Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

any two: limited to one place, period or issue; answerable with the sources available in 2,200 words; asks "to what extent / how far / why", so it needs an argument; the topic is at least ten years in the past

2.2

(a) not suitable: far too wide, no focus, and it asks for narrative; (b) suitable: one place, one event, one cause to weigh; improved (a), e.g. "To what extent did air power decide the Battle of Britain, July–October 1940?"

2.3

value: written by the US president during the crisis (origin), so it shows the terms the US offered at the time, not a later memory; limitation: its purpose was to persuade the Soviet leader, so it may hide what the US was really ready to give, e.g. the secret promise about missiles in Turkey

2.4

refers to a method of the historian, e.g. comparing sources that disagree; links it to the student's own investigation, e.g. the memoir and the report; names a challenge, e.g. memoirs written later may be shaped by memory or self-justification; explains how the student dealt with it, e.g. checked dates and numbers against a third source; a wider point, e.g. history depends on the selection of evidence, so two honest historians may disagree

3.1

Source A value: the prime minister speaking during the Munich crisis (origin), so it shows the government's own case for appeasement at the time; its content ("a quarrel in a far-away country") shows how he expected the public to feel; Source A limitation: its purpose was to persuade the public, so it shows the government's view, not public opinion itself; Source B value: written by a historian with access to records and surveys, with hindsight and a wider view; Source B limitation: written over fifty years later, its selection may reflect its own argument; surveys in the 1930s were few and small; links each value and limitation to origin, purpose or content

3.2

a clear analytical point that answers the question; precise evidence, e.g. the crowds that cheered Chamberlain after Munich (30 September 1938); a second perspective, e.g. many Labour supporters, Churchill and others opposed the agreement; evaluation of the evidence or perspectives, e.g. crowds are not a measure of the whole country; a link back to the question

3.3

any two, explained: few reliable opinion surveys existed, so historians depend on newspapers, letters or elections, which may not represent everyone; newspapers had their own owners and aims, so they may shape opinion rather than show it; people may hide their real views, e.g. under pressure or out of loyalty; opinion changed quickly during a crisis, so evidence from one week may not fit the next

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