

**Published Mark Schemes for
GCE AS History**

Summer 2010

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**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2010)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2010**

History

Assessment Unit AS 1

[AH111]

WEDNESDAY 16 JUNE, AFTERNOON

**MARK
SCHEME**

Level of response mark grid

This level of response grid has been developed as a general basis for marking candidates' work, according to the following assessment objectives:

AO1a recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner;

AO1b present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements;

AO2 In relation to historical context:

- interpret, evaluate and use a range of source material;
- explain and evaluate interpretations of historical events and topics studied.

The grid should be used in conjunction with the information on indicative content outlined for each assessment unit.

Level	Assessment Objective 1a	Assessment Objective 1b	Assessment Objective 2
	Answers at this level will:	Answers at this level will:	Answers at this level will:
1	recall, select and deploy some accurate factual knowledge and communicate limited understanding in narrative form. There will be evidence of an attempt to structure and present answers in a coherent manner.	display a basic understanding of the topic; some comments may be relevant, but general and there may be assertions and judgements which require supporting evidence.	paraphrase sources or rely on direct quotation when commenting. There may be some attempt to evaluate the sources without adequate analysis of context and limited recognition of the possibility of debate surrounding an event or topic.
2	be quite accurate, contain some detail and show understanding through a mainly narrative approach. Communication may have occasional lapses of clarity and/or coherence.	display general understanding of the topic and its associated concepts and offer explanations which are mostly relevant, although there may be limited analysis and a tendency to digress. There will be some supporting evidence for assertions and judgements.	combine paraphrasing with partial interpretation of sources and offer some additional comment on their significance. There will be some ability to compare sources and an attempt to explain different approaches to and interpretations of the event or topic. Evaluation may be limited.
3	contain appropriate examples with illustrative and supportive factual evidence and show understanding and ability to engage with the issues raised by the questions in a clear and coherent manner.	display good breadth of understanding of the topic and its associated concepts. Analysis is generally informed and suitably illustrated to support explanations and judgements.	display accurate comprehension of sources and/or the interpretation they contain and assess their utility, supported by contextual reference, e.g. author and date. There will be an ability to present and evaluate different arguments for and against particular interpretations of an event or topic.
4	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience, etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

Option 1: England 1520–1570

AVAILABLE
MARKS

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

- 1 (a) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about lay criticism of the wealth, power or pretensions of the clergy. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will probably include some detail about the grounds for lay criticism of the clergy: the wealth of the upper clergy, simony, the power of the clergy as exercised in the ecclesiastical courts and the demand for tithes and fees, the overall quality of the performance of the lower, parish clergy, pluralism and consequently absenteeism. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more developed explanation and analysis of the features of anti-clericalism. Better educated laymen expected more of the clergy and their criticism had added force through their dissemination in print. Anti-clericalism found expression in the early years of the Reformation Parliament in attacks and legislation concerning excessive probate, mortuary fees and the right of clerics to hold a plurality of benefices. These were spontaneous outbursts, unprompted by the government and evidence of genuine anti-clericalism. However, the quality of the clergy was rising in this period and anti-clericalism did not necessarily mean disagreement with established doctrine or beliefs. Extensive church rebuilding is evidence of attachment to the Church and its institutions. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers will display a secure, informed understanding of anti-clericalism. More recent interpretations discredit the degree of anti-clericalism and see evidence of it as exceptions rather than the rule. The laity may have had gripes about the clergy and some were an easy target for abuse but most carried out an important function in society and earned respect. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some vague, unsupported assertions about the response of Elizabeth to the economic and social problems England faced in the period 1559–1570. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer may contain some explanation, analysis and judgement. Answers will start to explain in general terms how Elizabeth responded to the economic and social problems England faced. Answers may refer to some of the following policies. In the area of royal revenue they may mention the 1558 Book of Rates. In the area of trade and industry they may refer to the Statute of Artificers of 1563. They may also mention the complete re-coinage which was achieved. In the area of poor relief they may mention the 1563 Beggars Act. Answers will be mainly narrative with gaps in knowledge, while development of the answer will be limited. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more developed explanation. Answers will look at a variety of areas of reform and expand on policies mentioned in Level 2. They may mention how the Statute of Artificers of 1563 regulated the conditions of employment of the mass of the population. All craftsmen were to serve a seven year apprenticeship or work in agriculture. This helped combat vagrancy. The re-coinage scheme helped restore domestic and foreign confidence in the currency. The 1563 Beggars Act introduced an element of compulsion in the collection of funds for poor relief. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers at this level will cover a variety of areas of reform. They may appreciate that Elizabeth tended to finish what Mary had started. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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- 2 (a) **This question targets AO2a:** as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers will probably interpret some, but not all, of the following points. This is an oath from Robert Aske, leader of the Pilgrimage of Grace in 1536. It is a religious oath and professes loyalty to the King. It asks for the restoration of the true Church. This answer mainly deals with the content of the source and analysis is limited.

Level 3 ([7]–[9])

Answers may attempt to exploit and analyse the source more comprehensively. Robert Aske and the pilgrims are professing their loyalty to the King and are implying that the problem lies with councillors and not the King himself. The source shows their commitment to the cause and their religious zeal. The tone is one of

respect and loyalty and they appear non-violent. This answer will mainly deal with the content of the source with some attempted analysis.

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but in the quality of the evidence. The candidate will also exploit the limits of the source and include contextual information. It is written just after the dissolution of the monasteries when rumours were circulating as to what would happen next. Robert Aske does appeal to the gentry, who at this time were concerned about political interference and not religious reform. The gentry were able to use the fear of the lower classes to fuel a rebellion. Both classes were rebelling for different reasons. The source infers that it is not just due to religious change but that many were also unhappy with Henry's council. This could be referring to Cromwell and his interference. The source is limited as it only deals with religious causes of the rebellion and, although it implies political factors, it does not expand. Also it fails to mention the economic situation at the time and how this could have been a contributing factor. [13]

- (b) **This question targets AO2:** As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination and in relation to the historical context, analyse and evaluate how aspects of the past have been interpreted and represented in different ways;

and AO1b: demonstrate understanding of the past through explanation and analysis and arriving at substantiated judgements.

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]–[2]) AO2b

AO1b:

KNOWLEDGE: Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. For example, it may be an account of the Pilgrimage of Grace but fail to focus on the question.

AO2a:

SOURCES: Answers will merely paraphrase the sources and fail to utilise the source content to address the question.

AO2b:

INTERPRETATIONS: There will be little or no awareness of interpretation. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the answer.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b**AO1b:**

KNOWLEDGE: Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis or judgement. For example, there may be a partial account of the role religion played in the Pilgrimage of Grace but there will be no mention of other factors.

AO2a:

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, source 1 highlights the religious causes of the rebellion. Source 2 comments on Christ hanging on the cross and how it was a holy pilgrimage. Source 3 comments on the role of the clergy and how the lower classes were full of religious passion.

AO2b:

INTERPRETATIONS: Answers at this level will have some awareness of contemporary or later interpretations of this subject. They will have frequent lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b**AO1b:**

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are developed and substantiated. For example, answers may focus on the religious factors which contributed to the rebellion such as Henry's reforms and most importantly the dissolution of the monasteries. However, they may also mention other factors which contributed to the rebellion. The gentry were unhappy with government intervention, especially the work of Cromwell. Although the lower classes were fuelled by their religious desires, they were facing economic hardship at this time which might have been a contributing factor. There was also much rumour and speculation as to what would happen next. This provoked panic amongst the lower classes.

AO2a:

SOURCES: Answers will use the sources in the context of the inquiry. There may be an imbalance of evaluation. For example, one source may be neglected. Source 1 highlights the religious commitment of the pilgrims. Not only did they wish to see a return to the true Church but they also wished to cleanse the Council. Therefore, this implies political motivation. Source 2 also highlights the religious passion of the masses. However, it does refer to their ignorance and implies that they were deluded and used by the gentry, perhaps for political grievances. Source 3 is from an historian who implies that the causes of the Pilgrimage of Grace were complex. However, he reminds us that we must not forget how significant religion was to the masses.

AO2b:

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of this subject. For example, they may comment how at the time contemporaries viewed the rebellion as merely religious. They may also mention the opinion of the gentry and how they were more concerned with political interference. Answers may mention that some historians believe the pilgrimage was due to a variety of factors, not just religion. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; at times the style of the writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b**AO1b:**

KNOWLEDGE: Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are very well developed and substantiated. Top answers will assess to what extent the pilgrimage was due to religious causes. Answers may question its significance and look at the role played by the gentry. They may mention how the gentry used the fear of the masses for political purposes. They may also question the role attributed to economic factors and the effect of poor harvests and depression.

AO2a:

SOURCES: Answers will fully use the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment. For example, source 1 was a piece of propaganda to gain the support of the lower classes, it made them feel part of something and gave them an arena where they could express their grievances. Although it mentions they will not use violence, contextual knowledge suggests the

opposite. Source 2 is written by a strong advocate of the Tudor dynasty, therefore he will be a firm supporter of Henry VIII. His language and tone are highly critical of the rebellion and the purpose of this source is to enhance the reputation of Henry VIII. Source 3 is a modern interpretation of the rebellion. It highlights the importance of religion but also mention other areas which might have contributed to the pilgrimage. These include the role of the Court and the regionalism of the rebellion.

AO2b:

INTERPRETATIONS: Answers will provide a good analysis and evaluation of this subject with regard to contemporary and later interpretations. Candidates may elaborate upon some of the points mentioned in level 3 and include other interpretations. They may mention specific historians and mention how recent assessment has questioned the role of religion. They will display a good awareness of the nature of the historical debate and how different schools lay emphasis upon socio-economic and political forces rather than religious causes of the rebellion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[35]

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Option 1

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Option 2: England 1603–1649

AVAILABLE
MARKS

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

- 1 (a) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically make some vague and superficial remarks about James I's foreign policy. Meaning may not always be clear because of illegibility, inaccuracies in spelling, punctuation and grammar, as well as shortcomings in the structure and organisation of ideas.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis.

Answers will be better informed and show some details of James I's foreign policy. James styled himself as the "Rex Pacificus" and sought to keep England out of conflict. He attempted to act as a mediator in Europe and used the marriages of his children as his main foreign policy initiative. The answers will have some supporting evidence. Answers will have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional lapses in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will begin to give a balanced, substantiated understanding of royal foreign policy.

Level 3 answers will be more detailed covering a wider range of policies. James's failure to enter the Thirty Years War provoked opposition at home and abroad although avoiding being drawn into this long and costly war could be seen as one of his main successes. James also used the marriage of his children to further his interests abroad. He married Elizabeth to Frederick of the Palatinate, although this alliance was to put pressure on James to come to his son-in-law's assistance during the Thirty Years War. He attempted to improve relations with Spain by maintaining a close relationship with their ambassador and even ordering the execution of Sir Walter Raleigh for his attacks on the Spanish in South America. His attempt to secure a Spanish marriage for his son Charles ended in the farcical trip to Madrid. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Level 4 answers will be well informed and focused, developing many of the points mentioned in Level 3. James sought to bring and maintain peace in foreign affairs and began his reign by signing the 1604 Treaty of London with Spain. Later he played an important role as mediator in the Julich-Cleves dispute. Remaining neutral in the Thirty Years War was also an astute and effective policy. By the end of his reign James was being drawn into the European conflict on the instigation of his son Charles. Even then James warned Charles and Buckingham about the dangers of abandoning neutrality and entering war, especially at the beckoning of Parliament. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be inaccurate and provide a superficial explanation of the reasons for the execution of Charles I. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be better informed and start to explain some of the key reasons for the execution of the King. For example, Charles I's decision to start the disastrous Second Civil War was crucial. Answers may have some lapses in meaning due to inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed understanding, explanation and analysis.

Answers will be more detailed and show greater awareness of the causes of Charles I's execution. The alliance with the Scots and the beginning of a second Civil War confirmed in Parliament's mind that Charles could not be negotiated with. Charles' prevarication had ensured that any opportunity for compromise had passed. The politicisation of the Army was to be crucial in creating the circumstances for his trial and execution. Reference may be made to the role of Holles and the Presbyterians in provoking this politicisation. Pride's Purge and the creation of the Rump Parliament allowed the Army leaders intent upon his execution to secure Parliamentary backing for the trial. His attitude and actions during his trial may also be considered. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Level 4 answers will explain more fully many of the points raised in Level 3. The role of Oliver Cromwell and his determination to rid England of the "man of blood" may be addressed. The context of the Windsor prayer meeting may be noted here. Certainly the Army played a central role and of the 59 signatories of his death warrant the largest body were military leaders. Candidates may argue that some of Charles' actions before and during the First Civil War contributed to his eventual downfall. There is little doubt, however, that it was his indecision and failure to compromise after his defeat in the First Civil War that ensured his enemies felt they had no option but to remove him. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

12

- 2 (a) **This question targets AO2a:** as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may paraphrase or quote at length from the source but fail to comment on the points raised in the light of the question.

Level 2 ([4]–[6])

Answers will limit their response to the content of the source and assess its utility. For example, the source argues that the New Model Army soldiers were "all well disciplined". The newspaper outlines the punishments for soldiers who stepped out of line and the rush of "volunteers" to join the ranks of the Parliamentary Army.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively, focusing totally or mainly on its **merits as evidence** in a study of the effectiveness of the New Model Army in the English Civil War. The source states that Cromwell's army is "made up of two thousand brave men". It suggests that the Parliamentary Army is exceptionally well disciplined, fining drunk soldiers and dismissing any who committed the crime of calling a fellow soldier a "Roundhead". The newspaper notes the popularity of the army and the joy that ordinary people are taking in its success. It also implies that their opponents, the Royalists, are not so well organised or led and would benefit from adopting the disciplined approach of the New Model Army. Answers at this level should also place some value on the nature of the evidence. The source is taken from a Parliamentary newspaper written during the conflict itself providing a detailed account of the disciplinary procedure of the Parliamentarian Army. It is designed not only to report the events of the war but also to win support for their side in the conflict. It is little wonder that the merits of the army are reported and a favourable comparison drawn with their enemy.

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that the value of the source does not just lie in its content but in the quality of the evidence. Answers will not only discuss the **strengths** of the source but **also its limitations**. The newspaper was published in May 1645 and focuses on the attempt by Cromwell to improve the discipline of the Parliamentary forces. While the source acknowledges the success of this policy in recruiting volunteers it fails to address the other strengths of the New Model Army. It was a national army that promoted on merit and paid its soldiers well. The author's allegiance is clear in his description of the soldiers as "brave" and it is perhaps a little exaggerated to suggest that "all" the soldiers were so well disciplined. The purpose is clearly to win support for the Parliamentarian cause and perhaps recruit further for their army. Good candidates may note that the article is actually written before the New Model Army's decisive intervention at the battle of Naseby. Candidates who reflect along these lines and use contextual knowledge to indicate where they perceive shortcomings in the source, can be rewarded with the very top mark. [13]

- (b) This question targets AO1b:** the candidate's ability to demonstrate understanding of the past through explanation and analysis and arrive at substantiated judgements;

and AO2: as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination; analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

Level 1 ([0]–[3]) AO1b, ([0]–[3]) AO2a, ([0]–[2]) AO2b**AO1b:**

KNOWLEDGE: Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis.

AO2a:

SOURCES: Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which the New Model Army was responsible for Parliament's victory in the Civil War.

AO2b:

INTERPRETATIONS: Answers will reveal little or no awareness of contemporary or later interpretations of the extent to which the New Model Army was responsible for Parliament's victory in the Civil War. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

Level 2 ([4]–[6]) AO1b, ([4]–[6]) AO2a, ([3]–[5]) AO2b**AO1(b):**

KNOWLEDGE: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answer contains some explanation, analysis or judgement. For example, there may be a partial account of the role of the New Model Army in securing Parliament's victory.

AO2a:

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, source 1 suggests that the Army was very well disciplined. In source 2 the importance of the income Parliament derived from its direct tax is outlined.

AO2b:

INTERPRETATIONS: There will be some awareness of contemporary or later interpretations of this subject. There will be frequent lapses of meaning due to shortcomings in legibility, spelling, punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9]) AO1b, ([7]–[9]) AO2a, ([6]–[8]) AO2b**AO1b:**

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example, there will be a more complete account of the reasons for Parliament's success in the Civil War. The role of the New Model Army will be more fully addressed including the significance of key battles such as Naseby and Langport. Indeed the Royalist army was unable to recover from its comprehensive defeat at Naseby. Candidates may explain the importance of Parliamentary control of London and the navy. Pym's financial policies and the alliance with the Scots enabled Parliament to endure the long drawn out war better than the King. Some consideration may be given to the weaknesses of the Royalist cause particularly in its finances and leadership.

AO2a:

SOURCES: Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation. For example, one source may be neglected. Source 1 highlights the discipline of Cromwell's army and its popularity. The author suggests that this is having a positive benefit for recruitment with "many more volunteers" joining up. The source implies that the Royalist forces are not so well disciplined. Source 2 reveals how Parliament raised finances for its war effort by introducing a direct income tax. The ordinance suggests that these taxes are instrumental in saving the Kingdom from "utter ruin and destruction". The fact that the tax was to be collected weekly also reveals how Parliament used taxation to provide a regular income for its military campaign and helps explain how they were able to survive such a long conflict. Source 3 argues that the reasons for Parliament's victory are widespread. Wilkinson echoes Source 1 by acknowledging the discipline of the New Model Army while also highlighting its leadership and equipment. However, other factors are also recognised as important including Parliament's superior resources, the role of the Scots, the control of the navy and Charles I's weaknesses as a military leader.

AO2b:

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of the subject. For example, contemporaries acknowledged the importance of the leadership of Cromwell and Fairfax, and the leadership of Charles I was widely castigated even among some of his own supporters. In Source 3 Wilkinson argues that the creation of the New Model Army was the "single greatest reason for Parliament's victory". Candidates should provide interpretations by way of appropriate comments which attempt to assess the extent to which this interpretation is correct and perhaps suggest alternative key factors argued by other historians. Answers at this level will be characterised by clarity of meaning due to

legibility, accurate spelling, punctuation and grammar; at times the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO1b, ([10]–[12]) AO2a, ([9]–[11]) AO2b

AO1b:

KNOWLEDGE: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will assess to what extent the New Model Army was the main reason for Parliament's success in the Civil War. The New Model Army displayed a discipline and tactical awareness superior to its Royalist opponents. Officers were promoted on merit, soldiers were well paid and Cromwell and Fairfax provided authoritarian and inspirational leadership. Cromwell's cavalry was of particular importance on the battlefield. The leadership of the Royalist army was weakened by the King's determination to be responsible for the overall strategy of the war effort. Charles frequently ignored the advice of more experienced and able commanders. Control of the navy enabled Parliament to bring in resources from abroad and prevent the King accessing help from foreign allies. Answers may explain how Parliament increasingly held the upper hand as the war dragged on. In the early months of the conflict the advantage lay with the Royalists and John Pym deserves credit for strengthening the Parliamentary cause through his taxation policies and his creation of an alliance with the Scots. Central to Parliament's victory was its control of London. As it was the largest port in the country, they were able to benefit financially from taxing its population and borrowing from the wealthy merchants. It also provided a well trained militia and a large arsenal at the Tower of London.

AO2a:

SOURCES: Answers will fully evaluate the sources in the context of the inquiry using this information to inform the response. For example, Source 1 highlights the effectiveness of the New Model Army and how its membership was increasing as "many more volunteers" joined the Parliamentary forces. The author implies that Parliament's army is better disciplined than its Royalist counterparts although no evidence is supplied to support this analysis and given that the article is taken from a Parliamentary newspaper it is unlikely to provide a balanced analysis of the two sides' strengths. A very good candidate may utilise contextual knowledge to note how Royalist troops often did lack discipline and their indiscriminate actions caused opposition in the localities. Indeed the extract provides little explanation for Parliament's success in the war aside from acknowledging the discipline of their troops and that they were "brave". Source 2 provides a justification for the introduction of a direct tax on income. The Parliamentary ordinance argues that to achieve victory in the war a "large sum of money" needs to be raised quickly. Both sides resorted to raising unpopular levies

although there is no doubt that the ability of Parliament to raise sufficient, regular funds was to prove vital in securing the eventual defeat of the Royalists. Source 3 argues that Parliament's success in the war was down to a number of factors. Wilkinson suggests that a mixture of frustration and determination resulted in the formation of the New Model Army and that it was to prove decisive. However, the New Model Army only came into existence near the end of the war and it was Parliament's ability to survive the early Royalist advance which allowed it to succeed in 1645. The New Model Army alone, therefore, cannot be considered the cause of Parliament's victory.

AO2b:

INTERPRETATIONS: There will be a good analysis and evaluation of contemporary and later interpretations of this subject. Answers may refer to contemporary opinion to illustrate the inadequacies of the Royalist war effort and how opposition to it increased as the conflict progressed. Accounts of Royalist atrocities fuelled the criticism of the King although many of these reports were circulated by Parliamentary propaganda pamphlets. Many ordinary people resented the imposition of new taxes and voiced their opposition to both sides. Candidates may exploit the content of Source 3 to explain the interpretation that the New Model Army was the most important factor in Parliament's success. Wilkinson argues that its creation broke the stalemate and led directly to the defeat of the King. Modern historians' opinions may be utilised to support this interpretation or to suggest that other factors were more significant. Candidates should provide interpretations by way of appropriate comments which attempt to assess the extent to which the New Model Army was responsible for Parliament's victory in the Civil War. Answers will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; appropriate style of writing, with good organisation and appropriate use of key words.

[35]

48

Option 2

60

Option 3: England 1815–1868

AVAILABLE
MARKS

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

- 1 (a) This question targets AO1a and AO1b: to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers will recall, select and deploy historical knowledge in an episodic and largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be vague and superficial about the failure of Chartism. Meaning may not be always clear because of illegibility, inaccuracies in grammar and structure.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answers contain some understanding, analysis and explanation. Answers will be better informed and refer to some of the reasons for the failure of Chartism. For example, the Charter was overambitious, and there were divisions among the Chartist leadership.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more explanation and analysis. Answers will be more detailed about the failure of Chartism. The movement had too many aims – six in all – while the Anti-Corn Law League had one. Moreover, some of the aims were too unrealistic for that period, e.g. annual parliaments, payment for MPs. Chartism had no clearly identifiable leader. Quarrels over tactics undermined the movement. Peel's government faced Chartism with a mixture of reform and firmness. There will be clarity of meaning due to legibility, accurate spelling, punctuation and grammar, with good organisation and the use of some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers will be well informed about the reasons for the failure of Chartism. The problems of the Charter, leadership quarrels and response of government will be enhanced with a fuller range of additional comments. Peel's social and economic reforms in the 1840s were partly motivated to undermine the validity of Chartist grievances. Both Conservatives and Whigs were prepared to use, in a proportionate fashion, those instruments of the state necessary to curb any Chartist violence. The Rural Police Act of 1839 and the nationwide system of railways were well utilised. The Chartists

failed to win the support of the middle classes. Parliament and the establishment were unwilling to make the kind of drastic concessions associated with the recent Reform Act of 1832. Chartism was weakened by regional differences, in the form of leadership rivalry and disputes over the priority of aims. Answers will display clarity through legibility, accurate grammar and appropriate use of specialist vocabulary. [12]

- (b) This question targets AO1a and AO1b:** to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers will recall, select and deploy historical knowledge in an episodic and largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be vague and superficial about the divisions in the Conservative Party. Meaning may not always be clear because of illegibility, inaccuracies in grammar and structure.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answers contain some understanding, analysis and explanation. Answers will be better informed and refer to some causes of divisions. For example, the legacy of the repeal of the Corn Laws in 1846.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more explanation and analysis. Answers will be more detailed about the divisions among the Conservatives. Peel's move to repeal the Corn Laws brought to a head many long-standing ideological divisions between those in the Party who believed such a step was appropriate and by those "Protectionists" who said that the Party had a special obligation to the agricultural interest. It is valid for answers to reflect that these fundamental differences were noticeable in the years before 1846. For example, the general election success of 1841 was not an endorsement of Peelite Conservatism, and during the ministry of 1841–46 there were clear signs of tension between Peel and a large section of his backbenchers who resented any notion towards free trade and any attempt to place the interests of industry (the middle class) on an equal footing with the landed interest. For example, there were open revolts over a Factory Act and a proposal to reduce the duty on foreign sugar. There will be clarity of meaning due to legibility, good grammar, organisation and the use of some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers will be well informed about the reasons for Conservative divisions. Peel can be partly blamed, as he made no attempt to reunite the party in the years up to his death in 1850. The Peelites, the distinct group of Conservative free traders who remained loyal to Peel for the duration of this period, also contributed to the split. They were the most able and articulate group within the Conservative ranks, yet they failed to reconcile themselves with the “Protectionist” wing. A negative achievement of the Peelites was to keep the Conservatives out of power for most of this period. The Party leader, The Earl of Derby, who on three occasions led minority governments, made repeated but unsuccessful efforts to bring them back. The ideological differences over free trade were a potent barrier to any reconciliation. Additionally, many Peelites were also in favour of religious toleration and had followed their leader in his policies to give greater freedom and educational opportunity to Catholics in Ireland. By the 1850s, even Gladstone, the most prominent opponent of the Maynooth Grant in 1845, had softened his views. Both the conduct of Disraeli in Peel’s downfall and the response of the Peelites to him compounded divisions in the years that followed. Disraeli was the most capable member of the Conservatives outside the Peelite circle, yet he was resented by Peel’s supporters because of his social background and the fact that his rapid climb through the ranks of the party had been so dependent on free trade, the issue on which they felt most strongly, and on which he had brought their leader down. Derby’s negotiations to bring leading Peelites back into the Conservative fold were often wrecked by the presence on his side of Disraeli. [12]

12

- 2 (a) **This question targets AO2a:** as part of an historical inquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answers.

Level 1 ([0]–[3])

Answers may paraphrase or quote at length from the source but fail to comment on the points raised by the question.

Level 2 ([4]–[6])

Answers will limit their response to the content of the source and assess its utility. For example, the source reveals that Peel is willing to reject an offer of a Cabinet position because of his differences with Canning. This indicates that he is a politician of principle, with strong convictions.

Level 3 ([7]–[9])

Answers will utilise the sources more comprehensively, focusing totally or mainly on its **merits as evidence** in a study of Peel’s career up to 1832. First, the source is a private communication, in the form of a letter, thus revealing Peel’s personal thoughts. The letter is addressed

to Canning on the occasion of his appointment as PM, and shows that Peel is unwilling to serve under him in a Cabinet post. The reasons Peel provides contribute to a study of his political career. For example, Peel has served in Lord Liverpool's administrations for eleven years, thus implying that he was a valued member of the Tory Party. Moreover, Peel explains that his opposition to Catholic emancipation, a measure which Canning endorses, is the greatest obstacle to his participation in a Canning government. Furthermore, Peel is convinced that this question is of such significance that he cannot serve Canning – “the most powerful supporter” – while suppressing his views on this issue. The letter also reveals that Peel's anti-emancipation stance was shared by Liverpool – “the most powerful opponent” – and there is a suggestion that Peel is motivated by loyalty to his recently departed party leader. Finally, Peel concludes by indicating his refusal was made “without hesitation”, thus showing how deep his political convictions could not be diluted merely by the attraction of political office.

Level 4 ([10]–[13])

Answers will not only discuss the **merits** of the source but also its **limitations**. Answers which utilise contextual knowledge to assess the value of the source should be rewarded with a very high mark. The source reveals nothing of Peel's career after 1827. For example, Peel's attitude to emancipation was to change the following year, after O'Connell's victory in the Clare by-election made unrest likely if the Tory government failed to acquiesce. While emancipation was a key reason for Peel's rebuttal of Canning, it was not the only one. Canning's personality, his conduct as Foreign Secretary, the public quarrel with Castlereagh and his perceived excessive ambition antagonised many in the Tory Party. In fact, over 40 senior and junior ministers rejected his approaches to serve in his administration. Additionally, the source does not indicate in what capacity Peel had served Lord Liverpool: he was twice Home Secretary, and had shown his financial prowess as chairman of the bullion committee in 1819. [13]

- (b) This question targets AO1b:** the candidate's ability to demonstrate understanding of the past through explanation, analysis and arrive at substantiated judgements;

and AO2: as part of an historical inquiry, analyse and evaluate a range of appropriate source material with discrimination; analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]–[2]) AO2b

AO1b:

KNOWLEDGE: ([0]–[3]) Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with little understanding, explanation and analysis.

AO2a:

SOURCES: ([0]–[3]) Answers will merely paraphrase the sources, and fail to utilise the source content to address the problems which Peel faced.

AO2b:

INTERPRETATIONS: ([0]–[2]) Answers will reveal little or no awareness of contemporary or later interpretations about Peel's career. Meaning may not always be clear due to lapses in illegibility and grammar, or flaws in the structure of ideas.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b**AO1b:**

KNOWLEDGE: ([4]–[6]) Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, with occasional lapses. For example, there may be a limited account of the problems facing Peel, such as the issue of Catholic emancipation.

AO2a:

SOURCES: ([4]–[6]) Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, source 1 shows the significance of the emancipation issue in Peel's career. Source 2 reveals Peel's reasons for opposing the Reform Bill of 1832, one of the most controversial questions of this period.

AO2b:

INTERPRETATIONS: ([3]–[5]) There will be some awareness of contemporary or later interpretations of this subject. For example, a contemporary comment about Peel's stance on emancipation or Parliamentary reform. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b**AO1b:**

KNOWLEDGE: ([7]–[9]) Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and judgements are developed and substantiated. There will be a more complete account of Peel's career up to 1832. Reference may be made to his tenureship as Home Secretary, the reforms he introduced, with some information about the importance of the emancipation or reform question in his career.

AO2a:

SOURCES: ([7]–[9]) Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation, with perhaps one source neglected. Source 1 deals with the problems which Peel

faced in reconciling his opposition to emancipation with the prospect of political advancement. He resolves the problem by adhering to his convictions. Source 2 provides a further insight into another political problem for Peel: how to withstand the pressure for Parliamentary reform. Again, he outlines publicly his objections to reform, giving us an insight into his political philosophy. Source 3 is a useful guide to the administrative work of Peel in this period, showing him in happier times, playing an active role in confronting the socio-economic problems of post-war England.

AO2b:

INTERPRETATIONS: ([6]–[8]) Answers will provide a satisfactory analysis and evaluation of contemporary interpretations of the question. For example, there may be an opinion of Peel's attitude towards emancipation or a critique of his speech in July 1831 rejecting the Reform Bill.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b**AO1b:**

KNOWLEDGE: ([10]–[12]) Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers should identify the main problems which Peel faced, and attempt some assessment of how he responded. He faced the problem of opposing two of the most controversial questions of the early 19th century: emancipation and Parliamentary reform. As Home Secretary, he inherited an archaic and inefficient legal code, and as a government minister shared the burdens of the post-war economic slump. Answers should reflect on Peel's responses to these issues, broadly identified as *religion, constitutional reform, law and order*.

AO2a:

SOURCES: ([10]–[12]) Answers will fully evaluate the sources in the context of the inquiry and use this information to inform the response. Source 1 reveals how the Catholic question posed a problem for Peel, and implies that the emancipation issue was a source of tension for the Tories. Source 1 supports the content of source 3, as Peel's references to his loyalty and tenureship under Lord Liverpool are embellished by references to his administrative work. Source 2 places Peel as a staunch defender of the existing constitutional arrangements. Like source 1, he is prepared to sacrifice his political position for these views. Source 2 gives a calm insight into the rationale against reform, with the irony that Peel showed more realism than his critics with the prediction that the Bill was the "first in a series of changes", and not a final instalment. Source 3 gives a synopsis of Peel's contribution to the Tory governments of Liverpool and Wellington, and the reforms mentioned here facilitate their development into sound factual responses.

AO2b:

INTERPRETATIONS: ([9]–[11]) There will be a good analysis and evaluation of contemporary and later interpretations of Peel’s career between 1820 and 1832. Answers may refer to any contemporary interpretation about Peel’s role regarding emancipation, Parliamentary reform or his reforms as Home Secretary. Later interpretations may take the form of assessments of Peel’s career. For example, the implications of Peel’s opposition and later endorsement of emancipation; Peel’s motives and the nature of his objections to Parliamentary reform; which aspects of the reform of the criminal code represented his greatest success, and what significance can be attached to this work. These answers should have clarity of meaning, good grammar, organisation with appropriate use of specialist vocabulary. [35]

48

Option 3

60

Option 4: Unification of Italy and Germany 1815–1871

AVAILABLE
MARKS

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

- 1 (a) **This question targets AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and an understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about the causes of the revolutions in Italy in 1848. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the causes of the revolutions in Italy. They may refer to the role of Pope Pius IX, as well as economic factors and nationalism. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of Pope Pius IX. When he succeeded Pope Gregory XVI in 1846, the liberal Pope Pius IX granted an amnesty to political prisoners which resulted in the release of many who would later become leaders of the revolutions. He also announced fiscal and judicial reforms and introduced freedom of the press. In fact, almost 100 different newspapers existed in the Papal States in 1848. He even permitted the formation of a Civic Guard. Pope Pius IX was influenced by the ideas of Vincenzo Gioberti, a priest from Piedmont. Gioberti envisaged that, while the princes of the Italian states would retain their autonomy, they would unite in a confederation under the Presidency of the Pope. Answers will also refer to the importance of economic grievances. After all, unemployment was very high in the Papal States, riots against food shortages broke out in several Italian cities and in Rome workers broke up machinery. Answers will also refer to the growing nationalism in the Italian states. They will be characterised by

clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the causes of the revolutions in Italy. Answers at this level may note that when the first revolutions broke out in Sicily in January 1848, Pope Pius IX refused Metternich's request to send troops through the Papal States to put down the revolt. Answers will refer in greater detail to economic factors, stating perhaps that there was also unrest in the countryside, and in Tuscany, agricultural workers demanded shorter working hours. Answers may also refer to the influence of prominent nationalists, focusing, in particular, on Giuseppe Mazzini, the founder of "Young Italy" whose publications attracted interest among young middle class people and urban artisans. Answers may also observe that hatred of Austrian occupation and influence in the Italian states was an important unifying factor among Italian nationalists in 1848. They may also note the influence of the events in Paris in late-February 1848 on the revolutionary outbreaks in Italy. Excellent answers may also explore the importance of local grievances in bringing about the revolutions in Italy in 1848. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) This question targets AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about the reasons for Prussia's growing economic prosperity. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and

explanation. Answers will be more detailed and provide some coherent information concerning the growing economic prosperity of Prussia. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively, though there are occasional lapses. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of a range of factors. The *Zollverein* in 1834 could be mentioned in how it had removed tariff barriers but answers should focus on its impact in the post-1848 period. Industrial production, railway building and foreign trade more than doubled. The growth of railways in the 1850s and 1860s gave a considerable boost to industries such as iron, steel and coal of which there was a plentiful supply. The role of individuals like Krupp or financiers like Bleichröder was important in the growth of Prussian prosperity. Equally the strength of the education system and the communications network may be noted. They will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Attention could be drawn to the growth of communications. Road building reached 18,000 miles by 1862. This gave a considerable boost to industries, especially iron, steel and coal because it brought different areas of Germany together. Financial activity was greatly accelerated by this process and there was a large growth in stock companies. New banks were formed and financiers became interested in the activities of the state. The role of financiers like Bleichröder whose activities helped finance the wars against Denmark, Austria and France may be mentioned. The state finances increased from 4 million to 17 million thalers through the sale of the Prussian Government's rights in the Cologne-Minden Railway. There were also considerable improvements in the agricultural sector linked to developments in the scientific sector throughout this period. Also the growth of the population from 35 million to 40 million provided the workers necessary for such rapid industrialisation. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

12

- 2 (a) **This question targets AO2(a):** as part of the historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, the tendency of the national Parliament in Frankfurt to waste too much time on discussion

Level 3 ([7]–[10])

Answers will not only discuss the content of the source well but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The strength of the source lies in the fact that its author is someone who was present at the time of the 1848 revolutions. Moreover, as a newspaper editor, one would expect that he had good knowledge of the various events that occurred. Equally, given the fact that he himself was involved in the revolutions one is getting a first hand account of what occurred. There is a balance to the factors that he explores that explain the failure of the revolutions. Furthermore, the tone of the source gives the arguments a plausibility – that the author seems neutral in his analysis of what happened and why. It might also be suggested that the date of publication might suggest a stronger degree of perspective and balance in his account.

Level 4 ([11]–[13])

Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. The limitations as well as the strengths of the source should be identified. The extract from Schurz's memoirs does not provide a comprehensive analysis of the problems faced by the revolutionaries in Germany in 1848. For example, it does not refer to the divisions among the delegates about whether Austria should be excluded from the future Germany. The author's participation might limit the neutrality of his analysis. The fact that he was not only editor of a paper with a particular political stance but also that he was prepared to take up arms to pursue his views may lead us to question the balance of his account. Equally, it could be suggested that the time that has elapsed since the events and the purpose of his memoirs might affect how he recalls events. *Candidates who reflect on the limits of the source in these and other ways should be rewarded.* [13]

- (b) **This question targets AO1b:** demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements;

and AO2: as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination; analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways.

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]–[2]) AO2b

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis.

AO2a:

SOURCES: Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which the leaders of the 1848 revolutions were responsible for its failure.

AO2b:

INTERPRETATIONS: Answers will reveal little or no awareness of contemporary or later interpretations of the reasons for the failures of the 1848 revolutions. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. For example, there may be a partial account of the role of the leaders of the 1848 revolutions.

AO2a:

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. Source 1 suggests a number of different reasons for the failure of the revolutions, whereas Source 2 lays the blame fully on the failures of the revolutionary leadership.

AO2b:

INTERPRETATIONS: There will be some awareness of contemporary or later interpretations of the reasons for the failure of the revolutions of 1848. For example, there may be some reference to Marx.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. It might be noted that the

leaders of the revolutions lacked experience and displayed indecision. Heinrich von Gagern, the leader of the Frankfurt Parliament, was a moderate, liberal and well-meaning politician, but he lacked the strength of personality to impose his will on the Assembly. The Frankfurt Parliament itself was an academic body and some 80% of its 574 delegates were graduates, while it included just four artisans and one peasant. It took delegates almost a year to draft the constitution and in this time the revolution lost momentum. The leaders of the 1848 revolutions were also disunited. In particular, the Frankfurt Parliament was split on the issue of whether to exclude Austria from the future Germany. Some 74% of Catholic delegates opposed its exclusion, while 71% of Protestants supported it. Answers may also refer to the conflict between the Frankfurt Parliament and the Berlin Assembly.

AO2a:

SOURCES: Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation. Source 1 indicates that in southern Germany the army's ability to put down the revolution was important. Equally it indicates the significance of the Prussian King in determining the course and success of the revolutions. It also suggests that the revolution lost momentum as a result of the Frankfurt Parliament's tendency to engage in lengthy and inconclusive debate. Source 2 charges the leadership of the revolutions with a failure to lead and their inability to harness the power of the working class. Source 3 suggests that the revolutionaries were trying to deal with too many issues at the one time.

AO2b:

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of the subject.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b**AO1b:**

KNOWLEDGE: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the extent to which the leaders of the revolutions were responsible for its failure. Aside of the above points, the role played by Frederick William IV of Prussia in the failure of the revolutions in Germany in 1848 was highly significant. The refusal of Frederick William IV to accept the hereditary emperorship of Germany in April 1849 severely damaged the Frankfurt Parliament. He was very hostile to this offer and regarded the constitution drawn up by the Frankfurt Parliament as too liberal. He was also concerned at Austria's response if he accepted the crown. A key factor was that the armies continued to be loyal to the German princes throughout the revolutionary period from March 1848 to April 1849. They were therefore in a position to crush the revolutionaries as soon as the counter-revolutionary forces began to regain their nerve. It

should also be noted that the rulers of the German states were able to regain control during the second half of 1848 by a dual strategy of making some concessions, whilst also employing coercive measures. Public works schemes were introduced to help the unemployed, while on the other hand, the Civic Guard in Berlin shot peaceful demonstrators in October 1848. A further shortcoming of the Frankfurt Parliament was its lack of interest in addressing the economic grievances of the peasants and artisans even though the support of these groups was crucial to the initial success of the revolutions. Although a minority of the revolutionaries wanted to overthrow the existing governments, the majority of the liberals supported a moderate settlement without wide-ranging social changes. Delegates from the Catholic South German states such as Bavaria had a deep suspicion about the creation of a Prussian-dominated “Little Germany”. Very good answers may place the events in Germany in a wider context, noting that the resurgence of the conservative forces in Paris and Vienna gave heart to the counter-revolutionary forces in Germany.

AO2a:

SOURCES: Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 highlights a multiplicity of factors at work: the importance of regionalism; the significance that force had in undermining the revolutions; the fact that the King of Prussia, despite his initial predisposition to do so, could not be relied upon to lead the revolutions. Equally, it suggests that there were tensions within the aims of the revolutionaries. The phrase “the majority of liberal opinion” indicates that there was a minority liberal opinion and that indeed there were opinions other than liberal at work. Source 2 argues that there was an inherent unwillingness among the liberal leadership to recognise that any meaningful revolution was going to require the support of the working class. Source 3 presents a balance of factors at play – essentially it argues that the national question of who the German people were was at the heart of the problem the revolutionaries faced. Also there was the problem of differing political ideologies among the revolutionaries.

AO2b:

INTERPRETATIONS: Answers will provide a good analysis and evaluation of contemporary and later interpretations of how far the revolutionaries themselves were responsible for the failure of the revolutions of 1848. They will display a good awareness of the nature of the historical debate whether it be in terms of contemporary comment or how different schools lay emphasis on different forces. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation with some specialist vocabulary. [35]

Option 4

48

60

Option 5: Germany 1918–1945

AVAILABLE
MARKS

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

- 1 (a) This question targets **AO1a** and **AO1b**: the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in a largely inaccurate manner. There is limited understanding, explanation and analysis. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response. A superficial awareness of the development of the Nazi Party in the period 1924–29 will be revealed.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, analysis and explanation. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary. Answers will reveal an understanding of the development of the Nazi Party in the period 1924–29 but with significant omissions.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary. Answers will reveal a competent awareness of the development of the Nazi Party in the period 1924–29 with few omissions.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. Answers will reveal a comprehensive awareness of the development of the Nazi Party in the period 1924–29. While the electoral breakthrough after the 1929 depression was crucial

in the Nazis' rise to power, important developments did take place in the 1924–29 phase which enabled the Nazi Party to achieve its electoral takeoff from 1930. After the failure of the 1923 Munich Putsch Hitler changed the strategy of the party. An armed coup was no longer an appropriate tactic and the only way to succeed was to work within the Weimar Constitution and to gain power by legal means. Such a policy necessitated the creation of a national party structure geared to gaining success in elections. At the Bamberg Party Conference in 1926 Hitler re-established a degree of unity within the Party and mobilised sufficient support to re-establish his supremacy. A reorganisation of the Party structure followed. The whole of Germany was divided into 35 regions which reflected the electoral geography of Weimar's system of proportional representation. The control of each region was placed in the hands of a *Gauleiter*, who then had the responsibility of creating district and branch groups. Gregor Strasser was mainly responsible for building up an efficient Party structure and this was reflected in an increasing Party membership of 108,000 by 1928, partly due to the creation of associated Nazi organisations that were geared to appeal to the specific interests of particular groups. Joseph Goebbels increased support for the Party in Berlin and showed a real interest in propaganda and created the newspaper *Der Angriff* (The Attack). The Nazi Party had been revitalised. It was no longer a small provincial party in Bavaria but had become a national party with an effective political machine. Despite the disappointing performance in the 1928 Reichstag election, significant gains were being made in regional state elections in 1929. [12]

- (b) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in a largely inaccurate manner. There is limited understanding, explanation and analysis. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response. A superficial awareness of Nazi economic achievements in Germany in the period 1933–39 will be revealed.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, analysis and explanation. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary. Answers will reveal an understanding of Nazi economic

achievements in Germany in the period 1933–39 but with significant omissions. Answers at this level may only discuss the 1933 to 1936 phase.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary. Answers will reveal a competent awareness of Nazi economic achievements in Germany in the period 1933–39 with few omissions. Answers at this level may discuss the 1933 to 1936 phase in greater depth than the 1936 to 1939 phase.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. Answers will reveal a comprehensive awareness of Nazi economic achievements in Germany in the period 1933–39. At the heart of the **economic recovery**, led by Hjalmar Schacht, lay a major revival of public investment by the state itself, which embarked on a large-scale increase in its own spending in an effort to stimulate demand and raise national income. Deficit spending was adopted through a range of economic measures. This was initially spread among transportation, construction and rearmament. Investment was directed towards work creation schemes such as motorisation with a policy of developing the vehicle industry and the building of the *Autobahnen* (motorways) and building programmes with the expansion of the housing sector and public buildings. Rearmament orders, partially financed by the ingenious Mefo Bills, also helped reduce unemployment. Subsidies had also been given to private firms to reflate the economy. By 1936 unemployment had fallen to 1.5 million, industrial production had increased by 60% since 1933 and the Gross National Product had grown over the same period by 40%. There was very low inflation in these years. This was largely achieved through the government's imposition of wage and price controls. Despite the underlying fundamental structural weaknesses within the Nazi economy, compared to the years after the 1929 depression a short-term economic recovery had been achieved in the 1933 to 1936 phase under Schacht's guidance. The drive for **rearmament** was accelerated from 1936 with the introduction of the 1936 Four-Year Plan under Goering. The economy was to expand vital war materials, develop substitutes for imports, and train the workforce for skills transferable to war production, in order to make Germany ready for war. Germany had

to be made as self-sufficient as possible – a policy known as autarky. The Office of the Four-Year Plan intervened throughout the economy, issuing a series of regulations controlling foreign exchange, labour, raw materials and prices, thus creating a managed economy. The government set overall targets that private industry had to attempt to meet. The success of the Plan was mixed. The production of a number of key materials, such as aluminium and explosives, had expanded but it fell short of the targets in the essential commodities of rubber and oil. The Four-Year Plan had some success in the sense that Germany's reliance on imports had not increased. By 1939 the German economy was on more of a war footing than Britain or France, and in the last full year of peace, 17% of Germany's Gross National Product went on military expenditure. [12]

12

- 2 (a) **This question targets AO2a:** as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers will confine themselves to the **content** of the source and assess utility only to the information it provides. The source reveals that the right-wing leaders of the Kapp Putsch were planning to overthrow the democratic Weimar government as in their view it could not cope with the economic and political instability Germany was experiencing. Once in power they are prepared to suppress any resistance from the left which might involve strikes. The content of the source gives the historian an insight into the views of the nationalist authoritarian rebels. The hostility to Erzberger was due to the fact that he had signed the Armistice and was regarded as one of the “November Criminals”.

Level 3 ([7]–[9])

Answers will not only discuss the content of the contemporary source but focus mainly on its **merits as evidence**. From the actual time of the Putsch in March 1920, this contemporary document is the official public proclamation by the leaders of the Kapp Putsch, which included General von Lüttwitz as well as Wolfgang Kapp, and attempts to justify their actions to the people of Germany, appealing to supporters and warning potential opponents. The date, authorship, audience, mode and tone of the document give the historian an insight into some of the motives of the major right-wing uprising of the period. This was the only uprising in the period that the army was not prepared to suppress therefore making the Weimar government even more vulnerable.

Level 4 ([10]–[13])

Answers will not only discuss the strengths of the source through its content and nature but also its potential **limitations**. Any plausible limitations should be rewarded. From their contextual knowledge candidates may be able to point out that the content of the source does not refer to the fact that the rebels were upset with demands by the Allied Disarmament Commission to reduce the size of the German army according to the terms of the Versailles Treaty. When it was proposed to disband two *Freikorps* (Free Corps) brigades, which were stationed in the Berlin area, Lüttwitz, the general in charge of the Free Corps units in Berlin, and Kapp, a former leader of the Fatherland Party, decided to exploit the situation. It is a right-wing propaganda document only revealing a partial insight into their motives and exaggerating the instability in Germany in 1920 to try to justify their actions. [13]

- (b) This question targets AO2:** As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination, and in relation to the historical context, how aspects of the past have been interpreted and represented in different ways;

and AO1b: demonstrate understanding of the past through explanation and analysis and arriving at substantiated judgements.

Level 1 ([0]–[3]) AO2a, ([0]–[3]) AO1b, ([0]–[2]) AO2b**AO1b**

KNOWLEDGE: Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer has limited understanding, explanation and analysis.

AO2a

SOURCES: Answers will merely paraphrase the sources and fail to utilise the source content to address the question.

AO2b

INTERPRETATION: There will be little or no awareness of interpretation. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b**AO1b**

KNOWLEDGE: Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis or judgement but will be a partial account.

AO2a

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge.

AO2b:

INTERPRETATIONS: Answers at this level will have some awareness of interpretations of this subject. Answers will have frequent lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b**AO1b**

KNOWLEDGE: Answers recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are developed and substantiated.

AO2a

SOURCES: Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation, for example, one source may be neglected.

AO2b

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of this subject. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b**AO1b**

KNOWLEDGE: Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are very well developed and substantiated. To address the proposition in the question candidates would be expected to discuss the main uprisings. The Kapp Putsch was the first attempt by the extreme right wing to seize power from the constitutional government. The extreme right favoured the restoration of some sort of authoritarian, dictatorial regime. As a result of the demobilisation of the armed forces there were nearly 200 paramilitary units around Germany by 1919. In 1920 about 12,000 members of the *Freikorps* marched on Berlin and seized the main buildings of the capital virtually unopposed, where they installed a new government. The German army did not provide any resistance to this Putsch. In spite of requests from Ebert to put down the rebellious forces, the army was not prepared to become involved with either side. The Putsch

collapsed primarily because, before fleeing Berlin, SPD members of the government had called for a general strike which soon paralysed the capital and quickly spread to the rest of the country. The rebels had little support in Berlin and even less elsewhere. After four days, it was clear that Kapp and his government exerted no real authority and they fled the city. The Nazis' Munich Putsch took place from 8–9 November 1923. The developing internal crisis in Germany in 1923, Franco-Belgian occupation of the Ruhr, passive resistance, hyper-inflation and "The German October" convinced Hitler that the opportunity to seize power had arrived. The Nazis were far too weak on their own to stage any kind of political takeover. It was the need for allies which led Hitler into negotiations with Kahr and the Bavarian State Government and the Bavarian section of the German army under Lossow. Kahr and Lossow blamed most of Germany's problems on the national government in Berlin and wanted to destroy the republican regime with a "March on Berlin" from Munich. Fearing failure, they decided to abandon the plan but Hitler wanted to press on. The Nazis took control of a large rally which Kahr was addressing in one of Munich's beer halls and declared a "national revolution". Under pressure, Kahr and Lossow appeared to co-operate but General Seeckt, the chief of the Army Command who was suspicious of Hitler, used his powers to command the armed forces to resist the Putsch. When the Nazis attempted to take Munich the Bavarian police easily crushed the Putsch. There were numerous unsuccessful attempts by the extreme left to try to overthrow the Weimar Republic in the 1919–23 period which candidates could refer to, but to illustrate such threats the specification only requires candidates to refer to two attempts: The Spartacist Uprising in 1919 and the "German October" in Saxony in 1923. The Spartacists had opposed the First World War and were deeply influenced by Bolshevism. They opposed the creation of a National Constituent Assembly during the German Revolution and wanted to take power by strikes, demonstrations and revolts. In January 1919 the Spartacists decided that the time was ripe to launch an armed rising in Berlin with the aim of overthrowing Ebert's provisional government. On 5 January 1919 they occupied public buildings, called for a general strike and formed a revolutionary committee. After three days of savage street fighting the coup was easily defeated. The government had the backing of the army's troops. The continuous revolutionary disturbances by the extreme left in the 1919–23 period culminated in the German October in Saxony which had a SPD/KPD state government in 1923. Mass protests actually started in the summer of 1923 at the height of the Ruhr crisis though the uprising did not actually come to a head until October 1923. A major wave of strikes and popular protests had encouraged the Comintern to organise a German October inspired by the Bolshevik Revolution of October 1917. Reich troops overthrew the state government and suppressed the strikers.

AO2a

SOURCES: Answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment. Sources 1 and 2 can be utilised to discuss the 1920 Kapp Putsch while Source 3 provides stimulus material on the main political uprisings from left and right within the 1919–23 phase of the Weimar Republic. While Source 1 provides a partial insight into the motives of the rebels in the Kapp Putsch, Source 2 reveals how the SPD would defeat the Putsch through the tactics of a general strike as the army was not prepared to suppress the right-wing rebels. Source 3 identifies particular political threats to the Weimar Republic and the economic instability of 1923.

AO2b

INTERPRETATIONS: Answers will provide a good analysis and evaluation of this subject with regard to contemporary and later interpretations. Candidates could assess whether the various left- and right-wing risings identified in Source 3 were the greatest threats to the survival of the democratic Weimar Republic by considering other factors such as: the identification of the Republic with the unpopular Treaty of Versailles; the political instability of coalition governments partly as a result of aspects of the Weimar Constitution such as the electoral system of proportional representation which reflected that Germany was a polarised, divided society; and the economic instability of the period due to inflation and the requirement to pay reparations which culminated in the Ruhr crisis of 1923. It is important that candidates reveal an awareness of the various factors as to why Weimar was generally unstable in the 1919–23 phase so that they can concur, qualify or disagree with the proposition in the question. It is important that they advocate a relevant line of argument supported by evidence. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[35]

Option 5

Total

48

60

60



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2010**

History

Assessment Unit AS 2

[AH121]

WEDNESDAY 23 JUNE, AFTERNOON

MARK SCHEME

Level of response mark grid

This level of response grid has been developed as a general basis for marking candidates' work, according to the following assessment objectives:

AO1a recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner;

AO1b present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements;

AO2 In relation to historical context:

- interpret, evaluate and use a range of source material;
- explain and evaluate interpretations of historical events and topics studied.

The grid should be used in conjunction with the information on indicative content outlined for each assessment unit.

Level	Assessment Objective 1a	Assessment Objective 1b	Assessment Objective 2
	Answers at this level will:	Answers at this level will:	Answers at this level will:
1	recall, select and deploy some accurate factual knowledge and communicate limited understanding in narrative form. There will be evidence of an attempt to structure and present answers in a coherent manner.	display a basic understanding of the topic; some comments may be relevant, but general and there may be assertions and judgements which require supporting evidence.	paraphrase sources or rely on direct quotation when commenting. There may be some attempt to evaluate the sources without adequate analysis of context and limited recognition of the possibility of debate surrounding an event or topic.
2	be quite accurate, contain some detail and show understanding through a mainly narrative approach. Communication may have occasional lapses of clarity and/or coherence.	display general understanding of the topic and its associated concepts and offer explanations which are mostly relevant, although there may be limited analysis and a tendency to digress. There will be some supporting evidence for assertions and judgements.	combine paraphrasing with partial interpretation of sources and offer some additional comment on their significance. There will be some ability to compare sources and an attempt to explain different approaches to and interpretations of the event or topic. Evaluation may be limited.
3	contain appropriate examples with illustrative and supportive factual evidence and show understanding and ability to engage with the issues raised by the questions in a clear and coherent manner.	display good breadth of understanding of the topic and its associated concepts. Analysis is generally informed and suitably illustrated to support explanations and judgements.	display accurate comprehension of sources and/or the interpretation they contain and assess their utility, supported by contextual reference, e.g. author and date. There will be an ability to present and evaluate different arguments for and against particular interpretations of an event or topic.
4	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience, etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

Option 1: Spain and Europe 1556–1592

AVAILABLE
MARKS

- 1 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in a narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear explanation of the external issues that Spain faced. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain some limited explanation and analysis. Answer will be better informed and start to identify external problems. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the external problems that Spain faced when Philip II became King in 1556. They should refer to some of the following points: the Turkish threat to mainland Spain or its Mediterranean and North African possessions, the English threat or religious challenges. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the range of external problems such as the threat to Spanish territories in the Low Countries and Northern Italy as well as the expansion of the Ottoman Empire. Consideration of the growing English threat and the spread of Protestantism should be considered. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answers could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Philip II's attitude to Kingship. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, answering in general terms what Philip II's attitude to Kingship was. Answers at this level may still have some lapses in meaning as well as inaccurate spelling punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess how Philip II's attitude to Kingship was influenced by his father. Philip II was extremely hard working and personally attended to all matters of government, relying on secretaries to maintain his conciliar system. His distrust of others led to his encouragement of factionalism which led to conflict between Eboli, Alva and eventually Perez. Philip's use of spies against his own ministers highlights his distrust and made his government ineffective, especially the further away from Madrid that his territories lay. Philip II emphasised the Divine Right of Kings, which translated into a dominance of Spanish society, control over the Church but which failed to deal with other issues such as the Moriscos. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is good organisation and appropriate use of specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement should be very well developed and sustained throughout the answer and develop the nature of Philip II's Kingship. Answers may identify a variation in Kingship and exemplify this by comparing Castile or Aragon, or the Netherlands and Portugal. Candidates might argue that Philip maintained his Kingdom and developed his control over areas such as the Church and Aragon, yet his failure to deal with other matters, like the Perez affair or financial difficulties, showed the weakness of his Kingship. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

30

- 2 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in a narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear explanation of the causes of revolt. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain some limited explanation and analysis. Answers will be better informed and start to identify a variety of causes of the revolt. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the events that caused the revolt. Candidates may mention the escape of Perez and his return to his native Aragon. The appointment of a Castilian Governor and the possibility of an erosion of the rights of the Justicia may have sparked the revolt. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Candidates should consider Philip II's image as a Castilian as a long-term cause of revolt. Mishandling of Aragon, after long neglect, and the negative information, released by Perez, about the murder of Escobedo were major causes of revolt. Finally, the Castilian Army's presence on the border, reportedly to deal with a protestant threat, sparked unrest. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answers could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about finance during Philip's reign. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, answering in general terms about the condition of Spain's finances. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to consider the financial difficulties faced by Philip. Candidates should consider the first bankruptcy, early in Philip's reign, which was due to the poor financial position inherited from Charles V. Philip's income, of some 9.7 million Ducats, should have allowed him to recover his financial position yet

three further bankruptcies show that his personal control of finances failed to deal with the issues. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is good organisation and appropriate use of specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess the range of difficulties that Spain faced during Philip's reign. Candidates may identify that Philip's wars were the main draw on his exchequer and that the use of Juros, to meet the shortfall, was a hopelessly short sighted policy. These arguments may be balanced by identifying the weaknesses of the Spanish economy such as: poor agriculture, the decline of the sheep trade, inflation, caused by the importation of bullion, a lack of investment and the divided nature of the Spanish Kingdoms. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in a narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear explanation Philip II's patronage of culture in Spain. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain some limited explanation and analysis. Answers will be better informed and start to identify the impact of Philip II on Spanish culture. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of Philip II's of literature and painting which led him to sponsor men like Cervantes, Lope de Vega and El Greco. Philip's use of Juan de Herrera, in the building of the Escorial Palace, helped in the development of architecture. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of Philip's support for the Counter Reformation which developed the Spanish mystical tradition of St Teresa and St John of the Cross. Candidates may mention censorship which cut Spain off from mainstream European culture, creating a Counter Reformation cultural fortress in Spain. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answers could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Philip II's religious policy. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, answering in general terms how effective Philip II's religious policy was in keeping Spain Catholic. Answers at this level may still have some lapses in meaning as well as inaccurate

spelling punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess to what extent Philip II created a solely Catholic state in Spain. Candidates may focus on action against non-Catholics such as Moriscos, Coversos and Protestants, by the Inquisition. Philip II focused on the reform of the Church and Spain was a major member of the Council of Trent. Spain's reformed church was able to deal with the challenges that it faced yet Philip's failure to deal with the Moriscos leaves Spain's solely Catholic nature in question. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is good organisation and appropriate use of specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement should be very well developed and sustained throughout the answer. Candidates may focus on the severe action against Protestants in Seville and Valladolid where links had been created with Geneva. The decline in action by the Inquisition against Protestants seems to suggest that Spain was becoming solely Catholic. The use of censorship to limit the flow of literature into Spain created a Counter Reformation stronghold in Spain. Despite this the Inquisition continued to question Coversos, Moriscos and large numbers of Spaniards whose behaviour did not correspond to Catholic teaching. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in a narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear explanation of Philip's policy towards Portugal. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain some limited explanation and analysis. Answers will be better informed and start to identify how Philip II became King of Portugal. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of the succession crisis in Portugal. Candidates should explain Philip II's claim to the throne through his mother and how he manipulated the situation by bribery of the nobility especially the Duchess of Braganza. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of how different Philip's actions were in Portugal. Decisive action and Philip's presence in Lisbon between 1580–1583 helped him to win over the Portuguese. Philip's use of Portuguese tradition and nobility helped him to win and retain the throne. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Philip's foreign policy. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, answering in general terms how Philip II focused on foreign policy. Answers at this level may still have some lapses in meaning as well as inaccurate spelling punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess the aims that Philip II had in his foreign policy. Candidates may consider his policy by examining: Turkey, France, the Netherlands, Portugal and England. Successes at Lepanto and in Portugal may be balanced by the loss of the Netherlands and the defeat of the Armada. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is good organisation and appropriate use of specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement should be very well developed and sustained throughout the answer. Candidates may consider Philip II's aims such as: the defence of Catholicism, the defeat of Protestantism, the increase of his lands, the defence of his territory or the continuation of the Habsburg dynasty. Candidates should consider these themes and reach reasoned conclusions to obtain higher marks at this level. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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Option 1

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Option 2: The Ascendancy of France 1660–1714

AVAILABLE
MARKS

- 1 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will be a vague narrative of events leading up to the Dutch War or make a few generalisations. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the events leading up to the war. The response may contain some explanation of the reasons for the French invasion. The answer will display some knowledge of how Louis had a personal hatred of the Dutch “maggots” and sought revenge for their actions during the War of Devolution. Louis’ expansionist aims and the pre-existing trade rivalry between the two countries may be examined. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, dealing perhaps with the complexity of the tense relationship between Louis and the Dutch. The collapse of The Triple Alliance, the tariffs placed upon French exports and the satirical rhymes poking fun at the French King may be dealt with. Louis XIV intended a quick, overwhelming attack to teach the Dutch a lesson and ensure they never interfered in his affairs again. Through victory in the war Louis hoped to strike a fatal blow to Dutch trade interests. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be better informed and may elaborate upon how Louis prepared the ground for war by bribing the Swedes and negotiating the Treaty of Dover with Charles II of England. Louis' determination to take revenge on the Dutch may be illustrated by his refusal to accept the concessions they offered to avoid war. The war may be seen in the context of French expansionism and Louis' pursuit of "Gloire". Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some of the key events leading up to the outbreak of war. These answers will be generalised. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the actions of Louis XIV and the reaction of opponents at the time of the outbreak of war. Answers at this level may communicate some knowledge of how Louis XIV was annoyed that the archbishopric of Cologne was granted by the Pope to the brother of the Elector of Bavaria and that, prior to this, he had been thwarted by the Diet of the Holy Roman Empire when it granted the Electorate of the Palatinate to William of Neuberg. The war began when French troops crossed and devastated the Palatinate. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how Louis XIV contributed to the outbreak of war and also examine other factors that were influential. France was involved in a long-standing quarrel with the Papacy which had been heightened by Louis' seizing of the state of Avignon and was brought to a head by the events in Cologne. England and the Dutch were alarmed at the Revocation of the Edict of Nantes in 1685, and 250,000 Huguenots had emigrated bringing reports of religious persecution with many joining the armies of Louis' enemies. England was also concerned at how Louis had welcomed the exiled Catholic King of England, James II, and supported his recovery of the throne with a campaign in Catholic Ireland. Louis XIV's expansionist policies had impinged upon the interests of Austria, Spain, England, the United Provinces, Brandenburg, Saxony and Bavaria. The formation of the defensive League of Augsburg, in 1686, united some of Louis' opponents and enabled them to react together after his invasion of the Palatinate. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will cover the points mentioned in Level 3 and reach relevant conclusions about the extent to which Louis was to blame for the outbreak of war. Candidates may show some understanding of the long-term build up of grievances and the role Louis' actions and attitude had played in provoking opposition. A more detailed analysis may also be made of the relationship between Louis and William of Orange. The answer will be well informed about the circumstances of 1688 and 1689 that enabled France's opponents to make a united stand against French expansion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will be a vague narrative of events surrounding the Truce of Ratisbon or make a few generalisations. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the events surrounding the signing of the treaty. The response may contain some explanation of the position of France in 1684. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, dealing perhaps with how France had dominated the War of the Reunions with Spain, and noting that it was at the height of its European ascendancy in these years. The taking of the strategically significant towns of Strasbourg and Luxemburg strengthened the vulnerable north eastern frontier of France. Through the victories in this war, and his wider reunion policies, Louis had expanded French territory and improved his country's defences. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be better informed and may elaborate upon the position of France at this time. Louis's expansionism may have gained him territory but it had also gained him enemies. His successes in the run up to the Truce of Ratisbon had been while his enemies were distracted by other concerns and only Spain felt able and willing to stand up to France. In the years following Ratisbon the situation in Europe was to be transformed and Louis was to face united opposition in the form of the League of Augsburg and the Grand Alliance. The French position in

1684 was not as impregnable as it may have appeared. Good candidates may note that Ratisbon was a truce rather than a treaty and Louis' gains were not all permanent. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will make unsupported, generalised assertions about the result of the war and to what extent France was victorious. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer focusing exclusively on the French victories in the war. Alternatively the response may focus solely on the Allied successes. Answers at this level may communicate some understanding of the events of the war, but fail to analyse the result of the war as evidenced in the Treaty of Ryswick. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be able to explain how France enjoyed a number of notable successes in the war such as those at Fleurus and Namur, but was never able to decisively defeat the Allies in Northern Europe. At sea the significant French victory at Beachy Head, in 1690, was negated by the Allied success at La Hogue two years later. France was able to defeat Savoy and enjoyed notable, if not decisive, successes in the colonies. In

Ireland it was the Allies who enjoyed a key victory at the Boyne allowing William to secure the English throne and return to lead the Grand Alliance in mainland Europe. This defeat was a significant blow to French hopes of outright victory in the Nine Years' War. Ultimately the war was to end in stalemate with no real winner. Candidates may note the devastating impact of the war upon the French economy. Good answers will also analyse the terms of the Treaty of Ryswick to help form their conclusions. The terms certainly do not suggest that Louis had won the Nine Years' War. France made substantial concessions in the Treaty agreeing to restore all the lands it had seized since the Treaty of Nymegen (1679) excluding Strasbourg. Louis was forced to acknowledge William as the rightful King of England and withdraw his support from the exiled James II. He restored the barrier fortresses to the Dutch, abandoned his interference in Cologne and returned Lorraine to its exiled Duke. Although he was compelled to give up some of his acquisitions in the New World, he did make gains including Saint-Domingue and Nova Scotia. Such harsh terms represented a major reduction in ascendancy of France in Europe, and would suggest that France was not the ultimate winner in the Nine Years' War. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will cover the points mentioned in Level 3 and reach relevant conclusions about the extent of French success in the war. Good responses will consider the successes and failures of France and the Allies in both the war and in the Treaty. Top level answers may acknowledge that the Treaty of Ryswick can be interpreted as a diplomatic manoeuvre by Louis as he turned his attention to the burning question of the Spanish Succession. Many of the concessions he made were not envisaged to be permanent and by no means an acceptance of defeat in the Nine Years' War. Top candidates may argue that, while Louis did not win the war, he certainly did not lose it. Indeed, France remained in a powerful position to capitalise upon the weaknesses of Spain and regain its position of dominance in Europe. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will make unsupported assertions about the reasons for Marlborough's victory at Blenheim. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the reasons for Marlborough's victories at Blenheim. He caught his enemy by surprise on the eve of the battle. He was prepared to take the offensive. He positioned his troops well. He worked effectively with the other Allied commanders. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will display a broader knowledge and understanding of the reasons for Marlborough's victory. Marlborough used the tactic of deception by concealing his true plans from his enemy and utilising the element of surprise. He exploited the physical features of the battlefield and formed an effective partnership with Prince Eugene. The Franco-Bavarian army was complacent at Blenheim overestimating the importance of its numerical supremacy. Marlborough's army was well placed for battle having completed the hugely impressive march to the Danube and secured success at the Schellenberg. Marlborough took personal command on the battlefield and showed a willingness to take risks to secure the initiative for the Allied forces. His innovative use of the cavalry, using sabre rather than pistol, and exploiting the bend of the river Nebel to hem in Tallard's forces contributed to the Allied victory. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated knowledge of the reasons for Marlborough's victory, providing detail on the Allied successes and

French mistakes. For example, Tallard placed too much emphasis on defending the villages, leaving the marshy centre vulnerable, and allowing Marlborough to exploit this weakness. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may recall some of the key events of the period but will fail to address the central issues of the question. They will be characterised by generalisations and poor understanding, relying mainly on a narrative account of the events leading up to the outbreak of war. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will provide a limited analysis of the causes, perhaps focusing on the reasons for Louis supporting James II's son and the impact this was to have upon Europe and particularly England. By making this promise to a dying James II, Louis raised the fear of a Jacobite invasion of England and the prospect of a Catholic monarch being restored to the throne. His decision was instrumental in uniting the English Parliament behind its Dutch monarch, William III, and his lifelong commitment to halting the expansionism of France. Alternatively, answers at this level may focus on the fact that it was Louis XIV's rejection of the Second Partition Treaty and his acceptance of the Will which had created the tension in Europe. Candidates may focus on this factor at the expense of the proposition. Answers at this level may include some of the following actions by Louis that also contributed to the outbreak of war. In February 1701 Louis declared that Philip remained in line to the French throne and, in the same month, expelled Dutch troops from the barrier fortresses. Tensions were further heightened by the trade agreement made between Spain and France. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at

times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will display a broader knowledge and understanding of the causes of the War of the Spanish Succession and make clear judgements about the importance of Louis's recognition of James II's son as the true King of England, perhaps questioning the suggestion that this action was the most important factor in causing war to break out. In promising to once again support the Jacobite cause in England, Louis was going against the advice of his ministers and, more significantly, breaking the terms of the Treaty of Ryswick. While his decision was probably influenced by his belief in the Divine Right of Kings, it was an unwise, sentimental gesture that was to have a significant impact upon the situation in Europe. There is little doubt that it reaffirmed English Parliamentary support their unpopular monarch, William. Good candidates may note that the Grand Alliance had already reformed and, while Louis' decision may have hastened the outbreak of war, it is arguable that war would have occurred anyway. It could be argued that the primary cause of the war was Louis' acceptance of the Will and that none of his subsequent actions were decisive. However, the acceptance of the Will did not, in itself, make war inevitable and both the English and Dutch governments had acknowledged Philip V as King of Spain. Louis' subsequent series of blunders certainly contributed directly to the outbreak of war. The insensitivity and timing of his actions compelled the Allies to reform their Grand Alliance and declare war on France. However, the fact that it was the Grand Alliance who declared war suggests that it bears some responsibility for the start of the conflict and certainly Emperor Leopold was guilty of a degree of warmongering himself. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated assessment, taking account of the wider range of issues and communicating more detail on each side of the debate. Top level candidates may argue that Louis XIV's recognition of James II's son as the true King of England cannot be considered the most important cause of the War of the Spanish Succession because of its timing. The impact of Louis' acceptance of the Will and his actions earlier in 1702 meant that his opponents had already formed the Grand Alliance and that war was likely to break out anyway. His decision to support the Jacobites was

most significant for England and its monarch, William III. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will make unsupported assertions about the consequences of Marlborough's victory at Malplaquet. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the consequences of Marlborough's victory at Malplaquet. The battle represented a victory for the Allied forces as the French withdrew from the battlefield. However, the French army retreated in good order and was able to continue to defend its territory. Malplaquet did not have the significance of Marlborough's victories at Blenheim and Ramillies. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will display a broader knowledge and understanding of the consequences of Marlborough's victory. The battle of Malplaquet was one of the bloodiest of the eighteenth century and stunned Europe. While it is considered another of Marlborough's successes, the Allies lost over 21,000 men, almost twice as many as the French. The Allied forces were so exhausted by the battle that they were unable to capitalise on their victory and failed to push on into France. Villars, the French commander, was greeted as a hero in Versailles and was perceived to have saved his country from invasion. Answers at this level will be characterised by clarity of meaning due to

legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated knowledge of the consequences of Marlborough's victory at Malplaquet. In many ways the tide of war turned after Malplaquet. France had prevented an overwhelming defeat of its forces and the Allies were never again to come so close to victory. Marlborough's position too was to change. He received no congratulatory letter from Queen Anne, as he had in the past, and the battle resulted in a shift in English policy as the Tories began to seek peace. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may offer a description of the terms of the treaties or make generalised, unsubstantiated comments about the benefits for France. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty engaging with the question on its own terms and include the key terms of the treaties but fail to analyse who gained most. Answers may be focused solely on the benefits of the treaties for France. The key issue over which the war had been fought had been resolved in favour of the Bourbons with Philip V remaining the King of Spain. Louis also retained key territories including Lille, Aire and Béthune in the north, and Alsace, including Strasbourg, in the east. Answers at this level will have some lapses in

meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will analyse the advantages for France mentioned in Level 2 and consider how other countries also benefited. While Philip remained King in Spain, he did have to renounce his claim to the French throne and surrender the Spanish Netherlands to Austria. England perhaps gained most, keeping control of Newfoundland, Hudson Bay, St Kitts and Nova Scotia. It also gained Gibraltar and Minorca in the Mediterranean, securing valuable naval bases. The Asiento gave the monopoly of supplying slaves into the American colonies through which England was to enrich itself during the eighteenth century. Louis also agreed to recognise the Hanoverian succession securing the Protestant Monarchy in England. Namur and Charleroi were returned to the Elector of Bavaria. Nice was restored to the Duke of Savoy who was also awarded Sicily, while Lorraine was restored to its Duke. Austria secured substantial territory including Naples, Sardinia and Milan. Austria also took control of the Spanish Netherlands which benefited Holland and England as Austria was not a trade or maritime rival. Holland retained the defensive barrier fortresses in the Low Countries and the closing of the Scheldt ruined Antwerp as a commercial rival to both Amsterdam and London. The Elector of Brandenburg was recognised as King of Prussia and received Spanish Gelderland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be well informed and reach relevant conclusions about the benefits of the treaties for France and the other belligerents. France did not come out of the war well and certainly had to make sacrifices in the treaties that followed. Crucially, however, the terms of the treaties were much better than Louis had offered in 1709 and a Bourbon did remain on the Spanish throne. France may have lost some of its ascendancy through the course of the war, yet it still remained in an extremely powerful position in Europe as a result of the treaties. Austria, although reluctant to accept peace, made substantial territorial gains as did the rising power of Brandenburg-Prussia. Holland too benefited from the treaties, although it was to enter a period of commercial decline. In the long run England was to gain most from the treaties and begin its journey towards imperial glory. Answers at this level will be consistently

characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 2

AVAILABLE
MARKS

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Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKS

- 1 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers will recall and select information in an episodic or largely inaccurate manner. Answers will be vague and superficial about the motivation behind the Compact. Meaning may not always be clear because of illegibility and lapses in grammar.

Level 2 ([3]–[4])

Answers will recall and select knowledge with more relevance. There will be some limited information about O'Connell's motives. For example, the desire to co-operate with a government in the expectation of much needed social reforms for Ireland.

Level 3 ([5]–[6])

Answers will recall and deploy historical knowledge clearly and effectively. There will be more detail on the O'Connell and Whig motives. O'Connell had campaigned for some time for reform of local government. He wanted changes in the law regarding the payment of tithe, which was a real social grievance. For the Whigs, the support of O'Connell's supporters in Parliament would be beneficial in securing the passing of their social and economic reforms in England.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are well developed. In addition to reforms of local government and tithe, O'Connell wanted the Whigs to acknowledge the professional progress made by Catholics through promotions in the administration under Dublin Castle. Moreover, O'Connell turned to the liaison with the Whigs because he realised after 1834 that a campaign for repeal had absolutely no chance of success. A productive relationship with the Whigs would fill the void left by any political inactivity. The Whigs needed O'Connell's support to oust Peel's minority government. Additionally, there was much unrest in Ireland over land agitation and tithe, and they anticipated that O'Connell would use his influence to make Ireland easier to govern. The style of writing is most appropriate, with good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers will deploy knowledge in an episodic or largely inaccurate manner. There is limited understanding or explanation. There will be some basic points about the success of emancipation. Meaning may not always be clear, with lapses in grammar, spelling and organisation.

Level 2 ([6]–[11])

Answers will recall, select and deploy knowledge with more relevance and clarity, with occasional lapses. Answers will assess in a limited way some of the factors behind the success of the emancipation campaign. For example, the role of O’Connell and the tactics he employed. There may be some lapses due to defects in legibility and grammar, with some defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall, select and deploy knowledge relevantly and effectively. Explanation and analysis will be substantiated, and answers will contain a breadth of understanding. Answers will attempt to assess the role of O’Connell in relation to other factors. O’Connell provided charismatic leadership through his forceful and dynamic personality. His speechmaking inspired the masses. His years as a lawyer earned him the reputation as a “man of the people”. He established the Catholic Association, which became the co-ordinating body of what was in essence the first pressure group in Europe. He mobilised the masses through huge rallies. His rhetoric made an already weak government more uncertain about the consequences of not yielding over emancipation. Answers may refer to one or two other factors. For example, the departure of Lord Liverpool brought to head long-held divisions in the Tory Party over the question of emancipation. Liverpool had succeeded in avoiding, rather than reconciling his Cabinet. Canning’s short tenure was followed by Goderich. Peel and others refused to serve under Canning because of his pro-emancipation stance. Wellington’s appointment as Prime Minister was in the mistaken belief that he would stand firm against O’Connell. Ironically, it was his experience as a military man which prompted him to grant emancipation rather than face the consequences of possible loss of life in Ireland.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be comprehensive, assessing the role of O’Connell in relation to a wide range of other factors. The political skill of O’Connell, who portrayed emancipation as a cure for all social ills, is an important consideration. The role of the clergy was vital, and indeed it was they who convinced O’Connell to utilise the 40s freeholders in by-elections. The penny rent provided funds for the campaign, as well as giving a sense of unity to all who contributed. The electoral strategy of targeting seats in Waterford and Clare paid off. There was the mobilisation of mass support from the peasantry and Catholic middle-class, as well as sympathy from Presbyterians. Answers

will have clarity of meaning due to legibility, accurate spelling and grammar. The style of writing is most appropriate, and there is very good organisation and use of specialist vocabulary. [22]

- 2 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Knowledge is episodic, vague and superficial. The answer is in narrative form with limited understanding and explanation. Lapses in legibility and grammar are evident, along with inaccuracies in spelling and punctuation. There may a vague reference to the fact that impact of the Famine varied throughout the country.

Level 2 ([3]–[4])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though with occasional lapses. Some explanations will be provided. Answers will contain some partial reference to factors which brought about variations in the Famine's impact. For example, there may be brief references to the role played by the potato in the West, and accessibility to relief aid.

Level 3 ([5]–[6])

Answers will recall, select and deploy knowledge with relevance, and contain more explanation about the impact of the Famine. Explanations are developed. For example, reference to the dependency on the potato in the West of Ireland, which resulted in more Famine deaths. Moreover, the West was characterised by poor agricultural land. There was a problem of milling the corn which was purchased by the government as there were hardly any mills in the West of Ireland. The importation of food by Irish merchants resulted in rising food prices, to some extent the result of speculation and hoarding by a number of merchants. This was most prevalent in the Midlands and West of the country.

Level 4 ([7]–[8])

Knowledge will be deployed with more relevance and with greater detail. Explanations are very well developed and substantiated. For example, there was a market economy on the East Coast of Ireland and the Midlands. Urban areas like Belfast and Dublin suffered less, apart from some rural–urban migration. Indian meal was too expensive in remote areas. There were regional variations both in the application of the Poor Law and the contribution made by charitable efforts. In some areas, there was an inability to keep pace with the demand for relief in any form. Skibereen, in Cork, achieved notoriety for the number of daily reported deaths due to starvation. Other areas along the West Coast suffered because relief, either in the form of food or public works,

was not available. The level of interest and involvement by resident gentry, supported by local clergy – as in parts of Donegal – was a decisive factor in ensuring the success of the relief policies. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers will be mainly narrative, with little understanding or explanation. Answers will make some generalised comments about the response of the Whigs to the crisis of the Irish Famine.

Level 2 ([6]–[11])

Answers will recall, select and deploy more knowledge with greater relevance and clarity, though there will be occasional lapses. Answers will be limited in their response. For example, they may describe some of the actions taken by the Whigs to ease distress, such as soup kitchens, fever hospitals, workhouses. There will be lapses in legibility, grammar and the use of specialist vocabulary.

Level 3 ([12]–[17])

Answers will use historical knowledge relevantly and effectively. Explanations and analysis will be substantiated. Answers will contain a breadth of understanding. There will some assessment of the proposition regarding laissez-faire. Comments may be made that this theory was the traditional philosophy that government only intervened in society with reluctance. Answers may reflect on the restraints which this dogma placed on specific actions. For example, the Labour Rate Act put pressure on landlords to either provide work or pay a "labour rate". The Whigs also encouraged private charities to contribute, and Russell endorsed public appeals to raise funds for Famine relief.

Level 4 ([18]–[22])

Answers will recall, select and deploy knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, linking the role of the dogma to other factors which influenced the quality of response made by the Whig government. Dogmatic considerations were evident in the quest for efficiency in the use of Famine relief, especially for Trevelyan. His adherence to the doctrinal rigidity of laissez-faire implied that it was not the role of government to provide charity or to solve the problems of Irish poverty. The Whigs believed that the provision of over £7m for Famine relief was quite generous, even though historians like Mokyr contrasted this with the £69m spent on the Crimean War. Trevelyan believed that landlords should pay the main burden of relief, but while many did, some refused and others lacked the necessary finance. Top level answers will

comment on the other factors which hindered the response of the Whigs. For example, some officials believed that the worst of the Famine was over in late 1846. There was inadequate medical knowledge about the reasons for the spread of Famine-related disease. Russell faced social and political difficulties domestically. Many people in England were hungry, in an era referred to as the “Hungry Forties”, which explains the decline in public donations for Ireland. Russell was in ill health, had a weakened Parliamentary majority and led an inexperienced Cabinet. Moreover, the scale of the Famine was far greater than that which confronted Peel, with whom Russell is frequently and unfavourably compared. [22]

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- 3 (i) **This question targets AO1(a) and AO1(b):** the candidate’s ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers will recall, select and deploy historical knowledge in an episodic manner. Answers will be vague and superficial about Peel’s response. Meaning may be unclear due to illegibility and lapses in grammar. There may be a vague comment about the introduction of relief measures.

Level 2 ([3]–[4])

Answers will recall, select and deploy knowledge with more relevance, with some occasional lapses. There will be limited explanation regarding Peel’s actions. For example, they may mention the establishment of food depots and sub-depots. One of Peel’s first actions came in November 1845 when a large supply of maize was shipped from the USA to Ireland for sale at a low price. It was not Peel’s intention that the government should be responsible for feeding the people, but he believed that by selling this grain cheaply it would be possible to keep down the general price of food.

Level 3 ([5]–[6])

Answers will deploy knowledge clearly, effectively and relevantly, and will provide more detail. For example, Peel also introduced a Coercion Act to maintain law and order. Public works were utilised to provide employment and ease distress. A Relief Commission was established to organise local relief committees, which were obliged to sell cheap food to the poor and to begin public works programmes which, by providing employment for the poor, would enable them to afford the cheap food.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed. Funds were made available for soup kitchens and local relief committees provided money to help the worst off. Indian meal was purchased, a move which brought Peel into conflict with the protectionists in his party who wished to uphold the Corn Laws. Answers may reflect that this latter action by Peel to help to ease the effects of the Famine destroyed his political career. Corn Law repeal ensured that grain prices (and therefore bread prices) fell, though this had mixed results since many could not afford bread anyway. Peel's response had been described as prompt, energetic and imaginative. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers will be mainly narrative, with little understanding or explanation. Answers will make some generalised points about the outbreak of the Famine, with lapses in legibility and grammar.

Level 2 ([6]–[11])

Answers will contain more knowledge with greater relevance and clarity, though there will be occasional lapses. Answers will be limited in their response, e.g. perhaps assessing in more general terms the causes of the Famine, such as a lack of industry, over-dependence on the potato and sub-divisions.

Level 3 ([12]–[17])

Answers will use historical knowledge more relevantly and effectively. Explanations and analysis will be substantiated. Answers will contain a breadth of understanding. For example, they will in part assess the role of landlords in relation to a limited range of other factors. Many landlords were absentee, and regarded their holdings in Ireland as nothing more than a means of income, with no sense of obligation. Many landlords lived beyond their means, and raised rents to compensate. Absentee landlords left tenants at the mercy of middlemen. Comment may be made about other causes, such as over-population, marriage patterns.

Level 4 ([18]–[22])

Answers will recall, select and deploy knowledge more clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be comprehensive, assessing the culpability of landlords to other factors, coming to a reasoned conclusion. For example, while, to many contemporaries, landlords were perceived as cruel and uncaring, many landlords were

not to blame for the problems faced by tenants. Sub-division enabled a farmer to provide for his family; potatoes bore a staple diet; the Devon Commission reported that the remedy to land problems was difficult. The Commission's plans for an agricultural school and greater loans to landlords were all wrecked by the Famine. Clarendon noted that the landlords were the real obstacles to improvement because of their insolvency. Other causes should be considered, such as the laissez-faire ideology and lack of inward investment; lack of industrial development outside Ulster; no programme of state-assisted emigration to ease the burden on the land. [22]

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- 4 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers will recall, select and deploy information in an episodic or largely inaccurate manner. Answers will be vague and superficial about the aims of the Fenian movement. Meaning will be unclear because of illegibility and lapses in grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy information with a greater degree of relevance. Answers will contain some limited explanation about the aims of the Fenian movement. For example, the Fenian revolt took place because it was their basic aim to achieve the total separation of Ireland from the UK by force of arms. Military means lay at the heart of Fenians' methods and there was to be no compromise with constitutional or reformist organisations.

Level 3 ([5]–[6])

Answers will recall, select and deploy knowledge relevantly, clearly and effectively. Answers will provide more detail about the aims of the Fenian movement. While other physical force Nationalist movements such as Young Ireland began as constitutional movements, the Fenians rejected constitutional action from the beginning. Their aim was to create an independent Irish Republic, which would embrace universal suffrage, a two-chamber legislature, and a separation of powers and an almost complete Church–State separation. The Fenians also had some socio-economic aims for Ireland. They hoped to create peasant ownership of land. The Fenians believed that the land problem could not be solved within a UK framework, but only once independence had been won.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy knowledge relevantly, clearly and efficiently. Explanation and analysis are very well developed. The Fenians justified their rebellion through the belief that the vast majority of the Irish people desired complete separation from Britain, and that the Fenians had an indisputable right to obtain this by force of arms. For some Fenians, the rebellion of 1867 was part of a grand gesture that would mobilise the population. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers will deploy knowledge in an episodic or largely inaccurate manner. The answer is mainly narrative with little understanding or explanation. The answer will contain some basic points about the failure of the Fenian rising. Answers will have unclear meaning due to illegibility and lapses in grammar, inappropriate style of writing and defects in organisation.

Level 2 ([6]–[11])

Answers will recall, select and deploy knowledge with a greater degree of clarity, though there will be occasional lapses. The answer contains some explanation and analysis. For example, answers may give examples of poor preparation or bad planning. They lacked widespread support. There will be some lapses in meaning due to illegibility, lapses in grammar, organisation, with little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select knowledge more relevantly and effectively. Explanation and analysis will be substantiated. Answers will contain a breadth of understanding, and attempt to assess the role of poor preparation and bad planning in relation to other factors. The actual plans for the rising in March 1867 were fundamentally flawed: the weather was inclement, rebels were badly armed and the leadership disorganised. The Fenians received little help from their counterparts in the USA. Additionally, there were serious divisions among the Fenian leadership both in Ireland and in the USA.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully the role of the poor preparation and bad planning in relation to a wide range of other factors. Cardinal Cullen led a resolute opposition to the Fenians, publicly condemning their activities and creating a spiritual dilemma for Catholics. The

Church declared that it was sinful to join secret societies, or to use force to overthrow the legitimate government. Cullen moulded the Catholic clergy and hierarchy to present a virtually unanimous and forthright response. His pastoral letter in 1861 was against all secret societies, while a meeting of the bishops in 1862 warned Catholics against all such organisations, whether bound by oath or otherwise. Answers at this level will make references to other causes of the Fenians' failure, such as the firm response of the British government. The Fenians failed to win any level of popular support in Ireland, i.e. from Presbyterians, ordinary Catholics and landowners. The government moved decisively, responding with a mixture of coercive legislation and actions such as the movement of army regiments whose loyalty might be in doubt. Moreover, government was assisted by the work of the G division of the DMP which was responsible for intelligence work, as well as information from informers. Answers will have clarity of meaning due to legibility and good grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

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Option 3**60**

Option 4: France 1815–1871

AVAILABLE
MARKS

- 1 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer will be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the foreign policy of Louis XVIII. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the aims of the foreign policy of Louis XVIII in this period, e.g. to restore the prestige of France. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be developed. Answers should be more detailed and show an awareness of the main aims of the foreign policy of Louis XVIII between 1815 and 1824. They could refer to some of the following points: to make France a major power again, avoid costly wars, get foreign troops out of France and pay the war indemnity. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the aims of the foreign policy of Louis XVIII across the whole period. They could refer to how the King wanted to remove the restrictions of the 1815 Vienna Settlement and wanted France to be re-admitted to the Concert of Europe. Louis XVIII wanted to make France a major power in Europe again, but without wars if possible. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar, and display a clear style

of writing with very good organisation and sustained use of relevant vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the domestic policies of Louis XVIII. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms how successful the domestic policies of Louis XVIII were in this period. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more detailed and try to assess in specific ways to what extent Louis XVIII's domestic policies were successful between 1815 and 1824. The King established economic and political stability in France and won popular support for the constitutional monarchy. Louis XVIII also improved relations with the Catholic Church and he declared it as the state religion of France. Also the King tried to pursue moderate policies and he retained some of the Napoleonic reforms. However, political opposition remained a threat and some people in France were unhappy with the new regime which led to growing support for Republicans. After the murder of the Duc de Berri in 1820, the King came under more pressure from the Ultras and moved away from his moderate policies towards the more extreme demands of the Ultras who had increased their influence over government. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Option 4: France 1815–1871

AVAILABLE
MARKS

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent Louis XVIII's domestic policies were successful in this period. Good responses will be aware of the problems facing the King in this period such as the Ultras, Republicans, Bonapartists, and the demands of Liberal reformers. Louis XVIII's domestic policies had been helped by capable ministers. The King tried to work with the Chamber and his domestic policies were helped by an economic recovery after 1815. By 1824 an effective system of government with a sound financial base had been established. Louis XVIII's domestic policies appeared successful, but major problems remained such as divisions within French politics over the role of the King and the role of the Church, against the demands of rival political groups. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar, with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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- 2 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer will be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the cultural and social developments in France in this period. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the cultural and social developments in France between 1815 and 1830, e.g. the influence of the Romantic Movement. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be

developed. Answers should be more detailed and show an awareness of both aspects of social and cultural developments in France by 1830. They could refer to some of the following points: poor housing and social conditions, the growth of Paris, the social effects of increased unemployment, price rises and food shortages. The influence of the Church increased after 1821, especially in the field of education. Also there were important cultural developments such as increased clerical influence and a growth in French literature, e.g. Balzac, Hugo and Stendhal. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of both social and cultural developments in France across the whole period. Answers could refer to the effects of limited industrial growth and agricultural problems on French society. They could also refer to the influence of the Romantic Movement upon French literature and art, e.g. Delacroix, whilst in music the work of Berlioz became influential. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar, and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Charles X in this period. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement whether economic problems posed a greater challenge to Charles X than political developments in the period

1824–1830. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more detailed and try to assess in specific ways to what extent economic problems were a greater challenge to Charles X than political developments in France. After 1826 France was badly affected by slumps, unemployment and high food prices, especially Paris which had started to industrialise. By 1830 France was experiencing an economic depression which, together with poor harvests led to wages falling by over 30%, whilst food prices stayed high. Charles X did little to tackle economic problems which helped to undermine support for his regime and create a revolutionary mob in Paris by 1830. Charles X also tried to deal with political developments in France between 1824 and 1830. New political societies were formed by figures like Guizot and new opposition newspapers were formed to criticise the regime of Charles X. In January 1830 a new liberal middle-class newspaper *La National* was founded under its editor Thiers. Charles X also lost the support of key groups such as the *Pays Legal* and he tried to gain more control over the Chamber before reducing the number of voters in 1830. The growing economic and political problems facing Charles X by 1830 led to his downfall. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent economic problems posed a greater challenge to Charles X than political developments by 1830. Overall, Charles X failed to deal effectively with economic problems and political developments and his policies tended to make him even more unpopular. By 1827 discontent was widespread but Charles X did retain political power until 1830 when he was overwhelmed by an economic depression which affected Europe not just France. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar, with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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- 3 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and explanation. Answers will recall, select and deploy some basic factual knowledge on the reasons for the failure of the Second Republic by 1852. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will be quite accurate containing some detail on the reasons for the failure of the Second Republic in France by 1852, e.g. the role of the President, Louis Napoleon. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are developed. Answers will have more detail. Answers will be well informed on the reasons for the failure of the Second Republic by 1852. After being elected as President of the new Second Republic in 1848 Louis Napoleon acted quickly to win more public support and to gain the support of the Catholic Church. In December 1851 Louis Napoleon staged a coup to seize power with political opponents arrested and government buildings taken over by French troops. At the end of December 1851 Louis Napoleon's actions were overwhelmingly approved by a referendum. In March 1852 the French people elected a new Chamber which was dominated by supporters of Louis Napoleon who felt strong enough to call another referendum in 1852 which approved France becoming an Empire instead of the Second Republic by December 1852. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are very well developed and substantiated. Answers will be accurate and well informed on the main reasons for the failure of the Second Republic in France by 1852. Answers at this level will be aware of the weaknesses of the constitution which set out to restrict the powers of the President who could only serve a four year term. Louis Napoleon set about strengthening his position and undermining the new constitution and he also enjoyed the support of powerful conservatives, the Church and the wealthy property owners. These groups were the bulk of the French electors who approved the political changes of 1851–1852 that allowed Louis Napoleon to destroy the Second Republic in France by December 1852. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation and appropriate use of specialist vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the policies of Louis Philippe in this period. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement about the domestic and foreign policies of Louis Philippe in this period and how far they were successful. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed. During this period Louis Philippe achieved his aim in foreign affairs of keeping France out of a major war but his foreign policy was unpopular. However, France was embarrassed over the Mehemet Ali crisis and the Spanish Marriages question. The only glory Louis Philippe could offer to France was new colonies in Africa and the Pacific, whilst the conquest of Algeria had been completed by 1847. Candidates should also discuss his domestic policy and how successful it was in this period under Louis Philippe. Free trade created prosperity for the middle and upper classes, press freedom increased and the power of the Church was curtailed. However, his political and religious reforms were limited and the working classes gained little from the domestic policies of Louis Philippe. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent, and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess how Louis Philippe's foreign policy kept France out of war, but he was criticised by Nationalists and Liberals for his close links to Britain and his lack of ambition. In domestic policy his government appeared successful at first, but out of touch and ineffective from 1840 onwards. Generally, Louis Philippe acted with caution when governing France and he relied too much upon his ministers, especially Guizot. The greatest failure of his domestic policy was his refusal to extend the franchise and introduce social reforms, whilst Louis Philippe ignored the growing economic crisis of the 1840s. Overall in both policy areas Louis Philippe enjoyed both success and failure across this period. The best responses at this level will cover the whole period and discuss the success of his foreign policy in relation to his domestic policy and come to a clear and sustained judgement. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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- 4 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer will be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about Napoleon III's foreign policy. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the achievements of the foreign policy of Napoleon III in the period 1852–1870. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will be developed. Answers should be more detailed and show an awareness of some of the achievements of Napoleon III in foreign policy in this period. They could refer to some of the following points: he restored France as a major power, was successful in the Crimean War and was successful in Italy, acting against the Austrians. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of a range of achievements of Napoleon III in his foreign policy across the whole period. Napoleon III by 1863 had successfully restored France to its status as a great power without any major wars. France also gained more colonies in this period. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar, and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the economic policies of Napoleon III. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms whether economic policy was the most successful aspect of the domestic policy of Napoleon III. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed. Answers will be more detailed and try to assess in specific ways to what extent Napoleon III's economic policy was the most successful aspect of his domestic policy between 1852 and 1870. Napoleon III had some ambitious economic policies such as a new banking system, state support for railway development, increased overseas investment, and his policy of urban renewal. Thanks to these radical new policies France enjoyed an economic recovery under Napoleon III which gave economic and political stability to France in this period. Answers could also refer to how his free trade policies improved economic relations with other European states, e.g. Britain. Candidates could also refer to other aspects of Napoleon III's domestic policy such as the creation of a Liberal Empire between 1859 and 1870. He also established an effective centralised and authoritarian system of government which ensured the effective implementation of his domestic policies. Napoleon III also established good relations with the Church whilst suppressing political opposition. By the end of his reign there were signs of failures in his domestic policy and some candidates could argue that Napoleon III had promised much but had delivered little by 1870. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed, and clearly assess to what extent economic policy was the most successful aspect of the domestic policy of Napoleon III across the whole period. Between 1852 and 1870 economic prosperity appeared to return to France as well as political stability. However, by 1870 discontent with the policies of Napoleon III was growing such as the industrialists' fear of free trade. The best responses will address both parts of the question and come to a sustained judgement.

Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar, with a clear style of writing evident. There should be very good organisation, as well as appropriate and sustained use of specialist historical vocabulary.

[22]

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Option 4

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Option 5: Russia 1903–1941

AVAILABLE
MARKS

- 1 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions as to the causes of the 1905 Revolution, perhaps mentioning the Russo-Japanese War. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited explanation as opposed to narrative. Answers will be better informed and start to refer to some of the ways in which the Russo-Japanese War led to the Revolution of 1905, such as how it triggered the protests which led to “Bloody Sunday”, and how Russia’s defeat at the hands of Japan was a national humiliation, leading to unrest at home. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation will also be developed. Answers should be more detailed and show an awareness of the role of the Russo-Japanese War in causing the Revolution, possibly mentioning how the war revealed the incompetence of the government and led to even more unrest at home when it had been supposed to extinguish this unrest. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated and sustained throughout the answer. In addition to the points mentioned above for Level 3, candidates could also discuss how Russia’s dismal performance in the Russo-Japanese War led to a steady build-up of tension at home which exploded when news of the defeat became public. The impact of Bloody Sunday and how this ruined both the public perception of the

Tsar and led to a wave of popular strikes increasing discontent could also be discussed. Candidates could also refer to how this unrest led to a general strike and the re-emergence of the Soviets, making a tense situation worse. Answers may also observe that the war led to shortages and a rise in the rate of inflation. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar, and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Tsarism in the period from 1905–1914. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some basic reasons for the Tsar's survival. Answers may focus entirely on how the Tsar contributed to his own survival with the introduction of the October Manifesto and the reforms it promised in an effort to appease the calls for reform. The fundamental laws could also be discussed and how Nicholas reversed the terms of the Manifesto creating the illusion of change whilst merely maintaining the status quo of the autocracy. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess specific ways in which the Tsar aided his own survival, but also discuss other relevant factors. The Tsar for his part introduced the October Manifesto, dividing his opposition and giving the illusion of reform whilst using the fundamental laws of 1906 to maintain his autocracy and the status quo. However, the opposition to Tsarism was also weak after 1905 and was made up

of mostly disparate groups with no unified leadership or aims. Candidates could discuss how the peasantry had never mobilised en masse in 1905, hindering any attempt to have a coherent opposition between 1905 and 1914. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly assess to what extent it was the actions of the Tsar which allowed his regime to survive. In addition to the points outlined above for Level 3, candidates could discuss how the Tsar had reluctantly introduced some reforms post-1905 under the advice of Stolypin. These reforms in industry, agriculture and education went some way to appeasing the masses, even if only temporarily and weakened the calls for revolution. The Secret police, Okhrana, had also been ruthless and efficient in dealing with opposition to the Tsar, and the return of loyal troops from the Far East after the end of the war with Japan also helped Nicholas remain in control. In addition, however, answers should show an awareness of how Nicholas was aided in his survival by other factors such as the weakness of his opposition. The unrest of 1905 had been largely spontaneous and had caught the revolutionary groups off guard, meaning that they were unable to capitalise on the discontent even after 1905. No opposition group could harness the unrest from 1906 onwards and provide effective leadership as too many opposition groups were involved, all wanting different things. The partial economic recovery caused by the end of the war with Japan and the Tsar's reforms also decreased their support within society. Although there were strikes between 1906 and 1914, they were usually about working conditions and not overthrowing the Tsar. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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- 2 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer will be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the fall of the Provisional Government. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited explanation as opposed to narrative. Answers will be better informed and start to refer to some of the ways in which the Provisional Government led to its own downfall such as its disastrous decision to continue with the First World War. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will be developed. Answers should be more detailed and start to show an awareness of a range of reasons why the Provisional Government lost power by October, such as its decision to delay elections to the Constituent Assembly, delays over land reform and the problems of power-sharing with the Petrograd Soviet. For some, the Provisional Government was not that much of a change compared to the Tsar's Duma, and overall it lacked authority and leadership. Answers may also refer to the disastrous decision of Kerensky to launch his failed summer offensive in 1917. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be very well developed and substantiated and sustained throughout the answer. In addition to the points mentioned for Level 3, answers should show an awareness of how the errors of the Government helped Lenin in October 1917. Kerensky had failed to move against the Bolsheviks even after the failure of the July Days and he was in fact forced to ask for their help during the Kornilov Revolt, taking the fateful decision to arm the Red Guard, all of which set the Bolsheviks up as a valid successor to the Provisional Government. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar, and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Bolshevik success in the Civil War. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement. Answers will start to assess in general terms Lenin's contribution to Bolshevik success in the Civil War. Lenin appointed Trotsky as Commissar for War, a job at which he was exceptional. He also worked furiously, albeit away from the front lines, on the economic policy of War Communism which kept the workers working and therefore the Red Army fed and armed. Answers may begin to assess in general terms **some** of the other reasons for Bolshevik success in the Civil War, such as how the Whites lacked overall direction and had no clear purpose, unlike the Reds. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There may be occasional defects in organisation or little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess not only the role of Lenin, but also a number of other factors that led to Bolshevik success in the Civil War. In addition to the points mentioned above for Lenin, he also mounted a furious propaganda campaign against the Whites which helped to turn support away from the Whites and towards the Reds. His appointment of Trotsky as Commissar for War also showed immense leadership on Lenin's part, realising as he did, Trotsky's suitability for the post. Candidates should then also go on to consider other reasons for the Bolshevik victory in the Civil War, such as the divisions amongst the Whites and also the strengths of the Reds that led to Bolshevik victory. The Whites were deeply divided in their political and economic views and their armed forces were poorly organised, trained and equipped. Their loss of Allied help after 1919

made any sustained effort on their part almost impossible. By contrast, the role of Trotsky as Commissar for War could be discussed and how he transformed the Red Army into a well-disciplined and ferocious fighting force of over five million strong. The use of the Cheka and the Red Terror also led to the Bolsheviks assuming the upper hand as well as the fact that they always had control of the railway network and the important industrial centres keeping their supply and transportation routes open at all times. The policy of War Communism and how it transformed the economy in order to deliver success in the Civil War should also be discussed. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent, and there should be good organisation with some relevant historical vocabulary. Candidates at this level may attempt to reach a judgement regarding the premise of the question.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed, and in addition to the points mentioned for Level 3, should show a clear awareness of not only the roles of Lenin and Trotsky, but also both the divisions amongst the Whites and the strengths of the Reds. Good answers will engage fully with all aspects of the question and present a coherent and well-argued response. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar, with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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- 3 (i) This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about some of the cultural values of Lenin's Russia. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited

explanation and analysis as opposed to narrative. Answers will be better informed and start to assess in general terms some cultural values such as the attitude towards women and the (temporary) increase in their rights as the traditional oppression and maltreatment of women was challenged. Candidates may also discuss the attempts to limit the power of the Church and promote communism as the one true ideology for the masses. Mention could also be made of the belief in Constructivism. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should, in addition to the points outlined in Level 2 above, discuss how Constructivism was to create a new proletarian culture based on the worker and industrial technology. Candidates may also discuss Futurism within art, promoting visions of the future in which new technology would allow society to be remodelled through a new emphasis on machines and technology. Mention could also be made of state control of both the radio and cinema to promote the revolutionary message. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be very well developed and substantiated and sustained throughout the answer. In addition to the points outlined in Levels 2 and 3 above, candidates could mention how architecture was encouraged to embrace visionary utopianism, i.e. creating a new society based on communal living, how traditional “bourgeois” was both attacked and frowned upon, and how art was encouraged that glorified either the peasant or the worker as they were the fundamental base of the revolution. In addition, top level answers may be able to discuss how many of these cultural values were driven by practical ideological considerations such as attempting to mobilise a mass workforce and promoting/reinforcing revolutionary ideals. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar, and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate’s ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Bolshevik economic policies in the period 1918–1924. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms how the Bolsheviks dealt with Russia's economic problems by 1924 by outlining some basic characteristics of both the policies of War Communism and the NEP. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation or little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and start to make a judgement about how successfully the Bolsheviks dealt with Russia's economic problems between 1918 and 1924. In 1918, Russia pulled out of World War One which contributed to the Civil War and forced Lenin to introduce the economic policy of War Communism. War Communism was introduced to gain more centralised control of the economy as Lenin knew this would be necessary in order to win the Civil War. It advocated the banning of private trade, the nationalisation of industry and the requisition of food from the peasants to feed the industrial workers and soldiers of the Red Army. Although successful politically in that it helped win the Civil War, the policy was far from a success economically causing famine, hardship and a social backlash against the Bolsheviks. The Kronstadt Mutiny of March 1921 allowed Lenin to carry out a tactical shift away from War Communism. The NEP was then introduced in order to deal with the economic and political problems that had been caused by War Communism. The NEP, although initially unpopular, especially within the party, did allow the country's economy to recover from the ravages of War Communism and so again could be judged a success. The NEP ended grain requisitioning and allowed peasants to sell surplus grain for profit, encouraging them to start growing again. Small industries were also returned to private hands although the state continued to control large and heavy industry. Candidates could reflect on how the NEP appeared to be more of a success than it was; it appeased people and

brought support back to the Bolsheviks, but industrial and agricultural output still struggled to surpass pre-war levels. Answers may lack balance at times with some gaps in knowledge or argument or they may omit part of the period. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly assess both War Communism and the NEP as well as discussing the degree of success both policies enjoyed. War Communism was instigated for the specific circumstances of winning the Civil War and as such its methods were harsh. Lenin had been forced to introduce economic centralisation and nationalisation much sooner than he had originally anticipated. The policy did ensure victory but caused severe distress in the process, both economic and social. Peasant support for the policy and the Party began to evaporate due to the requisitioning of food. The famine of 1921, which these measures caused, killed millions and lost the Bolsheviks even more support. As a result of the Kronstadt Mutiny of 1921 Lenin changed his approach completely with the NEP in an attempt to increase both industrial and agricultural output. In the process, many of the economic restrictions imposed by War Communism were relaxed or lifted, allowing peasants and workers to prosper. Top responses may mention how the NEP was unpopular within the Party due to its inclusion of some capitalist principles so as to ensure economic recovery. However, the policy was a success overall, stabilising the economy and leading to an economic recovery by the time of Lenin's death, although output had still not reached pre-war levels. Exceptional responses may also refer to the policy of State Capitalism which preceded War Communism. The best responses will present a clear and sustained evaluation of Bolshevik economic policy and its effects. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar, with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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- 4 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer will be in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions relating to Stalin and the power struggle after Lenin's death. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Candidates could discuss the importance of Stalin's role as General Secretary of the Party and the amount of influence this gave him, placing him well to overcome his chief rivals. Answers may still contain lapses in spelling, punctuation and grammar, as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers should be more detailed and start to identify the chief reasons as to why Stalin was able to defeat his main rivals within the Party. His control over the Party was key as was the amount of power he exercised within it. Trotsky was unpopular and had been largely discredited. Candidates could also discuss the division within the Party over the NEP versus permanent revolution, and how Stalin exploited this to his own ends, as well as how the ban on factionalism made it virtually impossible for others to challenge Stalin's position within the Party. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated and sustained throughout the answer. Answers should show a clear awareness of the reasons why Stalin was able to emerge as leader by 1929. Stalin had always promoted himself as the natural heir to Lenin and had been underestimated by many in the Party. Stalin had allied with Kamenev and Zinoviev to isolate Trotsky within the Party, expelling him and sending him into exile. Stalin then isolated and defeated the Right Opposition who had been so instrumental in helping him defeat Trotsky. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar, and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Stalin's economic policies by 1941. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar, as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some of the basic characteristics of collectivisation, industrialisation and the Five Year Plans, and making a partial attempt to assess the relative success of these policies. Collectivisation is generally regarded as having been a failure and the cost to the peasants was huge as the Kulak class was all but wiped out and most ended up enduring severe food shortages and being forced to enter collectives. Under Industrialisation, the economy became increasingly imbalanced and again, the workers paid a heavy price for the progress. The Five Year Plans had been launched in 1928, leading to massive changes in population, whilst the working conditions and wages of workers failed to improve by 1941, despite the claims of Stalinist propaganda. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed. Answers will be more detailed and try to assess the positives and negatives of Stalin's economic policies. In addition to the failures outlined for Level 2, answers should show that the policies had both successes and failures. Collectivisation did produce some successes, e.g. a communist system of landowning was achieved and the industrial workers and Red Army were fed. Industrialisation is generally regarded as having been more of a success, with industrial output increasing steadily between 1929 and 1941. The USSR was also transformed into a modern industrial state. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly assess both the failures and successes of the economic policies before reaching a valid judgement. The economic policies had successes and failures but collectivisation had many more failures such as agricultural production actually falling due to the backlash from the peasants. Collectivisation generally failed to meet its targets in terms of food production, and in many cases actually led to food shortages for peasants as many resisted the forced changes, as food was requisitioned to be sent to the towns or exported to provide vital foreign revenue. However, it did meet some of Stalin’s ideological aims such as imposing a communist system of landowning and farming in the countryside. Industrialisation and the Five Year Plans, on the other hand, although exacting a huge price from the workers themselves, did turn the USSR into a superpower with a modern economy which would help it to survive the attack from Nazi Germany in 1941. Russian GDP doubled between 1929 and 1941, heavy industry expanded rapidly, urban population doubled as did the proletariat and the USSR was better able to exploit its natural resources, and the nation was spared the worst effects of the Great Depression of the 1930s. Responses at this level may be able to discuss who the policies of collectivisation and industrialisation were successful for, showing awareness that in both cases, any successes were usually for Party and state and any losses were actually endured by the people, both peasants and workers. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar, with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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Option 5

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Option 6: Italy 1914–1943

AVAILABLE
MARKS

- 1 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about the military and social effects of the First World War on Italy between 1915 and 1918. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the military and/or social effects of the First World War on Italy between 1915 and 1918, e.g. 1.7 million casualties suffered or the food riots in Turin. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show awareness of the main military and social effects of the First World War on Italy between 1915 and 1918. In terms of military effects they could refer to the failings of General Cadorna and the major defeat at the Battle of Caporetto. Social effects such as the impact on industrial workers, the increase in the membership of trades unions or the increasing role of women working in the countryside could be discussed. At this level candidates should discuss both military and social effects, but one area may largely predominate. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a clear understanding of the main military and social effects of the First World War on Italy in this period. Good responses will refer to the points outlined above, and may also consider the dreadful conditions the Italian soldiers faced while fighting

in the Alps and the national humiliation that followed the defeat at Caporetto. The answer will be characterised by accuracy, consistently good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically characterised by generalisations and poor understanding, giving little more than a narrative about Italy's war effort. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms some aspects of Italian success/failure in the First World War. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more comprehensive and start to make a judgement about the level of success or failure Italy experienced in the First World War. Candidates may refer to the "Mutilated Victory", as the peace terms of 1919 were seen as a betrayal of the Italian victory. Candidates could also examine the impact of war militarily, to decide whether Italy, despite being on the winning side, really was successful in the First World War. Militarily, although Italy was on the winning side, the Italians suffered massive casualties between 1915 and 1918, although they did experience the much publicised success with the victory of Vittorio Veneto. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates will

be able to support their argument with specific evidence and present a sustained evaluation about the extent of success or failure in the Italian war effort. Good responses could refer to the disaster at the battle of Caporetto. This was a complete humiliation to Italy. Good answers could additionally point out that, although Nationalists viewed the peace treaties as a betrayal and a “Mutilated Victory”, Italy in fact, made more territorial gains in Europe than any other victorious nation. Candidates could discuss the terms of the Treaty of London which were largely in line with what Italy actually gained in the Paris Peace Settlement. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [22]

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- 2 (i) **This question targets AO1(a) and AO1(b):** the candidate’s ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about the economic problems that Italy faced in this period. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the economic problems that Italy faced in the period 1919–1922, e.g. increased national debt. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show some awareness of the main economic problems faced by Italy between 1919 and 1922. They could refer to some of the economic problems, such as the endemic problem of the North–South divide, with the economy of the latter characterised by an inadequate infrastructure and over-reliance on agriculture, or the rising unemployment resulting from the end of the war, with the demobilisation of the armed forces. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a clear understanding of the main economic problems faced by Italy in this period. Good responses will refer to the points outlined above and could also discuss the rise in inflation with the lira losing almost half its value in 1919, or they could discuss the impact of the “Red Years” (Biennio Rosso). The answer will be characterised by accuracy, consistently good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate’s ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini and the role of the cult of personality in this period.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms some aspects of how Mussolini used the cult of personality as a means of control over Italy in this period, possibly referring to the use of cinema news bulletins. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more comprehensive and start to make a judgement about how important the cult of personality was as a means of control compared with other means of control in Fascist Italy between 1922 and 1943. Responses could refer to the promotion of the cult of personality through the role of the Ministry of Culture which controlled the arts, architecture and literature to promote the Fascist State and its values. The indoctrination of the Italian people in the wisdom and qualities of the Duce became a central activity of the Italian state. Candidates should also be able to refer to other means of control such as the role of the OVRA (Secret Police), creation of a one-party state, and Mussolini’s use of repression and censorship

over the Italian people. Mussolini also used propaganda and the media to help him control all aspects of economic, social and political life in Italy. Answers may lack balance at times with some gaps in knowledge or argument or they may omit the period 1940–1943.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates will be able to support their argument with specific evidence and present a sustained evaluation about whether the cult of personality was the most important means of control used by Mussolini over Italy by 1943. Candidates could discuss how pro-Mussolini graffiti appeared on walls with slogans such as “Mussolini is always right” as evidence of the cult of personality successfully indoctrinating the Italian people. However, they could also discuss how the propaganda machine became less convincing during the 1940–1943 period. Good responses could discuss the use of force, such as the removal of political opponents and trade unions. Mussolini also made agreements with the Church, e.g. Lateran Pact, and he enjoyed the support of the King and the Army. Mussolini’s social policies were also important with his “Battles”, control over education, generous welfare policies and the Corporate State. Until 1939 there was little opposition to Fascism. The best responses will clearly evaluate the importance of the cult of personality in relation to the political/social policies used by Mussolini in his attempt to keep Italy under his control in this period. [22]

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- 3 (i) This question targets AO1(a) and AO1(b):** the candidate’s ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about the Catholic Church and its support for Mussolini. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why the Catholic Church supported Mussolini during his rise to power, e.g. fear of the left. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show awareness of the main reasons why the Catholic Church supported Mussolini between 1919 and 1922. They could refer to fears of socialism/communism and Mussolini's promises to restore law and order in Italy. By 1922 Fascism was becoming more respectable with Mussolini gaining support from the King and the army. Mussolini also tried to win support from the Church with his promises to provide the Vatican with the material resources needed for schools, churches and hospitals. By 1922 Mussolini stressed to Church leaders that they had nothing to fear from Fascism and his policies were designed to win support from the Church. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a clear understanding of the main reasons why the Catholic Church supported Mussolini during his rise to power during this period. Good responses will refer to the points outlined above and also mention the support for Mussolini from the new Pope Pius XI who had blessed Fascist banners. They could also refer to Mussolini publicly announcing his opposition to divorce and by promising to heal the rift between the Church and State, the so-called "Roman Question". The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1(a) [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini and his domestic policies in this period.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation, analysis and judgement.

Answers will start to assess in general terms some aspects of how Mussolini tried to deal with the domestic problems facing Italy in this period, e.g. the North–South divide. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more comprehensive and start to make a judgement about how effectively Mussolini's domestic policies dealt with Italy's problems in the period 1922–1943. Mussolini's policies tried to improve agriculture and industry through a series of "Battles" which experienced an element of success. The Battle for Land provided work for the unemployed and large subsidies for the landowners who administered the schemes. The Battle for Grain created double the wheat production of the pre-Fascist era and 40% more than the early 1920s. Italian industry saw some improvements in the 1930s with steel and ship-building benefiting from state subsidies. The full effects of the economic depression were avoided due to the role of the IMI (Istituto Mobiliare Italiano) and IRI (Istituto Per La Ricostruzione Industriale). From 1940 the Italian war effort was hampered by a shortage of raw materials and inadequate power supplies. Answers may lack balance at times with some gaps in knowledge or argument. Answers may also assess Mussolini's policies towards the Catholic Church, women, youth movements and education.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates will be able to support their argument with specific evidence and present a sustained evaluation of how effectively Mussolini's policies dealt with the domestic problems facing Italy in the period 1922–1943. Answers could give examples of success such as improved roads and railways, whilst electrification became more widespread. Answers should be able to refer to a range of domestic problems such as the North–South divide and rural poverty, which Mussolini had failed to solve by 1943. Although some economic successes are outlined above, candidates may argue that Mussolini's economic policies were largely unsuccessful with the Battle for Grain seriously damaging the olive industry and the Battle for Land achieving very little in the way of land redistribution. He also made an unsuccessful bid to build a war economy, while during the war the Italian people experienced shortages of food, domestic fuel and essential consumer goods. The best responses will clearly assess the success/failure of Mussolini's domestic policies across the whole period. **AO1(b) [22]**

- 4 (i) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about Mussolini's links with Franco in this period. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to why Mussolini got involved in the Spanish Civil War, e.g. to spread Fascism. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show awareness of the reasons why Mussolini got involved in the Spanish Civil War. They could refer to some of the following points: to help a fellow Fascist ally, to gain respect for Italy, boost prestige of Mussolini, gain more influence in the Mediterranean and to stop French influence over Spain. Mussolini also hoped to gain naval bases for Italy in Spain, as well as fighting against socialism/communism. After Abyssinia and the failure of Stresa, Mussolini hoped for success in Spain to boost his popularity and prove the greater power status of Italy. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a clear understanding of why Mussolini became involved in the Spanish Civil War. Mussolini also wanted to impress Hitler and prove that Italy was a major power, and he hoped that military glory would be popular among the people who were experiencing domestic hardships. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1(a) and AO1(b):** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation and analysis.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically characterised by generalisations and poor understanding, giving little more than a narrative about his foreign policy in this period.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms some aspects of the successes and failures of his foreign policy in this period, e.g. Abyssinia. Answers will be mainly narrative with gaps and development of the question will be limited and lack balance.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more comprehensive and start to make a judgement about to what extent Mussolini's foreign policy was a success in the 1920s, but a failure in the 1930s. Good responses could refer to some of the following points as examples of success such as – Corfu (1923), Fiume (1924), Locarno (1925), control over Albania in 1926, and the successful military campaigns into the north of Somalia in the 1920s. Answers could discuss how Mussolini's foreign policy wanted to portray Italy as a major power with Mussolini appearing to be an international statesman and the leader of a key member of the League of Nations. They could also discuss his desire to gain dominance in the Mediterranean and to use the prestige gained from foreign affairs to increase domestic support for his regime. Candidates could then give some examples of failure in the 1930s such as Abyssinia, Spanish Civil War and closer links to Hitler after 1936. When Italy invaded Abyssinia in 1935, and helped Franco in the Spanish Civil War from 1936 onwards, Mussolini's policy became characterised by failures and his "Fatal Friendship" with Hitler. Mussolini's foreign adventures and aggressive actions damaged the Italian economy and military resources so badly that Italy could not enter the war in 1939. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates will be able to support their argument with specific evidence and present a sustained evaluation of the success/failure of Mussolini’s foreign policy throughout this period. Corfu in 1923 was portrayed as a success, yet it could be argued that it was a failure for Mussolini. Generally, in the 1920s and even up to 1935, Mussolini’s foreign policy appeared to be successful before it became more ambitious and aggressive. The disastrous invasion of Abyssinia, his military support for Franco, and agreements with Hitler in 1936 and 1939 led to the failure of Mussolini’s foreign policy by 1939. However, some answers may choose to argue that the invasion of Abyssinia, the victory for Fascism in the Spanish Civil War and the alliance with Hitler were all examples of short-term success. The best responses will cover the whole period and come to a sustained conclusion about the success/failure of his foreign policy.

[22]

30

Option 6

60

Total

60

