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**ADVANCED SUBSIDIARY (AS)**  
General Certificate of Education  
2018

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# History

Assessment Unit AS 1  
Historical Investigations and Interpretations



SHY11

[SHY11]

**WEDNESDAY 16 MAY, AFTERNOON**

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## TIME

1 hour 30 minutes.

## INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklet provided.

Choose **one** option.

Answer Question **1(a)** or **1(b)** and Question **2** from your **chosen option**.

Indicate clearly on your Answer Booklet which option you have chosen.

## INFORMATION FOR CANDIDATES

The total mark for this paper is 60.

## Option 1: England 1509–1558

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

**Quality of written communication will be assessed in Question 1.**

### 1 Either

(a) Analyse the role played by Thomas Cranmer in achieving the Royal Divorce. [10]

Or

(b) Analyse the causes of the Many Headed Monster Rebellions of 1549. [10]

### 2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

#### **The Economic and Social Effects of the Dissolution of the Monasteries**

##### **Source 1**

Extract from a government document written by a Court official in 1539. It confirms the grant of some former monastic lands and properties to Sir Richard Rich MP. Rich was Chancellor of the Court of Augmentations.

The following lands and properties are to be given to the estate of Sir Richard Rich MP: first, the income from rent of some manors in County Essex, as well as the profits from some mills near Basildon. Both of these premises belonged to the late monastery of Stratford, Essex. In addition to the above properties and places, the possessions of the late Abbot of Stratford are granted to Sir Richard Rich. These are to include the great mansion and lands of the former house of the Augustinian friars in London. Sir Richard Rich is to hold the land of all the above properties by an annual rent of £10.

### Interpretation A

Extract from D. Rogerson, S. Ellsmore and D. Hudson, *The Early Tudors: England 1485–1558*, published in 2001.

As a result of the dissolution of the monasteries, the Crown acquired wealth through the sale of monastic lands after 1536. In fact, it had made about £800,000 by 1547 from these sales, which meant that Henry VIII's subjects were spared even harsher levels of taxation than they already suffered. However, the dissolution undoubtedly had a negative effect on the poor, whilst a significant number of monks and nuns also faced economic hardship.

The sale of former monastic lands meant that there was a transfer of power at local level. This resulted in the power of patronage being handed from the Church to squires, Justices of the Peace and the chief landowners. To say that there was a social revolution, leading to the rise of the gentry, would be wrong. Land had simply been transferred into the hands of men who were already powerful local figures in 1536.

© *The Early Tudors: England 1485-1558* by David Hudson and David Rogerson (ISBN: 978-0719574849) Published by Hodder Education, 2001

### Interpretation B

Extract from G.R. Elton, *England Under the Tudors*, published in 1974.

The dissolution of the monasteries had some important economic effects in rural areas of Tudor England. From 1538 onwards Cromwell organised the disposal of these monastic lands to the men who carried out the dissolution, such as government officials and courtiers. However, other groups in society also benefited economically, such as the gentry, who could buy or take up leases from the Crown. The dissolution of the monasteries had little impact on existing economic grievances in rural areas, such as enclosure.

The dissolution also had some negative social effects but the old image of exiled monks, wandering around England to die in ditches, was clearly inaccurate. Also the dissolution did not worsen the traditional problem of poor relief, or lead to a noticeable increase in the number of paupers. The most important effects of the dissolution were that it not only enriched the Crown but in the long term created a new social group of landowning gentry, who had purchased the former monastic estates. These radical and far-reaching changes in Tudor society were achieved with remarkable ease and thoroughness in a short period of time.

© *England Under the Tudors (History of English)* by G. R. Elton (ISBN: 978-0416787207) Published by Methuen Publishing Ltd, 1974

- (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the economic effects of the dissolution of the monasteries in England?

You must use contextual knowledge in your answer.

[20]

- (b) **Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the economic and social effects of the dissolution of the monasteries in England do you find more convincing?

[30]

## Option 2: England 1603–1649

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

Quality of written communication will be assessed in Question 1.

### 1 Either

(a) Analyse the impact of royal favourites in the reign of James I. [10]

Or

(b) Analyse the beliefs of the radical political groups which emerged between 1646 and 1649. [10]

2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

### The Personal Rule of Charles I 1629–1640

#### Source 1

Extract from a pamphlet written by John Bastwick in 1637. Bastwick was a famous Puritan writer and the author of several books. He is commenting on the religious policies of Charles I.

I ask you to look at the pride and ingratitude of the bishops of the Church of England. Great are their privileges and yet they are thankful neither to God nor the King. Instead, they appear to want even more power. They claim to have the keys to heaven and hell. They certainly have the keys to our purses and so take our money at their pleasure. They also have the keys to every prison in the land and have filled them with their critics. As for Archbishop Laud, he always has a great number of gentlemen around him to attend to his needs. Some even carry the tail of his robes as he walks about. He travels the country in great majesty and power, visiting universities and churches, with a whip in his hand, to punish all those naughty people who will not conform. The Church is now as full of ceremonies as a dog is full of fleas.

### Interpretation A

Extract from D.L. Smith, *The Double Crown*, published in 1998.

Charles I's programme during the Personal Rule was intensely divisive and gave rise to debate about important constitutional and religious issues. Although such debate was seldom voiced in public, it undeniably took place. It therefore seems likely that the calm of the Personal Rule was deceptive, and that, while the kingdom appeared quiet enough, deep tensions and grievances existed beneath the surface. Changes in court culture were extremely unwelcome. To many of Charles I's subjects, the court appeared to have fallen under Catholic influence, and they disapproved of the large sums of money spent on art. There was also more silent unease and dissent over Charles I's financial policies than was ever expressed in public. This was even more true with regard to religious policy, which divided people and caused heated debate.

© A History of the Modern British Isles 1603-1707: *The Double Crown* by David L. Smith (ISBN: 978-0631194026) Published by Blackwell Publishers Ltd, 1998

### Interpretation B

Extract from K. Sharpe, *The Personal Rule of Charles I*, published in 1983.

The 1630s in England were marked by calm and quiet. Peace brought an expansion of trade and the benefits of neutrality in a Europe at war. The merchants soon abandoned their protests over customs duties. There may well have been support for some royal initiatives, and there is evidence that, in 1633, Charles I was still a popular monarch. The budget was better balanced. Ship Money was generally paid, despite some difficulties. Undoubtedly, there were tensions and grievances; for example, Charles's religious policy, which was designed to unite his kingdoms, actually divided the Church of England and alienated some of the gentry. But such tensions and grievances neither hindered the government nor threatened revolt. In the surviving examples of letters and diaries, public and private, we find very few demands for a Parliament to be called. Nor should that surprise us.

© OCR A Level History: *Britain 1603-1760* by Nicholas Fellows and Mary Dicken (ISBN: 978-1471836701) Published by Hodder Education, 2015

- (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying attitudes towards the religious policies introduced during the Personal Rule of Charles I? You must use contextual knowledge in your answer. [20]
- (b) **Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the opposition to the policies of Charles I during the Personal Rule of 1629–1640 do you find more convincing? [30]

### Option 3: Britain in the Age of Reform 1830–1880

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

Quality of written communication will be assessed in Question 1.

#### 1 Either

(a) Analyse the reasons for the success of the Anti-Corn Law League. [10]

Or

(b) Analyse the impact of the economic and social reforms of Peel's Second Ministry between 1841 and 1846. [10]

2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

#### The Introduction and Impact of the Second Reform Act 1867

##### Source 1

Extract from a speech by Viscount Cranborne to the House of Commons, 30 May 1867. Cranborne was a former member of the Conservative Government. He is speaking during a parliamentary debate about the Second Reform Bill before it became law as the Second Reform Act in August 1867.

When the number of voters in a constituency is so large that it swamps every special local influence, the machinery of the local party organisation takes over. This party organisation is conducted by managers, men who give up their lives to the task. They are not usually men of the purest motives or highest character. The danger is that the practical government of the country will fall into the hands of these men rather than those who up until now have been recognised as the leaders of the people. I fear that the result will be that persons who are unwilling to shape their every idea in accordance with party doctrine will be entirely excluded from the House of Commons.

## Interpretation A

Extract from R. Blake, *The Conservative Party from Peel to Thatcher*, published in 1985.

The Reform Act, far from being forced on a reluctant Disraeli, represented the fulfilment of his early aspirations. Had he not frequently maintained that the Conservatives were the truly democratic party? Had he not advocated some kind of alliance between the aristocracy and the urban working class? The Reform Act of 1867 seemed to be connected with this vision of Tory democracy. While the new franchise did not lead to a Conservative breakthrough in 1868, the party undoubtedly triumphed in 1874. This could be seen as a direct benefit for the party from the Reform Act, which had significantly extended the franchise to the urban male working class. The social reforms of 1875–76 reinforce the view that the Conservative Party was appealing directly to the Conservative working man. Disraeli was therefore educating his party and preparing it for the inevitable future. However, it could be argued that the main reason that the Reform Act was introduced had nothing to do with political strategy or doctrine, but was a response to working class agitation organised through the Reform League.

© *Years of Expansion: British History, 1815-1914* by Michael Scott-Baumann  
(ISBN: 978-0340790816) Published by Hodder Education, 2002

## Interpretation B

Extract from P. Adelman, *Gladstone, Disraeli and Later Victorian Politics*, published in 1983.

Disraeli's attitude during the Reform crisis was purely opportunist. He neither sought to educate his party, nor displayed consistency in his support for democracy. Disraeli had two major aims: to destroy Gladstone's leadership of the Liberal Party, and, by seizing the initiative in reform himself, consolidate his own leadership of the Conservative Party. This point is particularly important in view of Disraeli's uncertain hold over the party. His brilliant tactical success in 1867 was not just a victory over Gladstone and the Liberals, but also a personal victory within his own party. It meant that Disraeli was going to run the Conservative Party, not Cranborne and Peel. Furthermore, while the Second Reform Act seemed to give effective political power to the working class, this "power" was confined to the great industrial cities. In the counties, Disraeli had extended the vote only to £12 householders, which meant that Conservative domination of rural Britain remained almost undisturbed.

© *The Age of Reform 1815-1870* by E. Llewellyn Woodward  
(ISBN: 978-0198217114) Published by Oxford University Press, 1962

- (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the Second Reform Act of 1867? You must use contextual knowledge in your answer. [20]
- (b) **Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the introduction and impact of the Second Reform Act of 1867 do you find more convincing? [30]

## Option 4: Italy and Germany 1815–1871

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

Quality of written communication will be assessed in Question 1.

### 1 Either

- (a) Analyse the aims of those who took part in the revolutions which broke out in the Italian states in 1848. [10]

Or

- (b) Analyse the role of Garibaldi in achieving the unification of Italy. [10]

### 2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

#### The Causes of the Franco-Prussian War 1870–1871

##### Source 1

Extract from Napoleon III's proclamation to the French nation, 25 July 1870.

Frenchmen – there are solemn moments when the national sense of honour determines the destiny of our country. One of these decisive hours has arrived for France. Both during and since the Austro-Prussian War of 1866, we have displayed a most conciliatory attitude towards Prussia but it has disregarded our good wishes and our patience. In fact, Prussia has provoked mistrust everywhere. Its actions in the Hohenzollern Candidature Crisis have resulted in a grave situation. It ignored our protests and treated us with contempt. Our country resented this treatment and a cry for war resounded from one end of France to the other. We do not make war on Germany, whose independence we respect. We wish that the great German people may freely choose their destiny. But the French people demand the establishment of a state of affairs which will guarantee our security and assure our future. We wish to win a lasting peace and put an end to the situation where all nations arm themselves one against the other. A great people which defends a just cause is invincible.

### Interpretation A

Extract from A.J.P. Taylor, *Bismarck. The Man and the Statesman*, published in 1955.

Bismarck had neither planned nor expected the Franco-Prussian War. But, once it became inevitable, he took the credit for it because he wanted to portray himself as the creator of Germany. The war with France had to appear necessary, inevitable and part of the great statesman's masterplan. In fact, Lothar Bucher, Bismarck's closest associate, was soon calling the Hohenzollern Candidature Crisis "a trap for France" and Bismarck himself claimed to have provoked the Franco-Prussian War by the Ems telegram. Yet Germany had no reason for a war against France. In truth, the French blundered into a war which was welcomed by Napoleon III, Foreign Minister Antoine Gramont and French public opinion. In fact, Gramont wanted to humiliate Prussia and restore French supremacy in Europe.

© *Bismarck: The Man and the Statesman* by A. J. P. Taylor  
(ISBN: 978-0241900604) Published by Hamish Hamilton Ltd, 1955

### Interpretation B

Extract from E. Crankshaw, *Bismarck*, published in 1981.

Bismarck was perfectly ready not only to go to war but also to engineer a war if what he regarded as the vital interests of Prussia were at stake. In 1870 his actions in the Hohenzollern Candidature Crisis indicated a determination to increase Prussian power at the expense of France. In the process he hoped to provoke the French into expressions of hostility which would compel all the German states to work together against the common enemy. If Bismarck was not seeking a war with France, he was working very hard for the public humiliation of Napoleon III, which itself would have led to war or the end of the French Second Empire. All Bismarck's efforts were therefore deliberately directed against France in a way which no self-respecting ruler could be expected to tolerate.

© *Bismarck* by Edward Crankshaw (ISBN: 978-0670169825) Published by Viking Press, 1981

- (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the causes of the Franco-Prussian War? You must use contextual knowledge in your answer. [20]
- (b) **Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the causes of the Franco-Prussian War of 1870–1871 do you find more convincing? [30]

## Option 5: Germany 1919–1945

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

Quality of written communication will be assessed in Question 1.

### 1 Either

- (a) Analyse why the Weimar Republic experienced political instability between 1919 and 1923. [10]

Or

- (b) Analyse the different groups in Germany who opposed and resisted the Nazi regime in the period 1939–1945. [10]

### 2 Read Source 1, Interpretation A and Interpretation B and answer the questions which follow:

#### The Creation of the Nazi Dictatorship 1933–1934

##### Source 1

Extract from the memoirs of Rudolf Diels, published in 1950. Diels was the first Head of the Gestapo until he was dismissed in April 1934. He is recalling the Reichstag Fire on the evening of 27 February 1933.

Shortly after my arrival at the burning Reichstag, the National Socialist elite arrived. Göring came towards me. His voice was heavy with the emotion of the dramatic moment. He said: "This is the beginning of the Communist revolt, they will start their attack now." Hitler turned to the assembled company. I saw that his face was purple with agitation and with the heat gathering in the dome of the Reichstag. He shouted uncontrollably, as I had never seen him do before, as if he was going to burst. Hitler said: "There will be no mercy now. Anyone who stands in our way will be cut down. Every Communist official will be shot where he is found. The Communist deputies must be hanged this very night. Everybody involved with the Communists must be arrested." I reported on the results of the first interrogations of Marinus van der Lubbe, informing Hitler that, in my opinion, Lubbe was a maniac. His voluntary confession convinced me that he had acted alone. But I had come to the wrong man with this opinion and Hitler ridiculed me.

### Interpretation A

Extract from J.W. Bendersky, *A History of Nazi Germany*, published in 1985.

Hitler's "Legal Revolution" would not be completed until August 1934. He used the power of the state to consolidate his control, eliminate opposition and initiate a revolution from above. The mask of legality was crucial in allowing Hitler to gain more and more power. The Reichstag elections of 5 March 1933 were part of his overall legal strategy, since they would provide him with a popular mandate for the rule of his party. A Nazi majority could legally turn Nazi policies into law. During the election campaign, as a consequence of the Reichstag Fire, President Hindenburg issued the Decree for the Protection of the People and State. The decree suspended most civil liberties and legalised the suppression of the communists. The most crucial step in establishing the Nazi dictatorship came with the Enabling Law of 24 March 1933. The Enabling Law put Hitler in a position from which he could legally transform the state.

© *A history of Nazi Germany* by Joseph W. Bendersky (ISBN: 978-0882298290) Published by Nelson Hall, 1985

### Interpretation B

Extract from J. Noakes and G. Pridham, *Nazism 1919–1945*, published in 1983.

The degree of violence and intimidation exercised by the Nazis has sometimes been underestimated in those interpretations of the Nazi seizure of power which have stressed its supposed legality. The maintenance of an appearance of legality was undoubtedly an important element in Hitler's strategy. However, it was only one aspect of the situation. The seizure of power was in fact anything but peaceful. During March 1933, there began a revolution from below on the part of the local Nazi organisations which interfered in a totally random manner with the State administration throughout 1933. The pressure from below erupted into an orgy of violence against the Party's opponents. A regime of terror and intimidation was to follow which came to a head in June 1934.

© *Nazism 1919-1945, 1: The Rise to Power, 1919-34* by Jeremy Noakes and Geoffrey Pridham (ISBN: 978-0859891745) Published by University of Exeter Press, 1983

- (a) **Study Source 1.** How useful is Source 1 as evidence for an historian studying the consequences of the Reichstag Fire? You must use contextual knowledge in your answer. [20]
- (b) **Study Interpretation A and Interpretation B.** Historians have different views about particular issues. Using both interpretations, and your understanding of the historical context, which of these different interpretations of the means by which the Nazis created a dictatorship in the period 1933–1934 do you find more convincing? [30]

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

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