



## ADVANCED SUBSIDIARY GCE HISTORY

Document Studies 1774–1945

# 2582

Candidates answer on the Answer Booklet

### OCR Supplied Materials:

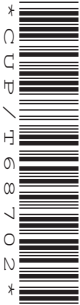
- 8 page Answer Booklet

### Other Materials Required:

- None

**Tuesday 2 June 2009  
Morning**

**Duration: 1 hour**



### INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Do **not** write in the bar codes.

### INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- This question paper contains questions on the following seven Options:
  - The Origins of the French Revolution 1774–92 (pages 2–3)
  - The Condition of England 1832–53 (pages 4–5)
  - Italian Unification 1848–70 (pages 6–7)
  - The Origins of the American Civil War 1848–61 (pages 8–9)
  - The Irish Question in the Age of Parnell 1877–93 (pages 10–11)
  - England in a New Century 1900–1918 (pages 12–13)
  - Nazi Germany 1933–45 (pages 14–15)
- Answer **both sub-questions** from **one** Option.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Option you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources, as well as to inform your answers.
- This document consists of **16** pages. Any blank pages are indicated.

## The Origins of the French Revolution 1774–1792

Study the four Sources on the Problems of the Monarchy by 1792, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time answering part **(b)**.

### 1 (a) Study Sources A and B

Compare these Sources as evidence for the problems facing France at the end of 1791 and in the first half of 1792. **[20]**

### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the war which began in April 1792 was the **most** important factor in undermining the Monarchy. **[40]**

**[Total: 60 marks]**

## The Problems of the Monarchy by 1792

**Source A:** An American diplomat in Paris gives a bleak view of the state of France.

The situation blackens by the day. In most of the departments of France there are peasant disturbances brought about by the expulsion of the parish priests. These and other disorders prevent the payment of taxes. There has been a rise in the price of all goods. Bread is the most alarming. The émigrés continue to go abroad in large numbers to join the royal princes. Everyone expects an approaching crisis. France cannot go on in this present state. In the south they are very close to civil war. The rapid increase in anarchy and lawlessness makes a foreign war necessary for different groups.

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*William Short, Dispatches, December 1791*

**Source B:** A businessman who was a keen royalist writes to a friend about his view of the situation in Paris in June 1792.

It is rumoured that our troops are close to rebellion and that foreign troops will invade France soon. Vital foodstuffs are rising to exorbitant prices. Wine, wood, vegetables, everything is going up in price and becoming too expensive for the ordinary people. The interest from state bonds is not being paid out. Bankruptcies of businesses are common. Policing and security are non-existent. People commit robbery and murder in the centre of Paris. After dark, the outlying areas of the city are death-traps.

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*J-B. Fougeret, letter, June 1792*

**Source C:** The King writes secretly, via his agent, to the émigrés, urging moderation and pointing out the dangers of foreign war.

There is a danger that this war might provoke civil war, endanger the lives of the King and his family and cause the massacre of the royalists. It might rally support for the Jacobins and revive the excitement which is beginning to die down. You must point out to the rulers of Austria and Prussia that a proclamation should be drafted in such a way as to split the Jacobins from the moderates. We need to reassure those who prefer the liberal rule of a monarch limited by law.

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*Louis XVI, letter, June 1792*

**Source D:** The Paris Sections were the electoral districts of the Assembly, by 1792 dominated by radicals. Here, they demand the suspension of the King.

Never has so great a peril threatened the Fatherland. We are compelled to accuse Louis XVI before all of France. Since the first days of the Revolution, we have seen his bloody plots against the people of Paris, his preference for nobles, his forcing the National Assembly to wander the city, finding refuge only in a Tennis Court, his cowardly flight. These acts will soil the pages of history. It is on behalf of Louis XVI that the tyrants wish to destroy our citizens and to execute them as traitors. Louis XVI has misused his veto and we demand his suspension.

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*Petition to the Assembly, August 3 1792*

### The Condition of England 1832–53

Study the four Sources on The Chartist Leadership, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

#### 2 (a) Study Sources C and D

Compare these Sources as evidence for the reasons why the Chartist Land Plan failed (1843–51). **[20]**

#### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that Feargus O'Connor's leadership harmed rather than advanced the Chartist cause in the period from 1838 to 1852. **[40]**

**[Total: 60 marks]**

### The Chartist Leadership

**Source A:** The editor of the Chartist newspaper, who later broke with O'Connor in 1850, questions the use of 'physical force' and assesses O'Connor's qualities.

As to what O'Connor has been saying lately about the need for 'physical force,' I disagree. The English people applaud it at public meetings, but that is all. Notwithstanding all the talk in 1839 about 'arming,' the people did not arm, and they will not arm. The English people are a peaceful people. To attempt a 'physical-force' agitation at the present time would do no good. Some have accused O'Connor of using the Northern Star as his own mouthpiece, but he never interferes with what I write there. A popular leader should be possessed of a magnificent bodily appearance and eloquence. O'Connor has both – at least in degree. I am convinced that were O'Connor thrown overboard, we might go further yet fare worse.

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*G. J. Harney to F. Engels, 30 March 1846*

**Source B:** A 'moral-force' Chartist leader, who campaigned against the evils of drink and who came to know O'Connor in the 1840's, comments on his management of crowds to advance his leadership.

Politically, O'Connor was the popular man in Yorkshire and Lancashire, and in every district he was beginning to attract the admiration of the unthinking crowd. Then, those with foresight, saw the deficiencies of his character, and the evil results that his language would eventually lead to. He went down into the factory districts and, speaking to please, he soon became popular. He was no reasoner, saw no deeper than the surface and looked no further than the next moment. His vanity, untrustworthiness, cowardice and self-esteem cancelled out all his other abilities.

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*R. Lowery, Passages in the Life of a Temperance Lecturer, 1856–67*

**Source C:** A Chartist leader and journalist whose own local Chartist newspaper went bankrupt, explains why he fell out with O'Connor in the mid -1840s. He was expelled from the National Charter Association.

O'Connor explained his Land Scheme to me, and wished me to become one of its supporters. I told him I could not and begged him to give it up, for I felt sure it would bring ruin and disappointment to all. The growth of his Land Scheme led to a fierce quarrel between us. O'Connor purchased O'Connorville in his own name with the people's money. I wrote publicly in 1846 that I neither believed his statement that he was not seriously in debt nor doubted that he had used and still used the shareholders' Land Fund money to keep up his newspaper, the Northern Star. 15 20

*Thomas Cooper, The Life of Thomas Cooper, 1872.*

**Source D:** An active urban Yorkshire Chartist comments on the role of the Land Plan in the Chartist movement.

O'Connor tried to grapple with the land question. Many thousands became members, cheerfully making great sacrifices to raise the money. Feargus faced many difficulties. He had nearly all the press against him and a great many people who became landholders had no knowledge of farming. What with the opposition outside and the dissatisfaction within, the company was investigated by the law courts and Parliament. The scheme was before its time. 25

*Benjamin Wilson, The Struggles of an Old Chartist, 1887*

### Italian Unification 1848–70

Study the four Sources on Garibaldi and Rome, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

#### 3 (a) Study Sources A and D

Compare these Sources as evidence for support for Garibaldi.

[20]

#### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that Garibaldi's failure to secure Rome for Italy between 1849 and 1867 was due to his own limitations as a military commander.

[40]

[Total: 60 marks]

### Garibaldi and Rome

**Source A:** An English clergyman, resident in Rome, relates the impression made by Garibaldi during the defence of the city in 1849. The narrator fought for Garibaldi eleven years later in Naples.

I had no intention of enlisting. I was a young artist; I only went out of curiosity – but I shall never forget that day when I saw him on his beautiful white horse in the market-place, with his noble aspect, his calm, kind face, his high, smooth forehead, his light hair and beard – every one said the same. He reminded us of nothing so much as of Jesus' head in the galleries. I could not resist him. I left my studio. I went after him; thousands did likewise. He only had to show himself. We all worshipped him; we could not help it.

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*Rev. H. R. Haweis, Diaries in Rome, April 1849*

**Source B:** In conversation with one of his closest aides, Garibaldi explains why he decided not to advance on Rome.

Mazzini urges me to attack Rome. You know I have long been thinking of it. On the first of October we defeated the enemy at the Volturno so that they cannot meet us again in the open field. But I cannot advance on Rome leaving behind me 60,000 Neapolitan soldiers entrenched in Capua and Gaeta, who can march into Naples the moment my back is turned. If the campaign could be prolonged and carried to the walls of Rome there is little doubt that my men would do us credit.

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*Jesse White Mario, Recollections of Garibaldi, October 1860*

**Source C:** A young Englishwoman, resident in London, who offered her services to the Italian cause, recalls the attempt made by Garibaldi to march on Rome in 1862. She came to know Mazzini during his exile in London.

At a crowded meeting in Sicily, Garibaldi accepted the watchword of 'Rome or death!'. French Catholic opinion was aroused by this threat to the Pope and Napoleon made it clear that his troops would defend Rome. The Italian government declared Garibaldi a rebel. Although the navy failed to stop him crossing to the mainland the Italian army advanced from Naples and confronted Garibaldi's forces at Aspromonte. Garibaldi did not want civil war and ordered his men not to fire. However, some shots were exchanged and Garibaldi was wounded. Mazzini expected Italians to rise as one man to avenge their outraged chief but there was no rising.

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*Mrs Hamilton King, Letters and Recollections of Mazzini, 1922*

**Source D:** A German observer in Rome describes Garibaldi's army that attempted to capture Rome in 1867.

Garibaldi's bands of volunteers hoped for an uprising in Rome but that did not take place despite their efforts to provoke one. Only a real revolt, a clear expression of the popular will, could have justified intervention by Italy and ruled out any French support for the Pope. The volunteers were jumbled together at random, many of them hardly able to handle a gun. The sight of them would have dismayed anyone with experience of war. They comprised men and women from all social ranks. However, they were not a rabble; they showed patriotic fervour and fought heroically.

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*F. Gregorovius, Year of Travel in Italy, 1870*

## The Origins of the American Civil War 1848–61

Study the four Sources on Northern Opposition to Secession, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

### 4 (a) Study Sources A and C

Compare these Sources as evidence for the role of the Southern States in the economy of the United States. **[20]**

### (b) Study all the Sources

Using **all** these Sources **and** your own knowledge, assess the view that the **main** reason why the North opposed secession was to uphold the principle of democracy. **[40]**

**[Total: 60 marks]**

### Northern Opposition to Secession

**Source A:** An editorial in a Northern newspaper predicts the effects of secession on the Northern economy.

When the cotton States secede, the people of the North will feel their loss keenly. Exports of cotton from the South exceed all the other exports of the United States. If the Southern States separate from the Union, the cotton, rice, sugar and tobacco now consumed in the North must still be purchased from the South, but now subject to a tariff duty, greatly increasing their cost. The cotton factories of New England now, by getting their raw cotton duty free, are able to compete with the English in world markets. A separation would take away this advantage, and it would take from Northern ships the carrying trade of the South, now mostly dominated by them. The Union should be preserved at almost any sacrifice.

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*Cleveland Daily National Democrat, 20 November 1860*

**Source B:** A public meeting in Chicago passed this resolution expressing a common belief in the North that the real issue raised by secession was the future of democracy.

This nation has the important mission of working out the great idea of nations governing themselves. The best interests of mankind depend on the success of that experiment. We owe it to ourselves and the friends of liberty throughout the world not to permit it to fail. This democratic government has for three-quarters of a century demonstrated to the world its capacity for promoting the prosperity and happiness of its people. It is now called upon to show the world its power to preserve our harmony and integrity and its ability to suppress rebellion.

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*Report in the Chicago Tribune, 7 January 1861*



**Source C:** A Southern newspaper editorial considers why the North is opposed to secession.

Northerners know that it is products of the Southern states that constitute the surplus wealth of the nation and enable us to import so largely from foreign countries. They know that it is the export of Southern products, and the corresponding import of foreign goods, that give profitable employment to their shipping. They know that they can plunder the South, as long as they are in the same Union with us, by other means, such as exploiting fishing and shipping laws. These are the reasons why they do not wish the South to secede from the Union. 15

*New Orleans Daily Crescent, 21 January 1861* 20

**Source D:** Shortly after the beginning of hostilities, President Lincoln sets out his view of the essential issue raised by secession.

This issue presents the question whether a democracy – a government of the people, by the people – can maintain its territorial integrity against its own domestic foes. The Government has no choice but to use its military power to resist force employed for its destruction. This is essentially a People's contest. On the side of the Union, it is a struggle for maintaining that form of government, whose main aim is to afford all a fair chance in the race of life. 25

*Abraham Lincoln, Message to Congress, 4 July 1861*

### The Irish Question in the Age of Parnell 1877–93

Study the four Sources on The First Home Rule Bill, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

**5 (a)** Study Sources B and D

Compare these Sources as evidence for Gladstone's motives in introducing the Home Rule Bill in 1886. **[20]**

**(b)** Study all these Sources

Using **all** the Sources **and** your own knowledge, assess the view that opposition to Home Rule legislation in 1886 was unjustified. **[40]**

**[Total: 60 marks]**

#### The First Home Rule Bill

**Source A:** In a letter to a prominent Ulster loyalist, a leading British Conservative takes advantage of Ulster opposition to stir up discontent.

It may be that the dark cloud over Ulster will pass away. Mr. Gladstone is hesitating before plunging the knife into the heart of the British Empire by introducing Home Rule. But the loyalist protestant majority of Ulster will watch, organize and prepare to resist. There are those in powerful positions and with influence in England who could throw in their lot with you to prevent this injustice to the liberty and religion of Ulster.

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*Lord Randolph Churchill, letter, 16 February 1886*

**Source B:** This picture portrays Gladstone (The GOM or Grand Old Man) as a greedy mouse taking the bait of Home Rule watched by a gloating Parnell, who has offered the bait. It was published in the British magazine *Judy*.



MUCH TOO TEMPTING A BAIT FOR THE G.O.M.

The Caption reads MUCH TOO TEMPTING A BAIT FOR THE G.O.M.

*Cartoon, 3 March 1886*

**Source C:** A leading Liberal opponent of Home Rule recalls a meeting with Gladstone in which he had raised objections to any concessions to Parnell.

As to a new parliament for the Irish in Dublin, I argued that Mr. Gladstone was surrendering all along the line. What if the Irish created a volunteer force and imposed import duties on British goods coming into Ireland? I thought he placed too much confidence in the Rebel Party [Parnell and the Home Rule Party]. The general feeling in the country was that any terms made with them would not be kept and the Home Rule arrangements would not last. I could not hope for any reconciliation with discontented and disloyal Ireland. Home Rule was offensive and distasteful to opinion in England.

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*John Bright, Diary, 20 March 1886*

**Source D:** The Prime Minister argues in the House of Commons that England should not rely on coercion but should grant Ireland Home Rule.

Agrarian crime in Ireland is as common as the laws intended to prevent it. In 1885 there were 1,057 serious offences. Agrarian crime is a symptom of a deeper problem. Has coercion been a cure? No, sir. We are not improving the situation by continuing to rely on coercive measures, rather, we are losing ground. Our ineffectual and immoral coercion is worn out. I ask that we should practise what we have so often preached to other nations – the concession of local self government which will strengthen unity and promote the peace, fame, power and permanence of our Empire.

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*Gladstone, speech, 8 April 1886*

### England in a New Century 1900–18

Study the four Sources on Women's Suffrage 1906–18, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

**6 (a)** Study Sources A and C

Compare these Sources as evidence for views on women being given the vote. [20]

**(b)** Study all the Sources

Using **all** of these Sources **and** your own knowledge, assess the view that the campaign for equality of suffrage for women stood a good chance of success from 1906 to 1918. [40]

[Total: 60 marks]

### Women's Suffrage 1906–18

**Source A:** Writing to Millicent Fawcett, the leader of the National Union of Women's Suffrage Societies (NUWSS), a leading social reformer explains her conversion to the cause of women's suffrage.

I used to believe that women were content to leave party politics to men in order to concentrate on female concerns. However, it is clear now that these concerns, such as the rearing of children, are becoming more and more important to the whole community. I can now see how this has made women more restless. They desire greater fulfilment by sharing in the government decision making in these areas, through representation in parliament.

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*Beatrice Webb, letter, November 1906*

**Source B:** Writing to Sir Edward Grey, the Foreign Secretary, the Home Secretary comments on the situation in parliament.

The essential difficulty for those supporting votes for women remains the divisions in all the political parties on the subject. On the merits of women's suffrage, the Cabinet stands at fifteen in favour and four against. That roughly represents the opinion on our Liberal side of the House of Commons. However, the Prime Minister [Asquith] remains totally opposed to women's suffrage. Those of us who agree with him have not yet pressed our views because the question was not put to the country during the 1906 General Election.

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*Herbert Gladstone, letter, October 1909*

**Source C:** In a letter to The Times newspaper, a distinguished doctor explains his opposition to giving women the vote.

For man, the nature of woman is full of difficulties. He is mystified by her recurring phases of hypersensitiveness, unreasonableness and loss of a sense of proportion. He is puzzled by the complete change of character in a woman who is childbearing. No doctor can ignore the fact that in the militant suffragette movement there is much mental disorder. The recruiting field of the suffragettes is the one million excess females who lack a husband, and who would be best advised to emigrate to the Empire to find one.

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*Sir Almroth Wright, March 1912*

**Source D:** The leaders of the Suffragists record the results of a private meeting between Mrs Fawcett and Sir John Simon. Simon represented the NUWSS at the special conference chaired by the Speaker of the House of Commons.

Millicent Fawcett reported that Sir John Simon, M.P., thought there was a good chance that the Speaker's Conference would recommend women's suffrage. But the danger would arise when the concrete proposals were discussed. He thought there was little chance of full adult suffrage being introduced, and that to push for it would risk losing any progress on women's votes. The problem was how to deal with the fact that there were more women than men. There was general agreement that raising the voting age for women was the least objectionable way of reducing their numbers as voters.

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*Minutes of the NUWSS Executive Committee, January 1917*

### Nazi Germany 1933–45

Study the four Sources on Propaganda and Indoctrination 1933–39, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

**7 (a) Study Sources B and C**

Compare these Sources as evidence for the success of Nazi methods of indoctrination. **[20]**

**(b) Study all the Sources**

Using **all** these Sources **and** your own knowledge, assess the view that propaganda and indoctrination enabled the Nazis to transform Germany between 1933 and 1939. **[40]**

**[Total: 60 marks]**

### Propaganda and Indoctrination, 1933–39

**Source A:** A German newspaper reports on the success of the ‘Day of National Unity’ [when German people were encouraged to make public gestures of unity and togetherness.]

The Day of National Solidarity has clearly demonstrated what a strong and decisive leadership filled with true National Socialist spirit has made of the German people. Germans previously were divided by class differences and pride in status. This day represents the clearest expression yet of our newly created National Community. Even high ranking officials did not regard themselves as too grand to go into the streets to make charity collections for their poorer national comrades.

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*Deutsche Zeitung, November 1935*

**Source B:** An SPD agent comments on the significance of the Nazi regime’s attempts to encourage and enforce membership of various mass organisations.

The purpose of all National Socialist mass organisations is the same. Whether one thinks of the Labour Front or the Hitler Youth, everywhere these organisations serve the same purpose: to involve the national comrades, not to leave them to themselves and if possible not to let them think at all. The ‘national comrade’ is to have no private life and above all he must give up all private activities. This has had an effect. In the old days people had their own pride in doing things for themselves, but now there are many who prefer the amusement and ‘relaxation’ organised by the state because it is less demanding.

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*SOPADE report, November 1935*

**Source C:** A government official points out that education and political indoctrination had mixed results.

There is full employment and rising wages. The theatres are fully booked, the cinemas full and the cafes are overflowing into the early hours with music and dancing. And yet, despite all this, the mood among large numbers of people is not one appropriate to a boom. It is in many cases depressed about the future. There is serious concern that sooner or later a war will put an end to the economic boom. Political indoctrination and education, particularly to prepare people for war, are completely inadequate. One can only regard them as an almost total failure.

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*Report of the Military Economic Inspectorates, October 1938*

**Source D:** A modern historian outlines the difference between the propaganda image and the reality of the achievement of a German National 'Folk Community' [Volksgemeinschaft].

The Nazi regime's greatest success was in its propaganda. Huge numbers of Germans became convinced, as a result of Goebbels' efforts, that they did live in a genuine 'Volksgemeinschaft'. The impression of national unity was achieved by membership of mass organisations and constant indoctrination. However, the reality was very different. The promise of 'National Revolution', the creating of a classless Germany with equal opportunity for all, was not fulfilled. Involvement in organised activities meant that a false air of unity could be created.

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*M. Hughes, Nationalism and Society, Germany 1800–1945, 1988*

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