and unity increased. Other colonies such as New York and Pennsylvania came out with statements of support for Massachusetts and the British military action here helped to harden opinions across the colonies ahead of the Second Continental Congress planned for the next month. Therefore the beginning of military activity at Lexington and Concord was more significant than the Second Continental Congress in worsening tensions between Britain and the colonists.

The Second Continental Congress was significant to some extent in worsening relations between Britain and the colonies. The most significant development to come out of the meeting was the development of the Continental Army under the leadership of George Washington. Congress pledged that they would fund the army up to the tune of \$2 million, and would aim to develop a force of 20,000 men. This was significant as it demonstrated an escalation in the war with the colonists planning their resources to fight against British troops. However, colonial unity on this issue had only emerged due to the military action of the British at Lexington and Concord highlighting that this was the more significant event. The significance of the Second Continental Congress is weakened by the fact that there was still a lot of division evident between the colonies – with some still believing that negotiation with Britain could work to resolve the tension. This led to the writing of the Olive Branch petition to King George III, an appeal to him to end hostilities. Although this was ignored by the King, it does demonstrate that there was still some pro-British sentiment among the colonies. Therefore it is clear that the beginning of military activity at Lexington and Concord was more significant than the Second Continental Congress in worsening tensions between Britain and the colonies as without the events at Lexington and Concord there would have been no colonial agreement of the most significant achievement of the Continental Congress – the establishment of the Continental Army.



## HINTS AND TIPS

Ensure you reference both bullet points in your mini-judgement



## HINTS AND TIPS

Developed specific evidence is essential for supporting your analysis



## HINTS AND TIPS

Higher level responses will explain interim judgements throughout



## HINTS AND TIPS

A developed response will identify and explain a clear point of limitation in the factor of less importance to support an overall judgement

# QUESTION BANK – 10 MARK ESSAYS

Which of the following had a greater impact on the strength of Britain's position in America?

- A) Salutary Neglect
- B) Mercantilism [10 marks]

Which of the following demonstrated greater differences between colonial powers?

- A) Religion
- B) Economic Development [10 marks]

Which of the following encouraged the development of British hegemony up to 1763?

- A) Political Control
- B) Conflict [10 marks]

Which of the following contributed most to the outcome of the Seven Years War?

- A) Role of the Navy
- B) Role of the Colonists [10 marks]

Which of the following was of greater importance in the growth of opposition to America?

- A) Stamp Act
- B) Tea Act [10 marks]

Which of the following individuals had a greater impact upon relations between Britain and its colonies?

- A) Benjamin Franklin
- B) Sam Adams [10 marks]

Which of the following principles led to a greater deterioration of relations between Britain and its colonies?

- A) No Taxation Without Representation
- B) Royal Despotism [10 marks]

Which of the following demonstrated a greater decline in control over the colonies?

- A) Boston Tea Party
- B) First Continental Congress [10 marks]

Which of the following was more significant in British failure to win the war in the period 1775-1777?

- A) Continental Army
- B) Battle of Saratoga [10 marks]

Which of the following was of greater importance in the defeat of British forces in America?

- A) Role of George Washington
- B) Declaration of Independence [10 marks]

Which of the following contributed the most to American victory in the War of Independence?

- A) French support for the Americans
- B) Spanish support for the Americans [10 marks]

Which of the following was the more serious challenge facing the early Republic in 1783?

- A) Shay's Rebellion
- B) Westward Expansion [10 marks]

Which of the following was the more serious challenge facing the early Republic in 1783?

- A) Relations with Britain
- B) Relations with Spain [10 marks]

Which of the following was more significant in the ratification of the US constitution?

- A) Federalist support for the Constitution
- B) Hamilton's Federalist Papers [10 marks]

Which of the following was the more serious challenge facing Washington's governments from 1789?

- A) Economic problems
- B) Native American Relations [10 marks]

# QUESTION BANK – 20 MARK ESSAYS

Assess the strength of British hegemony in North America in the years up to 1763.  
[20 marks]

To what extent was mercantilism the main reason for British hegemony in North America in the years following 1740? [20 marks]

British hegemony was never fully achieved in the period 1740-1765. How far do you agree? [20 marks]

Assess the impact of William Pitt in the outcome of the Seven Years War. [20 marks]

To what extent was the role of the Native Americans the most important reason for British victory in the Seven Years War? [20 marks]

Assess the impact of the writings of colonial leaders in the deterioration of relations between Britain and its colonies from 1763 to 1775. [20 marks]

Assess the factors leading to declining British control of the colonies in the years from 1763 to 1775. [20 marks]

'The Revolution was inevitable following the introduction of the Stamp Act.' How far do you agree? [20 marks]

The First Continental Congress was the most significant development in anti-British sentiment from 1763-1775. How far do you agree? [20 marks]

Assess the reasons why Britain was unable to defeat the American colonists during the period 1775-1777.

How far was the role of British Generals the most significant factor in explaining why Britain lost the War of Independence? [20 marks]

Assess the significance of the challenges faced by the Early Republic in 1783. [20 marks]

How far was the distrust of central authority the most serious issue facing the New Republic in 1783? [20 marks]

Assess the factors leading to the ratification of the US constitution. [20 marks]

To what extent was the Bill of Rights the most significant cause of the ratification of the US constitution? [20 marks]

How successful was Washington in dealing with the challenges he faced as President? [20 marks]

Assess the problems facing Washington's governments from 1789. [20 marks]

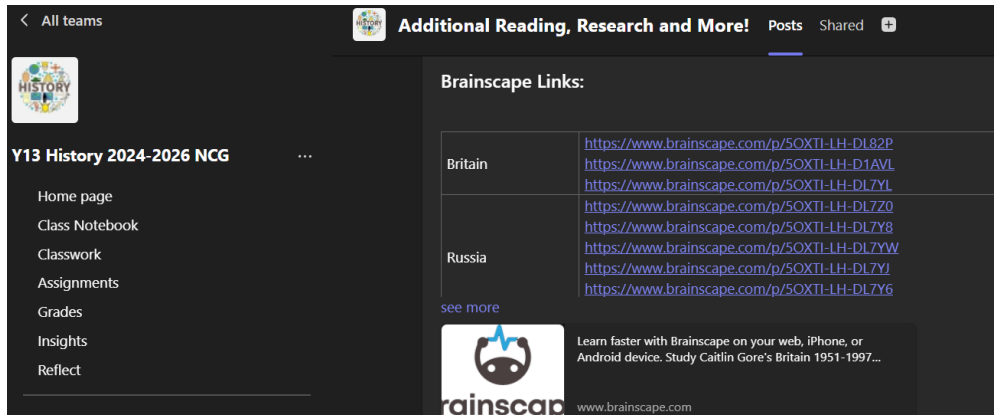
To what extent were relations with foreign powers the most serious challenge facing Washington from 1789-1796? [20 marks]

# REVISION HINTS AND TIPS: RUSSIA AND ITS RULERS



## BRAINSCAPE

Brainscape is effective for developing your subject knowledge, however you must also develop your examination skills alongside this method of revision



You can find all Brainscape links on Teams located in the Additional Reading, Research and More Channel!



## INTERVENTION

Intervention sessions are skills focused with a view to developing your approach to exam questions. This is a wonderful opportunity for you to ask key questions!



## EXAM SKILLS

Use the exam question banks to write a response (in timed conditions). Then use the mark scheme to improve your response. This will develop your ability to reflect and reach for Level 6!



## SPECIFICATION

Use the specification to address gaps in your knowledge. Ensure you cover the entire specification for broad coverage in the exam!



## MASSOLIT

Massolit provides not just subject content but also key debates and analysis from historians regarding our units of study. This will support your exam skills!



## TIPS

### More than just a mind map...

Whilst mind maps can be useful they can often only focus on content. Develop your skills by adding analysis/synthesis in a different colour pen. This will support your AO1 skills development! See a small example below:

