



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2013**

History

Assessment Unit AS 2

[AH121]

WEDNESDAY 12 JUNE, MORNING

MARK SCHEME

General Marking Instructions

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 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 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.

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) Explain how Philip II's attitude to kingship was influenced by his father, Emperor Charles V.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 of how Charles I (V) influenced Philip's kingship. 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 begin to consider how Philip II's kingship was influenced by his father. 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 and consider the range of ways in which Charles I (V) influenced his son's kingship. Responses should consider the advice given to Philip by his father on issues such as foreign policy and religion. Charles I's (V) opposition to Protestantism and support for the Inquisition led Philip to follow a similar path. Conflict with France and a dire financial position were part of Philip's inheritance and these set the tone for his kingship. 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 more comprehensive and clearly explain how Philip's kingship was influenced by his father. Responses might consider Philip's devotion to

his father and hence the continuation of many of his policies, including the organisation of government. Philip's administration was characterised by a distrust of his advisers and nobles due to the advice given by his father to "trust no-one but yourself". Philip's inheritance of the Netherlands was pivotal in directing his kingship as it overstretched his military resources and expected Philip to govern a different type of nation, one which he failed to understand. 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) "The existence of faction fighting was the most important reason for the weakness of Philip II's government of Spain in the period 1556–1592." How far would you agree with this statement?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 facts about the weaknesses of Philip II's government. 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 begin to develop the nature of the problems Philip's government faced. 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 a range of factors which

created weakness in Philip's government of Spain. Answers should assess to what extent the existence of factions and the struggle for power between them caused weaknesses in Philip's government. Responses should also discuss the development of the Conciliar system and its weaknesses in limiting knowledge between the various elements, Philip's desire to have total control of matters, his failure to move out of Castile and his lack of trust of various government officials. 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 discuss comprehensively whether the existence of faction fighting was the most important reason for the weakness of Philip II's government of Spain in the period 1556–1592. Answers will consider the impact of factions and how Philip encouraged their existence in order to limit the power of his nobles. Responses might compare the negative impact of factions on government to the benefits to Philip of limiting the opposition. Answers should develop Philip's lack of trust in his ministers and how he withheld information from different advisers. Philip's overdependence on Antonio Perez and his mistrust of Don John led to a major scandal and rebellion. Responses might consider the variation in the success of his government in different regions of Spain. Philip's government of Castile displayed less weakness than that of Aragon and responses might consider the proposition to be too simplistic. 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) Explain the problems which faced industry and commerce in Spain between 1556 and 1592.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 of the problems faced by industry and commerce in Spain in this period. 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 begin to consider some of the problems faced by Spain's industry and commerce in the period 1556–1592. 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 and consider a range of factors which caused problems for Spain's industry and commerce. Responses should mention the strong trading position offered to Spain by the existence of its empire but the dominance of trade in raw materials showed its lack of industrial production. Answers might focus on the variation and duplication of tariffs across Spain's different kingdoms and how internal divisions limited both industrial and commercial development. Internal geography and poor transport links further limited commerce. 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 more comprehensive and clearly explain the range of factors which damaged the development of both industry and commerce in Spain between 1556 and 1592. Philip II's reliance on government bonds (Juros) made it more attractive financially to invest in these rather than in industry. Spain's many wars created demand for products but, with little Spanish based industry, contracts were fulfilled abroad, so further limiting development. Trade in some materials did develop, especially with the New World, but this only benefited some areas of Spain, such as Seville. Much of Spain's commerce depended on a single market, wool to the Netherlands, and a decline in this, aided by revolt in this region, did considerable damage to Spanish commerce. 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) “Philip II’s mismanagement of the Spanish economy was the sole reason for its decline in the period 1556–1592.” To what extent would you accept this verdict?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 little more than a few details of the decline in the Spanish economy in the period 1556–1592. 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 assess in general terms if the decline in the Spanish economy in the period 1556–1592 was due to Philip II’s handling of it. 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 a range of factors which contributed to Spanish economic decline, such as: the financial weaknesses caused by Philip’s dependence on Juros as a means to fund his conflicts, his inability to balance his budget, the decline in the sheep trade, high taxation, inflation due to the importation of American bullion, agrarian weakness and a reliance on the export of raw materials rather than the creation of industry. Responses should consider which of these factors were due to Philip’s mismanagement and which were beyond his control. 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. A number of factors might be considered as inevitable, such as the decline of the sheep trade. Responses might suggest that Philip's mismanagement of the Netherlands accelerated this decline. Answers might argue that Philip's inability to understand finance and his failure to implement plans for financial reform caused the decline of the Spanish economy. Much of Spain's economic weakness was due to underlying issues, such as land not being used for fear of attack by Barbary pirates or a lack of industry. A lack of investment underlined Spanish weakness and Philip's use of Juros provided a more profitable and less risky route for Spanish investors. Responses may conclude that Philip's economic mismanagement played a major role in decline but that it was not the sole reason for it. Answers may suggest that Spain did not decline in this period and that consequently Philip was not to blame. 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) Explain how Philip II reformed the Catholic Church in Spain in the period 1556–1592.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 be superficial and offer unclear explanation of how Philip II reformed the Catholic Church in the period 1556–1592. 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 consider some of the ways in which Philip reformed the Catholic Church. 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, considering, for example, ideas such as Philip's support for general reform of the Catholic Church through the Council of Trent and the implementation of its ideas in Spain. Responses might also consider Philip's support and use of the Inquisition as a means of church reform. Answers might focus on organisational reform along with better education and pay for the priesthood. 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. Responses will develop organisational elements such as: reform of dioceses with increased powers for Bishops which led to better administrative effectiveness, the creation of twenty new seminaries to improve education, the creation of new monasteries to improve spirituality and a greater role for Jesuits in the Spanish Church. Answers should develop elements of the Tridentine decrees and how these improved preaching, standardised the Roman Missal and improved the behaviour of priests. Responses should consider how the Inquisition rooted out heresy but also improved the behaviour of ordinary Catholics and so left a purer reformed church. 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) "Religion was the most important reason for the outbreak of the revolts of the Moriscos, Perez and Aragon". How far would you agree with this statement?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 a number of details about the revolts of this period. 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 begin to discuss some of the causes of Spain's internal revolts. 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 a range of causes of internal revolt in Spain such as: the religious and cultural differences of the Moriscos, economic decline of the silk trade, Aragonese distrust of Philip's Castilian background linked to long-term rivalries between Spain's various kingdoms, and political unrest caused by the actions of Antonio Perez. Responses should discuss religious causes for the revolt of the Moriscos but balance these with other factors, referring to the limited impact of religion on the Aragonese revolt. Answers may identify the cultural differences of both Aragon and Granada as a factor in revolt, arguing that religion was only one element in this. Responses might consider the impact of foreign intervention or the fear of it as a major factor in the revolt of the Moriscos. Philip may have acted due to fear of a Muslim fifth column and rebels may have sought outside help for religious persecution. 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 might develop Philip's role in the revolt by considering ideas such as his religious views which led him to distrust and mistreat converted Muslims, which may have caused a revolt in 1568, or his mismanagement of the advice of his administration, not listening to the Marquis of Mondejar, the appointment of a Castilian as Governor of Aragon or the use of Perez to organise Escobedo's murder. Responses might consider the economic decline in Granada or the weakening of political independence in Aragon as more important factors than religious motivations. Responses might discuss whether Philip wished to provoke rebellion in both of these cases. The economic measures directed against the Moriscos were bound to cause unrest and this might suggest another motivation behind

these actions, possibly religious. Philip's tolerance of Aragon's political independence contrasts with his actions in the 1590s and his gathering of Castilian forces to deal with a minor Protestant threat suggests a political motivation. 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) Explain why Philip II declared war on England in 1585.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 offer an unclear explanation about the causes of the 1585 war. 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 consider some of the factors which caused Philip II to declare war on England in 1585. 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 and may consider: Philip's desire to return England to Roman Catholicism, England's support for Protestant rebels in his Dutch possessions and the signing of the Treaty of Nonsuch, clashes with English privateers and traders in the New World and their attacks on his treasure ships. Responses should consider how relations rapidly worsened in the 1580s. 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 indicate how war developed between England and Spain. Responses should show a gradual decline of relations between Spain and England from the positive relations of the early 1560s. Answers might include points such as: Elizabeth's refusal of Philip's marriage proposal, Elizabeth's theft of Genoese silver ships in 1568, the expulsion of Dutch "Sea Beggars" in 1572 and the failure of Philip's other attempts to remove Elizabeth from the throne. The failure of the Rebellion of the Northern Earls, the Ridolfi plot, rebellion in Munster and the Throckmorton plot left Philip with little alternative if he was to remove Elizabeth as a thorn in his flesh.

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) "Philip II's foreign policy between 1556 and 1592 was driven by his desire for dynastic gain." How far would you accept this verdict?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 limited detail about Philip II's foreign policy. 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 consider some of the factors which motivated Philip II's foreign policy. 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 the range of factors which determined Philip II’s foreign policy. Answers must decide if Philip II was driven by a desire to protect and expand his empire or by other motives, such as his religious beliefs. Responses might consider the political motivations of Philip II’s foreign policy such as: peace with the Turks to allow him to deal with the rebellious Dutch, continued interference in France, hoping to place his daughter on the French throne even after Henry of Navarre’s conversion to Catholicism. Philip II’s clashes with Elizabeth I could be attributed to England’s challenge of Spanish dominance, especially in the New World. Responses should consider possible religious motivation to Philip II’s foreign policy in events such as: the Dutch revolt and Philip’s inability to negotiate with heretics, his support for the French Catholic League in the religious conflict inside France, the number of priests on board the Armada and his peace with the Turks in 1578. 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 might focus on Philip’s desire to maintain the territories left to him by his father or to follow his father’s advice to suffer no damage to religion. Philip’s Turkish policy made him a leader of the Holy League with combined forces smashing the Turks at Lepanto in 1571. A religious driving force for this conflict is undermined by the Turkish-Spanish Treaty of 1580 which allowed him the freedom to achieve his dynastic goals in Northern Europe. Responses might consider his desire not to rule heretics or his need for extra revenue as the driving force for his Dutch policy. The acquisition of Portugal can only be seen in overtly dynastic terms and, although his French policy had a religious element to it, the dynastic gain of his daughter on the French throne was more important. Philip’s support for, and proposal to, Elizabeth contradicts later conflict. Philip’s statement of “better a heretic on the English throne than a French woman” clarifies the driving force of his foreign policy as dynastically rather than religiously motivated. 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 1

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Option 2: The Ascendancy of France in Europe 1660–1714

AVAILABLE
MARKS

- 1 (i) Explain the results of the Dutch War of 1672–1678.

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 **AO1 (a)**, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 provide a narrative or recall some unsupported, generalised statements about the results of the Dutch War. 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 have difficulty consistently engaging with the question on its own terms, perhaps providing a general account of the events after the war. The response may contain some explanation of the impact of the Dutch War and the terms of the Treaty of Nymegen (1678) may be briefly explained. 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, observing that the Treaty of Nymegen, which concluded the Dutch War, saw France gain a number of strategically important territories including Franche-Comte, Lorraine and Freiburg. Parts of Flanders, including St. Omer, Aire and Ypres, were also ceded to France. Louis had certainly strengthened France's vulnerable north-eastern frontier; however, his actions increased the fear of French expansionism and encouraged some countries to form defensive alliances. French atrocities in Holland and the Palatinate were also widely criticised and contributed to the perception of Louis XIV as a tyrant. 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. The Dutch War had proved hugely expensive and was becoming increasingly unpopular at home in France. The Dutch had actually offered Louis more favourable peace terms earlier in the conflict than France achieved in the Treaty of Nymegen. Arguably, Louis' main enemy was Spain, rather than Holland, and he would have been better served by focusing his attentions on the Spanish Netherlands. Nevertheless, Louis had succeeded in continuing his expansion of French territory and was encouraged by the fact that the peace negotiations were conducted in French and that the title "Great" had also been bestowed upon him. 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) "Louis XIV's clash with the papacy was the most important reason for the outbreak of the Nine Years' War." How far would you accept this judgement?

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 **AO1(a)**, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 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, providing a general account of the events leading up to the outbreak of war. Louis XIV's clash with the papacy proved costly when the Archbishopric of Cologne was granted to the brother of the Elector of Bavaria rather than his own candidate. The formation of the defensive League of Augsburg in 1686 enabled France's enemies to react together

and the war began when French troops invaded 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 the significance of Louis' clash with the papacy and the other factors which led to the outbreak of war. Louis' quarrel with the Pope began with a dispute over the French ambassador to Rome but soon escalated to the point where Clement threatened to excommunicate the French King. Louis seized the papal state of Avignon and launched a propaganda campaign against the Pope. The clash came to a head in the Cologne dispute. Louis was further angered when the Electorate of the Palatinate was granted to William of Neuberg. The French King's expansionist policies, culminating in the Reunions, had resulted in France's enemies forming the League of Augsburg in 1686. The Revocation of the Edict of Nantes in 1685 had alarmed the Protestant states of Europe. England was also concerned at how Louis had supported James II. 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 reach relevant conclusions about the extent to which Louis' clash with the papacy was responsible for the outbreak of the Nine Years' War. The Pope's opposition to Louis was to prove particularly significant in the Cologne dispute of 1688, which was to trigger the outbreak of the war. Candidates may show some understanding of how Louis' expansionism had united his enemies, enabling them to react together when he invaded the Palatinate. Louis' actions and attitude had played a crucial role in provoking opposition. His decision, in 1685, to revoke the Edict of Nantes had a huge impact upon Protestant opinion in Europe. The role of William of Orange or Leopold in creating the circumstances for war should also be explored. The ambitions and actions of both men played a prominent role in the outbreak of the Nine Years' War. The answer will be well informed about the issues and events of 1688. 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]

- 2 (i) Explain the successes of the Grand Alliance during the Nine Years' War.

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 **AO1(a)**, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 provide a narrative or recall some of the events of the Nine Years' War. 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 have difficulty consistently engaging with the question on its own terms, providing a general account of the events of the war. The response may contain some explanation of the successes of the Grand Alliance in the Nine Years' War. It will display some understanding of specific battle victories or land conquered by the Grand Alliance. 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, observing that William of Orange's victories in Ireland secured his position as King of England. The English also won a crucial naval victory, under Admiral Russell, in the Battle of La Hogue in 1692. The Allies enjoyed a number of successes in the Rhineland, notably at Mainz and Bonn, and were also able to repel French advances in northern Italy and Savoy. The situation in northern Europe was reduced to a stalemate, although William achieved a major coup in recapturing Namur in 1695. 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 on the Allied successes in the war. The Glorious Revolution installed William of Orange as joint monarch of England, a position he was to secure on the battlefields of the Boyne and Aughrim. The Allies had been able to resist the French attacks in Catalonia, Piedmont and northern Italy. Securing the Channel in 1692 was a major success and prevented any possibility of James II trying to regain his throne in England. Arguably, the Allies' most significant success was in managing to stay united and halting the expansionist policies of Louis XIV. 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) To what extent did the Peace of Ryswick fulfil the ambitions of the Grand Alliance?

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 **AO1(a)**, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 make generalised assertions about the Peace of Ryswick. 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, providing limited analysis of how satisfied each opponent was. Answers at this level may communicate some knowledge of how the enemies of Louis XIV saw most of their war aims met. Some of the following powers will be considered: Austria, Spain, German rulers such as the Electors of Bavaria and the Palatinate, and England. 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 the Peace of Ryswick represented a triumph for the Grand Alliance in terms of the territory it regained from Louis XIV. William of Neuberg was granted the Palatinate; Cologne was given to Prince Clement of Bavaria; Lorraine was restored to its Duke; the Pope regained control of Avignon; the Dutch acquired the barrier fortresses and Luxemburg, Charleroi, Mons, Courtrai and Barcelona were given to Spain. Louis had been compelled to return many of the gains made by his reunion policies and to recognise William of Orange as King of England. Although France gained Strasbourg and Alsace, and retained its earlier conquests of Metz, Toulon, Verdun and Franche Comte, the Peace of Ryswick represented a victory for the Grand Alliance. Answers will make substantiated judgements about the extent to which France's opponents had achieved their aims. 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 reach relevant conclusions about the extent to which the ambitions of the Grand Alliance had been achieved. The defensive position of the Dutch had been significantly improved and the English had seemingly secured its Protestant monarch. Austria had gained territorially, acquiring Freiburg, Breisach and Philippsburg, and was content to have checked the power of France. However, it is arguable that the long-term aims of France's enemies were not met. The Nine Years' War had failed to end the ascendancy of France in Europe because the Allies had not won the conflict and, although Louis had made significant territorial concessions in the Peace of Ryswick, France remained in a position of relative strength. Louis regarded many of these concessions as temporary and had positioned himself carefully to benefit from the seemingly inevitable carving up of the Spanish Empire. 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) Explain the results of Marlborough's victory at Ramillies.

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 **AO1(a)**, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 make unsupported assertions about the results of Marlborough's victory at Ramillies. 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 results of Marlborough's victory at Ramillies. As a result of the battle, the French advance in northern Europe was halted and allowed the Allies control of almost all of the Spanish Netherlands. 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, noting that the Battle of Ramillies represented an important military victory with 15 000 French casualties and only 5000 on the Allied side. After the watershed French defeat at Blenheim, Ramillies left its army decimated and demoralised with a defeat in the war seemingly unavoidable. The battle had further shattered the myth of the invincibility of the French army as it exposed weaknesses in its leadership, tactics and morale. After the battle the Allied Army was able to occupy Antwerp, Brussels and most of the barrier fortresses, opening the possibility of an Allied invasion of France. 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 comprehensive and substantiated knowledge of the results of Marlborough's victory at Ramillies. Ramillies reinforced the reputation of the Duke of Marlborough as a highly skilled battlefield commander. The victory ensured that, in this particular theatre of the war, France would be fighting to avoid defeat rather than secure victory. The extent of the victory inspired the rest of the Grand Alliance to take the offensive against France in the hope of securing overall victory. However, the Allies securing control of the Spanish Netherlands in fact made the Dutch more willing to seek peace, with their defences secured. This was to weaken the unity of the Grand Alliance and arguably began the road to peace negotiations with France. 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) "Louis XIV's recognition of James II's son as the true King of England was the most important reason for the outbreak of the War of the Spanish Succession." To what extent would you agree with this verdict?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 account of the period or make generalised assertions about Louis XIV's recognition of James II's son as the King of England. 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, perhaps focusing on the reasons for Louis supporting James II's son and the impact this was to have upon Europe and particularly England. Louis' gesture to his dying friend raised the

fear of a Jacobite invasion of England and the prospect of a Catholic restoration. The English Parliament committed its financial support to winning the King's War. Alternatively, answers at this level may focus on the fact that it was Louis XIV's acceptance of Carlos II's Will which created the circumstances for war in Europe. Answers at this level may include some of the other blunders committed by Louis which triggered the outbreak of war. 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 the reasons for the outbreak of the War of the Spanish Succession and make clear judgements about the importance of Louis' decision to continue his support of the Jacobite cause. In accepting the Will of Carlos II, Louis went against the advice of his ministers and undermined the agreements he had made in 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. Answers at this level may include some of the following actions by Louis that also contributed to the outbreak of war. In February 1701 he 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. 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. Good candidates may argue that the primary cause of the war was Louis' acceptance of the Will and that none of his subsequent actions was decisive. 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 reach relevant conclusions about the extent to which Louis XIV's recognition of James II's son as the true King of England can be considered the most important cause of the War. Louis' decision to accept the Will was fundamental in creating the circumstances for war, although the fact that both Holland and England recognised Philip as the new King of Spain suggests that it was not, in itself, the cause of war. The impact of Louis' acceptance of the Will and his series of blunders earlier in 1702 meant that his opponents had

already formed the Grand Alliance and that war was likely to break out anyway. It was the Grand Alliance that actually declared war, suggesting that it bears some responsibility for the start of the conflict and certainly Emperor Leopold was guilty of a degree of warmongering. Louis XIV's decision to support the Jacobites was really only 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) Explain why Marlborough was victorious at the Battle of Blenheim.

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 **AO1(a)**, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 provide a narrative or recall some unsupported statements 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 victory at Blenheim. The Duke positioned his troops strategically, managed to catch his enemies by surprise and took the offensive when battle began. Throughout the battle 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. Before the battle began Marlborough had completed a meticulously planned march to the Danube and enjoyed military success at the Schellenberg. At Blenheim he concealed his plans from the enemy and was able to employ the element of surprise.

Marlborough took personal command of his troops and his effective partnership with Prince Eugene and willingness to take risks helped the Allies to gain the initiative. His innovative use of the cavalry and ability to exploit the physical features of the battlefield contributed to the overwhelming Allied victory. The French commanders also contributed to their own downfall by their complacency, due to their numerical supremacy and expectation of 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, the Duke of Marlborough's cavalry proved decisive in securing victory. The inadequacy of French leadership was central to explaining their defeat. Marlborough was able to enjoy substantial success in the centre due to Tallard's focus on defending the villages. The French forces in Blenheim were encircled and, due to a lack of organisation, were unable to escape. Despite his forces being outnumbered, Prince Eugene had once more demonstrated his genius on the battlefield. 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) "England had most reason to be satisfied with the terms of the peace treaties at the end of the War of the Spanish Succession." How far would you agree with this statement?

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 **AO1(a)**, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 basic description of the terms of the peace treaties. 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 may be focused solely on the benefits of the treaties for England. England made significant territorial gains in the New World, including Newfoundland, Hudson Bay, St. Kitts and Nova Scotia. England acquired the valuable Mediterranean naval bases of Gibraltar and Minorca. By securing the Asiento, England held the hugely financially rewarding monopoly of supplying slaves to the American colonies. The securing of the Hanoverian Succession cemented a Protestant monarchy. 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 the extent to which the terms of the treaties represented a success for England by also considering the position of other major countries. Although Philip had to renounce his claim to the French throne, he remained the King of Spain and arguably Louis had secured the main prize in the War of the Spanish Succession. Austria made significant territorial gains, including Naples, Sardinia and Milan, and also took control of the Spanish Netherlands. Both Holland and England welcomed this change of ownership as Austria was not regarded as a trade or maritime rival. They also benefited from the closing of the Scheldt which ruined Antwerp as a commercial rival to Amsterdam and London. Holland also retained control of the barrier fortresses, further securing its defensive position. The Elector of Bavaria regained Namur and Charleroi. Nice was restored to the Duke of Savoy who was also awarded Sicily, while Lorraine was restored to its Duke. 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 reach relevant conclusions about the benefits of the treaties for England and the other belligerents. Although France did not come out of the War of the Spanish Succession well, the terms of the treaties were much better than Louis had been offered in 1709.

Crucially a Bourbon, Louis' grandson Philip, remained on the Spanish throne. Austria was unhappy at its failure to secure Spain and was reluctant to accept peace. However, the peace terms did represent a considerable success for Austria as it made substantial territorial gains. Holland also gained from the terms of the treaties, although it was to enter a period of commercial decline. Other lesser countries, notably the rising power of Brandenburg-Prussia, were also satisfied with the terms. England's gains were substantial and were to prove of long-term importance in the development of its growing empire. 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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60

Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKS

- 1 (i) Explain why Daniel O’Connell attempted to repeal the Act of Union.

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 **AO1(a) and** demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgement **AO1(b).**

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is mainly in narrative form, with limited understanding, explanation or analysis. Answers will contain some basic points about O’Connell’s motives in seeking repeal. 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 make a limited reference to O’Connell’s motives. For example, he believed that an Irish parliament would provide better justice for Catholics. Such a parliament would contain representatives who were more aware of Ireland’s economic needs. O’Connell held out the prospect that such an Irish assembly would enact measures to improve conditions for the Irish people, though to allay fears of the propertied classes O’Connell went out of his way to stress that this would not mean any “social revolution”. 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, showing more awareness of O’Connell’s attitude to repeal. He claimed that repeal would bring about more promotions for Catholics in the professions, such as the law. He remained vague over many aspects of what form repeal would take. It could be said that this vagueness suggested that repeal was less of a genuine political aim of O’Connell than another campaign to pressurise the British government into granting further reforms within the framework of the Union. 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 will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed about O’Connell’s reasons for seeking repeal. He wanted fair play for all religions in Ireland. He wished for noticeable benefits for both the peasantry and middle classes as the result of the creation of an Irish parliament. Those who were elected to this parliament, he believed, would not only be better informed about what Ireland’s needs were but would be well motivated to work together for the best interests of the country. O’Connell did not clearly define what form repeal should take. For example, he was unclear as to what exactly would be done about social, economic and religious affairs, what precisely the powers of the new parliament should be or how the relationship between Britain and Ireland after repeal would be defined. 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) “Daniel O’Connell’s campaign for Catholic Emancipation succeeded because the British Government was weak”. How far would you accept this statement?

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 **AO1(a) and** demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 basic points about the emancipation campaign. 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 a 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 address in a limited way some of the reasons for the success of O’Connell’s emancipation campaign. For example, they may refer to the role of the Catholic clergy, or the leadership qualities of O’Connell. Answers at this level may 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 more relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the role played by the weaknesses of the British government in relation to a limited range of other factors. The departure of Lord Liverpool in 1827 ended a period of stability in British politics, since he had been Prime Minister since 1812. During that time Liverpool had held the Tories together over the issue of Catholic Emancipation by his “agree to differ” approach in cabinet, which succeeded in postponing, rather than resolving, those ideological conflicts which caused tension among his senior colleagues. Now there was no-one to stop these long-term and deeply held views on emancipation from coming to a head. Liverpool was succeeded in rapid succession by Canning, Goderich and finally Wellington. Canning’s short-lived premiership was marked by the contempt he aroused from his fellow Tories, several of whom refused to serve in his cabinet, and by his public endorsement of emancipation, which only worsened the split in the Tory party. Wellington’s personality antagonised cabinet colleagues who were irritated by his abrupt military style of leadership which tolerated no dissent and little discussion of decision making. It was as appropriate as it was ironic that Wellington’s row with Huskisson and his replacement by Vesey Fitzgerald led to the crucial by-election at Clare, which unwittingly facilitated O’Connell in bringing his campaign to a climax at a time when the government was most vulnerable. Answers may refer to some other factors which influenced the outcome of the emancipation campaign such as O’Connell’s leadership, his rhetoric and the extent of his widespread support. 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, and 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. Explanations, analysis and judgements are very well developed and substantiated. Level 4 answers will link the role of weaknesses in the British government to a wider range of other factors. While Wellington’s appointment as Prime Minister was welcomed by ultra Tories because of his formidable military credentials, it was this very experience of warfare which made him more amenable to Peel’s exhortation to concede emancipation and avert the potential bloodshed which could otherwise follow in Ireland. O’Connell provided outstanding charismatic leadership. His rhetoric unsettled an unstable government. He presented emancipation as a

cure for the social and economic ills of the peasantry and the Catholic middle class. He drew large crowds to the rallies, while the strategy of using by-elections, such as at Waterford and Clare, as a forum to enhance the credibility of the emancipation claim paid off. The Catholic Association was a national organisation which effectively co-ordinated the campaign. The penny rent produced funds for electioneering, compensation for those 40s freeholders who defied their landlords in elections, and fostered a sense of unity among its contributors. The Catholic clergy collected the rent and used their pulpits to keep everyone informed. 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) Explain the relationship between Daniel O’Connell and the Young Ireland movement.

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 **AO1(a) and** demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b).**

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, analysis or judgement. Answers may provide a narrative about O’Connell’s relationship with Young Ireland. 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 may refer to the fact that members of Young Ireland shared O’Connell’s aim of repeal, and the aspirations for the Irish parliament that would follow. 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 and show more awareness

of the relationship between O'Connell and Young Ireland. The Young Irelanders, led by Duffy, Mitchel, O'Brien and Davis, were cultural nationalists, rather than political separatists. They believed that England was to blame for all of Ireland's social, economic and cultural problems, and that repeal would help be a step towards nationhood. However, their interests were more on cultural than political development. There may be a partial reference to disagreements with O'Connell over religion or the use of violence. 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 very well informed about the relationship between O'Connell and Young Ireland. Davis disagreed with the Lichfield House Compact with the Whigs. They differed over religion, and Davis believed that O'Connell's rhetoric alienated the Protestant tradition. Moreover, Davis was uncomfortable with O'Connell's close association with the Catholic Church. They clashed over Peel's plan to establish three Queen's Colleges where no religious test would apply. Young Ireland criticised O'Connell for considering the idea of a federal Ireland within the United Kingdom, a scheme put forward by William Sharman Crawford as an alternative to simple repeal. Davis' death in September 1845 saw Young Ireland move closer to violence under Mitchel, and it was on this issue that Young Ireland left the Repeal Association in July 1846. However, their relationship was undermined by the fundamental difference between the elder statesmen (who stood for "old Ireland") who practised practical politics against young idealists and a more cultural, romantic philosophy. 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) "The reforms of Thomas Drummond represented the only benefit from the Lichfield House Compact; in all other respects, it failed to satisfy either O'Connell or the Whigs." To what extent would you accept this verdict?

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 **AO1(a) and** demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b).**

Level 1 ([0]–[5])

Answers at this level will deploy historical knowledge in an episodic way or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation or analysis. Level 1 answers may provide a narrative about some of the benefits of the Lichfield House Compact. 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 a 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 address in a limited way some of the results of the Compact, such as the work of Drummond, the reform of the Poor Law and the tithe. As Under-Secretary at Dublin Castle, Drummond was determined that the administration should embrace all religions with impartial treatment before the law and in official appointments. Hence, Catholics were admitted to the judiciary for the first time. The appointment of magistrates was taken out of the hands of the local and often partisan-minded magistracy vested in Dublin Castle. Tithe reform involved a reduction in the tithe payment and an arrangement over the payment of arrears. Limited comment may be made about the Whigs' gains, such as the benefit of O'Connell's support in Parliament for the passing of social reforms. Answers at this level will have 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 more relevantly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the Lichfield House Compact, perhaps only addressing O'Connell. Drummond's reforms were perhaps the most significant gain for O'Connell. Catholics were appointed to senior positions in the police. Four Catholics in succession held the post of Attorney General for Ireland. By 1841 it was estimated that a third of key legal and executive positions in Ireland were held by non-Tories, as opposed to virtual Tory monopoly several years before. There will be a limited assessment of other aspects of the Compact. For example, the Tithe Rent Charge Act of 1838 was of mixed success for O'Connell. The much loathed tithes were not abolished, but the Act eased the payment of tithes by reducing them by 25%. Tithe arrears, built up during the tithe agitation of 1834–1837, were written off. O'Connell was unhappy with the Poor Law of 1838 on the grounds that it merely introduced the English system of workhouses to deal with social problems peculiar to Ireland. However, middle-class Catholics

profited from their involvement in the administration of the Poor Law. There were now 130 Poor Law Unions run by boards of Guardians in which Catholics held positions. For the Whigs, the decline in agrarian unrest made Ireland easier to govern and reduced the unwelcome distraction of violence in Ireland. The “Tithe War” of 1830–1838 had witnessed 242 murders and over 1000 robberies. 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 assess more fully the implications of the Compact for both O’Connell and the Whigs. O’Connell was disappointed with the Municipal Corporations Act of 1840, since it was based on a £10 rather than a more democratic £8 franchise. In addition, the Act abolished 58 Irish corporations. Yet the supporters of O’Connell won control of ten local councils and in 1841 O’Connell was elected Lord Mayor of Dublin, the first Catholic to hold that position since the reign of James II. By 1840, with the prospect of the Whigs losing office at the next general election, O’Connell was becoming disillusioned with a Compact that had failed to live up to his expectations and at the same time had diverted his focus from his ultimate political goal of the repeal of the Union. O’Connell found that contributions to the “O’Connell Tribute” had declined, a sign that his personal influence in Ireland was diminishing. For the Whigs, the Compact proved to be a mixed blessing. Relative calm in Ireland and the opportunity to push through their social reforms for England came at a political cost. O’Connell used his influence in Ireland to curb the excesses of secret societies so evident in the recent tithe war. With O’Connell’s support in the House of Commons, the Whigs were able to push through some domestic reforms. Moreover, Peel was ousted from office, ending his famous “100 Day” ministry. However, a price was paid. Their association with O’Connell – a much hated figure among the English political classes – earned the Whigs much contempt from public opinion, the Established Church and the Conservatives. In the highest level of religious and political circles in England, O’Connell was perceived as someone who had humiliated the Tory government over the emancipation question in the 1820s. This sentiment contributed to the loss of seats in the general elections of 1837 and 1841. 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.

[22]

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- 3 (i) Explain the problems facing Irish agriculture in the period 1824–1845.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([1]–[2])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answers are in narrative form with limited understanding, explanation and analysis. Responses will be vague about the problems facing Irish agriculture. Meaning may not always be clear due to illegibility, or the structure and organisation of ideas points made within the response.

Level 2 ([3]–[4])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. Answers will contain some explanation and analysis. They will mention some of the problems facing Irish agriculture. For example, much land was owned by absentee landlords, in whose absence tenants suffered from high rents, middlemen, insecurity of tenure and no incentive to improve their holdings. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; 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 on the problems of Irish agriculture. For example, over one million of the agricultural community was classed as “landless labourers”, who were frequently unemployed. Under-employment, rather than unemployment, was one of the great social evils of rural Ireland. The summer months were especially difficult, as the lack of money to buy food was a problem made worse by poor communications throughout the most remote and impoverished parts of the community. Agricultural problems were enhanced by the lack of industrial development in the south and west of Ireland, as there was no prospect of even a temporary means of earning alternative income. With the exception of Ulster, Ireland had no industrial base. The north of Ireland had, by 1839, 35 linen mills which employed 7000 people. There was no significant middle class of entrepreneurs or an adequate transport system. 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 greater understanding of the problems facing agriculture. The increase in population – from 5 million in 1780 to 8 million in 1845 – meant overcrowding on the land and an undue dependence on the potato. This contributed to sub-division. There was a lack of inward investment from landlords. Most landowners invested little money on the upkeep of farms or on substantial agricultural improvements, preferring to spend the money on their houses. Successive governments failed to intervene with remedial legislation, such as state-aided emigration. All governments, however, were reluctant to act decisively since landowners dominated Parliament, and for them “reform” meant a threat to their position. Even the domestic work of spinning and weaving in their own homes, which sustained so many smallholders and labourers in earlier years, was drying up as a result of the decline of the Irish woollen and domestic linen industries after 1800. Answers at this level 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. [8]

- (ii) How significant were the social, economic and political effects of the Famine in Ireland up to 1867?

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 **AO1(a) and** demonstrate understanding of the past through explanation, analysis and arriving at substantial judgements **AO1(b)**.

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 basic points about the impact of the Famine. For example, there may be comments about the number of deaths through hunger and disease, and the fact that many people emigrated. 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 a 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 3 answers will address the impact of the Famine in a limited way. For example, they may focus on two of the three headings in the question, and in a limited way. Politically, the repeal movement

founded during the Famine, damaged not only by the illness and death of O'Connell in 1847, but also by the perceived irrelevance of its core demand at a time of starvation and death. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; 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 about two of the three themes, or a partial focus on them all. Comments about the overlap between the themes are acceptable. Politically, O'Connell was forced to alter his political priorities in the final stages of his career, giving emphasis to Famine-related issues rather than to the repeal question. Economically, the Famine caused the death of 1 million people of a population of 8.25 million, combined with the migration of 1.5 million in only ten years (1845–1855). The chief casualties of the Famine were the cottiers, who lived at subsistence level and who were more susceptible to starvation, disease and migration. The pattern of landholding changed; one quarter of all farms disappeared between 1845 and 1851, while the average size of farms increased in the same period. Socially, the Famine accelerated emigration trends. In 1847, 220 000 emigrated, while in 1852, 368 000 left Ireland. 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 more comprehensive, assessing fully the social, political and economic effects of the Famine. Socially, the Famine popularised a range of attitudes which ensured further decline in the population. Late marriages and celibacy combined with high emigration levels produced a long-term population decline. The number of Irish speakers fell from about half of the population in 1845 to 23% by 1851. Politically, the Famine immobilised the Young Ireland revolt of 1848. The arrival of so many Irish peasants into America created an Irish-American lobby hostile to Britain, and supportive of both constitutional and physical force nationalism. The Famine highlighted the profound problems with the Irish land system and popularised the radical agrarian agenda of John Mitchel and Fintan Lalor. Economically, about 10% of landlords went bankrupt, and the Encumbered Estates Act of 1849 accelerated the sale of land. In the 1850s, some 3000 estates were sold. 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) Explain the ideas and beliefs of the Fenian movement.

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 **AO1(a) and** demonstrate understanding the past through explanation, analysis and arriving at substantiated judgements **AO1(b).**

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 be vague about the ideas and beliefs of the Fenians. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and 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 have a limited focus on the ideas and beliefs of the Fenians.

Answers at this level will have 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. For example, the Fenians were formed as a military conspiracy, and its leaders actively sought to promote the destruction of British rule in Ireland and the establishment of an Irish Republic. The formal title of the movement, the Irish Republican Brotherhood, was frequently rendered as “the Irish Revolutionary Brotherhood”. Fenianism was the only Irish revolutionary organisation of the 19th century which was committed to insurrection from the very moment of its foundation. Hence, insurrection was the fundamental principle of Fenianism, as was the attainment of Irish independence. Moreover, the use of force was also a manifestation of the Fenians' contempt for what they believed to be the failure in constitutional methods, such as O'Connell's repeal campaign in the 1840s. 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. The Fenians aimed to strike when Britain was involved in war or otherwise distracted by a quarrel in Europe. Their varied experiences in exile in America and France raised Fenian expectations that one of these two countries would create an international situation favourable to Fenian intentions. The 1867 revolt came at a time when Anglo-American relations were strained. Once independence was achieved, the Fenians believed that there should be a two-chamber legislature, universal suffrage and almost complete church-state separation. Since Dublin had been the traditional seat of British rule in Ireland, the Fenians aimed to reseat the capital in Athlone or Limerick. Ireland's cultural traditions were to be preserved. There was to be land reform, though they were vague as to what form it would take. 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) “The widespread opposition the Fenians faced was the most important reason for the failure of their rising in 1867.” How far would you accept this statement?

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 **AO1(a) and** demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgments **AO1(b).**

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or mainly inaccurate manner, the answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about the failure of the Fenian rising of 1867. Answers at this level will be characterised by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing, and defects in organisation and a 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, for example, comment in a limited way on the widespread opposition the Fenians faced. For example, they may address the role and influence of the Catholic Church, or the opposition of government. Cardinal Paul Cullen was resolutely

determined to dissuade Catholics from supporting the Fenians in any form. 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 about the strength of the opposition to the Fenians. Cullen was an uncompromising cleric who resisted any perceived assault on either traditional religious teaching or the established political order. He actively discouraged Catholics from associating with Fenianism. Backed by the traditional Vatican stance against secret societies, he succeeded in making it impossible for Catholics to reconcile their religious practice with Fenian membership. The extent of this opposition meant that virtually the entire population was either apathetic to or disaffected from Fenianism. The potent nature of the opposition from government fatally impacted on Fenian aspirations. Habeas Corpus was suspended in February 1866, initiating a more intensive round of arrests. Spies penetrated the Fenian movement. Army regiments of suspect loyalties were monitored. The government cancelled the militia exercises for 1866 and 1867, which might have brought arms into the hands of Fenian sympathisers. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling and grammar; the style of writing is appropriate, there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level 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 more comprehensive, and link the widespread opposition the Fenians faced to a wider range of factors. Divisions in the Fenian leadership undermined the movement. There was no central organisation or coherent leadership. Communication between the leadership in the USA and Ireland was hampered by distance and the need to maintain secrecy. There were personality clashes between James Stephens and John O'Mahony. Stephens' promises of revolt, originally made in 1865, were renewed in 1866, but in December 1866 his flawed leadership was finally rejected when he was ousted from the command of both the American and Irish Fenian movements. The Fenian Rising of 1867 failed due to bad planning. Men, arms and ammunition were lacking. A raid on Chester Castle for arms in February had to be abandoned. The anticipated military aid from the USA was not forthcoming. Improvisation, rather than detailed planning, marked the events of the rising itself. The Fenians failed to mobilise widespread support. Most Catholics rejected physical force methods.

Presbyterians, once active in 1798, looked to the Union. Landowners feared for their property. Answers at this level 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.
[22]

Option 3

AVAILABLE
MARKS

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60

Option 4: France 1815–1871

AVAILABLE
MARKS

- 1 (i) Explain the reasons for the restoration to power of the Bourbons in France in 1815.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 offer only superficial observations about the Bourbon restoration in 1815. 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 be better informed about why the Bourbons were restored to the French throne in 1815, mentioning, for example, Louis XVIII's acceptability to the victorious allies, as well as his willingness to compromise over the Charter of Liberties. 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, observing, for example, that the Allies, who enjoyed an effective veto over the choice of regime, were not prepared to accept a return to republicanism or a continuation of the Empire, and considered that Louis had the best legitimate claim to the French throne. The Charter put flesh on the compromise by which the King had to accept that some of the gains of the revolutionary period were permanent, such as freedom of religion and the land settlement. Talleyrand's assiduous propaganda played a part as well, helping to persuade the Allies that a Bourbon restoration would be a guarantee of stability. 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 consider the various options available, perhaps concluding that Louis Philippe, who would have been more of a compromise ruler, could not replace the legitimate heir, while Bernadotte had too many Napoleonic associations. Neither he nor the Emperor's infant son was acceptable to the British, especially after the 100 Days, while a republic was perceived by the powers as a recipe for continued instability and war. The pro-Royalist demonstrations at Bordeaux seemed to suggest, in line with Talleyrand's lobbying, that Louis XVIII would be acceptable to France, as long as he accepted the Charter. After years of turmoil the Bourbon restoration represented stability for much of France, especially the influential *pays d'état*. 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) How successful was Louis XVIII's foreign policy in the period 1815–1824?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 only superficial observations about Louis XVIII's foreign policy. 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 start to assess the success of Louis XVIII's foreign policy, mentioning, for example, the withdrawal of the allied army of occupation or the invasion of Spain in 1823. 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 the success or otherwise of Louis' foreign policy. It may be noted that, after the humiliation of the 100 Days and the considerably harsher Second Treaty of Paris, Louis oversaw at least a partial rehabilitation of French standing within Europe. In 1818 the indemnity was paid off and the occupying army withdrawn, while the powers accepted France into what now became the Quintuple Alliance. In 1823 a French force, acting on behalf of the Alliance, successfully invaded Spain to restore Ferdinand VII. In a few weeks Louis XVIII had achieved what Napoleon struggled for years to accomplish, but many in France preferred Louis' hitherto peaceful policies, and less prestige than might have been expected accrued to the regime. 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 may give examples of Louis' foreign policy aims before deciding how successfully they were met, noting that he sought the removal of the allied army of occupation, the restoration of territory lost to the Netherlands and Luxemburg and an end to France's pariah status, but above all France needed a period of peace to allow economic recovery. With the help of Decazes, Louis paid off the indemnity and secured the withdrawal of the allies, and in the same year (1818) both increased the numbers in the French army by 100 000 and negotiated French entry into the Quadruple Alliance. He was unable, however, to secure any revision of French boundaries. It was in the name of this alliance that the duc d'Angouleme led the successful expedition to Spain in 1823. This may have restored France to the ranks of the great powers, but the restoration of despotic monarchy in Spain offended many French liberals. Any further ambitions France had to flex its muscles in the former Spanish colonies in South America were quashed in the Polignac Memorandum, basically imposed on Louis XVIII by Canning. 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) Explain the social and cultural developments which took place in France between 1815 and 1830.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 offer only superficial observations about social and cultural developments in France in the period 1815–1830. 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 be better informed about social and cultural developments in France between 1815 and 1830, mentioning, for example, the influence of the Romantic movement in literature and art, the growth of Paris and the living conditions of the poor. 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 on the Romantic writers such as Victor Hugo and Stendhal, as well as Lamennais and Balzac, who supported the Catholic revival of these years, painters such as Gericault and Delacroix, and composers such as Berlioz and Adam. The growth of Paris led to poor living conditions, exacerbated after 1826 when poor harvests led to an influx of peasants into an already overcrowded capital. The increase in the number of unemployed graduates was an ominous feature of the period. 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. As regards culture, answers will perhaps note that the clerical revival did not have it all its own way, with a continuing strain of anti-clericalism and a swing away from the Church by a number of romantic writers such as Victor Hugo. The period 1815–1830 saw a revival of interest in history, even recent history, for example Thiers’ “History of the Consulate and Empire”. Despite Ultra influence, liberalism maintained its intellectual strength, with Benjamin Constant its leading writer. Socially, the plight of the poor, both in town and country, and especially in the years leading up to 1830, will be mentioned. There was also growing tension between old breeding and new wealth. Although the Charter and the land compensation scheme guaranteed the land settlement, a resurgent nobility competed for and often gained even humble government positions after 1815. 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) How far would you agree that Charles X’s dealings with the press were the main reason for his downfall in 1830?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 little more than a narrative of the downfall of Charles X in 1830. 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 start to assess what part Charles’ dealings with the press played in his downfall in 1830, considering the wide range of options attempted by the King to curb opposition, as well as some other factors such as the clerical policies he pursued and the economic troubles of 1830. 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 the significance of the press in the downfall of Charles X in 1830. Only about 100 000 people had access to newspapers, but they were all voters, and thus very influential. The Charter granted freedom of the press, but also provided for “laws to check abuse” of this freedom, and this ambiguity led Charles X first to attempt the purchase of opposition newspapers, then to increase stamp duty and postal charges, followed by an attempt to hold printers rather than editors responsible for editorial content. All these ploys failed, and when circulation increased, a despairing Charles abandoned all controls, resulting in an increasingly critical press. Other factors will be considered, especially a perception that the gains of the revolution were being eroded with measures such as the land compensation scheme, the restoration of educational control to the Church, and Charles’ near-total identification with the reactionary Ultras. The economic crisis affecting France in the late 1820s may also be mentioned. 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 deal with Charles’ vain attempts to control the press, with an assessment of its importance in paving the way for his downfall in 1830. The *pays legal* was determined to resist a return to despotism, while a significant section of the bourgeoisie retained an anti-clerical scepticism which was appalled by illegally reopened monasteries, the Sacrilege Law and growing Church control over education. Parisian bondholders were angered by the compensation offered to former landowners at their expense, while the list of those dissatisfied with Charles grew as the economic crisis of the late 1820s produced desperation among the poor. But it was Charles’ contemptuous disregard of the will of parliament which was to prove decisive. The appointment of the arch-reactionary Polignac as Chief Minister in 1829 drove away the last of Charles’ supporters, and the ill-prepared coup of the “Four Ordinances” (one of which reintroduced press controls!) led to revolution and the downfall of the last Bourbon. 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) Explain the development of the French economy between 1830 and 1848.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 offer only superficial observations about the French economy between 1830 and 1848. 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 be better informed on the development of the French economy, noting perhaps the continued predominance of agriculture and the economic slump of the late 1840s. 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, referring, for example, to the improvements in transport, especially railways, where the government provided the land, with private capital financing the rails and the rolling stock. Iron ore production doubled between 1830 and 1848, while coal output tripled. But urban growth and industrial production lagged far behind that of Britain, with only 7000 out of 66 000 Parisian businesses boasting a workforce in double figures by 1848. Potato blight and poor harvests from 1846 had a knock-on effect not only in the countryside, where traditional methods predominated, but also resulted in high food prices, a flight to urban areas and consequent high unemployment. 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 note improvements in infrastructure, not only in railways, with 1770 kilometres built by 1848, but also canals and roads. But compared with France's rivals this was poor. French industry had too many workshops and not enough factories, with retardation in heavy industry and an over-reliance on luxury goods for export. Industrial development did not keep up with the 25% increase in population during Louis Philippe's reign, which saw a continuation of the economic downturn in its early years, with particular distress among silk workers in Lyon, and a devastating slump from the mid-1840s on. In addition to harvest failure, the collapse of the "railway mania" boom in 1846 combined to spark off a financial crisis, to which a government dominated by landed proprietors who had always followed a policy of *laissez-faire* was unable to respond. 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) "The political banquets were mainly responsible for Louis Philippe's downfall in 1848." To what extent would you agree with this statement?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 little more than a narrative of the fall of Louis Philippe in 1848. 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 start to assess in general terms the reasons for the downfall of the Orleanist monarchy in 1848, dealing with the Reform Banquets and, for example, the King's uninspiring foreign policy. 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 the reasons for the downfall of Louis Philippe in 1848. The political banquets will be seen as the culmination of a growing dissatisfaction with the government's failure to listen to those elements of the bourgeoisie who sought an extension of the franchise in their favour. When the King banned one of these banquets, then backed down and sacked Guizot as a result of street disturbances, he appeared weak, and a successful revolution occurred. The economic background was also important, with the Paris poor suffering badly in the economic downturn, thousands relying on charity to stave off starvation, the government seeing it as none of its business to intervene to alleviate either hunger or the appalling living conditions. Louis Philippe's foreign policy had also been unpopular. He was perceived as weak, when in fact he simply strove to avoid involving France in needless and expensive wars. He had also been undermined by antagonistic newspapers which ridiculed the King by cruelly caricaturing him. 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 dealing with the causes of Louis Philippe's downfall will note the merging of political agitation and economic misery, leading to social unrest in both urban and rural areas. They may also refer to the King's neglect of the National Guard, and his consequent doubts about its reliability in 1848. It should be noted that few sought to overthrow the King, but wanted him to dismiss his Chief Minister, Guizot. Other longer-term factors helped to undermine the monarchy. Playing second fiddle to Britain over Belgium, and the humiliation over Mehemet Ali, concerned many. The narrowness of vision, apparent selfishness and corruption of successive governments, highlighted in "*La Reforme*", fuelled opposition. The French economy made insufficient progress to match its competitors, and *laissez-faire* policies which accepted grim urban living conditions helped to bring about the eventual downfall of Louis Philippe. 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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- 4 (i) Explain why some groups opposed Napoleon III between 1852 and 1870.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 offer only superficial observations about those groups opposed Napoleon III. 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 be better informed about why some groups opposed Napoleon III, mentioning perhaps monarchists, republicans or the working class. 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, mentioning, for example, both Orleanists and Legitimists who opposed the Emperor, as well as republicans angered by Napoleon's coup which ended the Second Republic for which they had fought. Other opponents of Napoleon III included the small tradesmen who were displaced by Haussmann's rebuilding programme and obliged to move to the outer suburbs, far from their usual clientele. Liberals were disappointed by the 1852 constitution, which granted only a consultative role to the Assembly, as well as denying it the right to choose a government. 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 offer more detail

on the opponents of Napoleon III, pointing out perhaps that there were 50 Royalists in the 1852 Assembly. Liberals stressed that Louis Philippe had shared power with parliament, whereas Napoleon III appointed all 40 members of the Council of State, which proposed all new laws. Republicans, licking their wounds, were further angered when the Emperor, after 1852, had imprisoned or exiled 20 000 of them. Napoleon's grandiose schemes left behind victims who now became opponents. Hundreds of thousands of small investors lost their savings in the *Credit Mobilier* collapse, and by 1870 there was a widespread feeling that the regime offered little for the poor. The reduction of tariffs displeased many French industrialists who feared foreign competition, knowing that their anachronistic methods of production left them badly exposed. 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) "Napoleon III's economic policy was the most successful aspect of his domestic policy between 1852 and 1870." How far would you accept this verdict?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 of some aspects of Napoleon III's economic policy. 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 start to assess in general terms the success or otherwise of Napoleon III's economic policy, referring, for example, to the expansion of the railway network or to the introduction of new banks. 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 Napoleon's domestic, and specifically, economic policies. Mention may be made of the attempts to harness the savings of small investors into new institutions, such as the *Credit Mobilier*, in order to expand credit. Much of the resultant investment went into public works, especially urban regeneration in Paris, Lyon and Marseille. Napoleon signed a number of international free trading agreements, most notably the Cobden Treaty with Britain. He also oversaw a tenfold expansion in railway mileage, offering subsidies to ensure that the more remote areas of France were not excluded from the network. Answers should assess the success or otherwise of these policies. They should also consider some of the other aspects of Napoleon's domestic policy, such as the establishment of more cordial relations between Church and Empire, the establishment of the "authoritarian Empire" which, for all its faults, appeared to find general acceptance within France, and the move towards a more liberal form of government during the 1860s. 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 consider whether various aspects of Napoleon's economic policies were successful. The new banks, initially successful, could not withstand the hostility of traditional bankers, and in 1867 the *Credit Mobilier* collapsed. Haussmann's rebuilding of Paris made for an imposing capital, but his dubious methods for raising capital and the flight of the working classes from the new boulevards tainted the achievement. Napoleon's passion for free trade ignored the fact that, for the most part, France's markets were internal, and there were few gains from reduced tariffs. Iron and steel prospered, but Napoleon did not see any value in large-scale industrialisation, and family businesses and traditional smallholdings remained the norm in France. Political developments will be covered, with mention of the press censorship and mass arrests needed to maintain the "authoritarian Empire". Napoleon may also receive credit for the eventual liberalisation of the regime, as well as his willingness to work with able men of all political persuasions, notably the republican Ollivier. 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 4**60**

Option 5: Russia 1903–1941

AVAILABLE
MARKS

- 1 (i) Explain the reasons for the split between the Mensheviks and Bolsheviks in 1903.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 regarding the Bolshevik/Menshevik split. 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 be better informed and start to refer to some of the reasons for the split, such as their differing beliefs over the timing of the future revolution and the role of the party in that revolution. 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 more developed. Answers will have more detail, perhaps mentioning how Lenin wanted the Bolshevik party to be composed of a small group of dedicated revolutionaries, whereas the Mensheviks wanted membership to be more open. The split was also very personal and in many ways a clash of personalities between Lenin and Martov. 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 may, in addition to the points outlined in Level 3, illustrate the ideological divide between the groups over the future revolution: Lenin thought that they should

work towards it immediately, whereas the Mensheviks believed the time for revolution to be far off. There was also disagreement over decision-making with Martov advocating open debate and free votes, whilst Lenin preferred “democratic centralism”. There was also disagreement over the role of the party with Lenin arguing that it was to seize power on behalf of the workers and the Mensheviks saying that it was to educate the workers to take part in the revolution. 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) “The survival of the Tsar’s regime in Russia between 1906 and 1914 was due to the weaknesses of its opponents.” To what extent would you agree with this statement?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 about Tsarism in the period 1906–1914. Answers at this level will be characterised through 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 should assess in general terms some basic reasons for the Tsar’s survival. Answers may focus on either the weakness of the opposition or how the Tsar contributed to his own survival with the introduction of the October Manifesto and the Fundamental Laws, but will probably not assess both aspects. 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 the reasons for the Tsar's survival and try to assess specific ways in which he aided his own survival and also how the weakness of the opposition did indeed help. The Tsar introduced the October Manifesto, dividing the 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 disparate groups with no unified leadership or aims. The peasantry also had not mobilised *en masse* in 1905, hindering any attempt to have a coherent opposition between 1906 and 1914. 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 should be more comprehensive and assess how both the actions of the Tsar and the weakness of his opposition allowed his regime to survive. Under the advice of Stolypin, the Tsar had introduced some reforms in industry, agriculture and education and these went some way to appeasing the masses, temporarily weakening calls for revolution. The *Okhrana* had also been ruthless and efficient in dealing with opposition to the Tsar and the return of loyal troops at the end of the war with Japan also helped Nicholas to remain in control. In addition, candidates should show an awareness of how Nicholas was aided in his survival by the weakness of his opposition. The unrest of 1905 had been spontaneous, catching the revolutionary groups off guard, and they were unable to capitalise on the discontent even after 1905. No opposition group could harness the unrest and provide effective leadership as too many opposition groups were involved, all having different aims. 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 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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- 2 (i) Explain how the First World War caused the Revolution of February 1917.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 as to how the First World War contributed to the February Revolution. 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 be better informed and start to refer to the main effects of World War One such as Nicholas' role as Commander-in-Chief, his mishandling of the military situation leading to his being blamed for Russia's failures in the war and simultaneously alienating the Army from his cause, starting a wave of opposition against the Tsar. 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 showing, for example, an awareness not only of Nicholas' military failings but also his refusal to listen to the pleas of the Duma regarding his decision to leave the Tsarina in charge at home. The influence of Rasputin over both the Tsarina and events at home meant that the Tsar had now alienated both the army and elites from his cause; these had been his traditional pillars of support. 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 may, in addition to the points mentioned for Level 3, show an awareness of how enthusiasm for the war was waning at home, how the war had simply brought other tensions in Russia to a head and how this, coupled with years of lack of reform, had created a situation where Tsarism was likely to be overthrown. The war caused economic catastrophe which was felt keenly at home with food shortages, inflation and discontent leading to protests aimed directly against the Tsar. Nicholas' disastrous decisions during the war, as well as the economic and social distress, made his downfall difficult to avoid. 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) "Lenin's April Theses were the key factor in the success of the Bolshevik Revolution of October 1917." To what extent would you accept this statement?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 about Lenin, the April Theses or the Bolshevik success in October 1917. 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 provide a discussion of Lenin and the role of the April Theses. In the April Theses Lenin described the Provisional Government as being unrepresentative of the Russian people, capitalising on the dissatisfaction in Petrograd with the Provisional Government. Lenin's promises to end the war, give land to the people and ensure adequate food supplies (peace, bread, land) also proved extremely popular at just the right time. Lenin had

combined the demands of industrial workers, soldiers and peasants in order to maximise the appeal of the Bolsheviks. Answers may also start to discuss either the other strengths of the Bolsheviks or failings of the Provisional Government. 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 and should begin to refer not only to Lenin and the role of the April Theses but also the failures of the Provisional Government and the wider strengths of the Bolsheviks. Responses should demonstrate the important role of Lenin in contributing to Bolshevik success. Lenin's return in April boosted morale and his April Theses gave the Bolsheviks a rallying point. His promises of peace, bread and land crucially galvanised support from soldiers, workers and peasants behind their party. Answers may refer to aspects such as how the Provisional Government endured difficult circumstances, power-sharing with the Petrograd Soviet. Its attempts to gain allies abroad led to disastrous decisions such as continuing the war and launching the summer offensive. The Bolsheviks for their part were highly organised and able to appeal to a wide cross-section of society. 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 should show a clear awareness not only of the role of Lenin and the April Theses, but also the overall strengths of the Bolsheviks and the failings of the Provisional Government. The Provisional Government was viewed as weak with little or no credibility or authority. By delaying elections, it was viewed as deliberately attempting to prolong its time in power and inevitable comparisons with Tsarism began to surface. The Provisional Government was also seriously discredited over the Kornilov affair from which it never truly recovered. The Bolsheviks, on the other hand, were able to read the situation perfectly and capitalise on the re-emerging unrest. They provided solid leadership in the forms of Lenin and Trotsky. The Bolsheviks also employed the skilful use of propaganda to rally people behind them. Trotsky had also infiltrated the Petrograd Soviet and had been working at bringing down the Provisional Government from within. He was also very much the organiser of the Bolsheviks and translated Lenin's plans into action. He trained and led the Red Guard, planned where, when and how it would attack and led from the front, ensuring all key targets

were taken. No other opposition group could provide all this in October 1917. The Bolsheviks had been able to act at exactly the right time after April 1917 and steadily built up support using the many failures of the Provisional Government. Lenin and Trotsky together were an excellent leadership team who were able to devise and execute their plans in a meticulous fashion. Answers at this level should make a judgement regarding whether Lenin's April Theses was the key factor in leading to Bolshevik success. 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) Explain why Bolshevik economic policy changed from War Communism to the New Economic Policy (NEP) in 1921.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 give little more than a narrative outline of the policies of either War Communism or the New Economic Policy (NEP). 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 may outline how the policy of War Communism had only one aim, to win the Civil War, and so when that was achieved the policy had in many ways become redundant. They could also discuss the terrible cost the policy had exacted from the people and the country, making it likely that it would be changed. 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 and, in addition to the points mentioned above, could discuss how the policy of War Communism

had cost the Bolsheviks a lot of support and so it was a wise choice to change the policy. By 1921 industry had ground to a virtual standstill, food production had fallen to two thirds of the 1913 figure and the fact that food production had halted in many areas, coupled with the breakdown in the transportation and distribution systems, had resulted in widespread famine. The devastating economic impact could also be discussed, with the value of the currency totally collapsing and inflation running at around 1 000 000% by 1922. Answers at this level may begin to address the specifics of the NEP in addition to the problems with War Communism. 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 explain both the failings of War Communism and the reasons why the NEP was needed. Russia had witnessed a sharp fall in industrial output following the fall-out from the revolution and the Civil War. Economic reform was needed. The unpopularity of War Communism amongst the peasantry came to a head in 1920–1921 in a series of anti-Bolshevik risings, such as the Tambov Rising. This was suppressed by 50 000 Red Army troops. The Kronstadt mutiny was another key factor leading to the change in policy when the sailors outside Petrograd mutinied. This was a very worrying sign as the sailors had previously been a mainstay of the Revolution. The NEP also helped the Bolsheviks to regain a lot of the support they had lost due to the harshness of War Communism, as well as helping to increase agricultural and industrial production. There were therefore economic and political reasons for the change in economic policy. 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) “The Bolsheviks were united but the Whites were disunited.” How far would you accept this verdict on the reasons for the success of the Bolsheviks in the Civil War in Russia between 1918 and 1921?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 about Bolshevik success in the Civil 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 and starts to assess in general terms the unity of the Reds as opposed to the disunity of the Whites in contributing to the Bolshevik success in the Civil War. The Whites lacked overall direction and had no clear purpose or coherent aims. They also suffered from having no coherent or unified leadership and their tendency to fight regionally rather than nationally also hindered their progress. The effectiveness of the Red Army and Trotsky in comparison with the White forces could also be discussed. Lenin's general leadership qualities such as organisational ability, dynamism, determination and ideological commitment may also be mentioned. 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 and try to assess not only the unity of the Reds as opposed to the disunity of the Whites, but also some of the other factors that led to Bolshevik success in the Civil War. Lenin worked on a furious propaganda campaign against the Whites which helped to turn support away from them and towards the Reds. His appointment of Trotsky as Commissar for War also showed immense leadership on Lenin's part, recognising his aptitude for this task. Divisions amongst the Whites also contributed to Bolshevik success. 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. In contrast, the role of Trotsky as Commissar for War was important in that he transformed the Red Army into a well-disciplined and ferocious fighting force of over five million. 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 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 the divisions amongst the Whites and the unity of the Reds and reach a judgement about their relative importance in explaining Bolshevik success. Lenin's use of the Cheka and the Red Terror also led to the Bolsheviks gaining the upper hand, as well as the fact that, due to Trotsky's strategic brilliance, the Bolsheviks always had control of the railway network and the important industrial centres, keeping their supply and transportation routes open at all times. Lenin's policy of War Communism and how it delivered success in the Civil War could also be discussed. He worked tirelessly on the policy of War Communism which kept the workers working and the Red Army fed and armed, a crucial factor in its eventual success. The Whites had neither the leadership, organisation, resources or commitment to rival the Bolsheviks throughout the Civil War, especially after 1919. 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) Explain the features of Stalin's cult of personality between 1929 and 1941.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 of Stalin's personality cult between 1929 and 1941. 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 at this level could refer to how Stalin was presented as the true heir of Lenin, as a national hero and as the rightful and natural leader for the USSR in pictures, posters, statues and literature. The use of slogans such as "Stalin is the Lenin of today" were also used widely. 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 and could discuss how during the 1930s Stalin used propaganda extensively, employing all forms of the arts and popular culture to praise himself, his actions and his policies. Stalin was referred to as the “Great Leader” and portrayed in art as a man of the people and a down-to-earth figure. 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 could also point out how the personality cult became more pronounced from the mid-1930s onwards and how from this point on, the arts, media and popular culture were used not just to portray Stalin as an outstanding leader, but as a god-like figure. This period was marked by the increasing use of statues and paintings of the leader. The cult of personality was, however, used at this point to rally the people for war in their loyalty to one person. 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) “By 1941 Stalin’s economic policies for the Soviet Union had failed.”
To what extent would you agree with this statement?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 about Stalin’s economic policies up to 1941. 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 should assess in general terms some of the basic characteristics of collectivisation, industrialisation and the Five Year Plans and make an attempt to assess the relative success of these policies. Collectivisation is generally regarded as having been a failure and the cost for the peasants was huge. 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 will have some lapses in meaning due to legibility, 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 and candidates should be able to argue that the policies had both successes and failures. Collectivisation did produce some successes since a communist system of landowning was achieved and the industrial workers and Red Army were fed. Industrialisation is generally regarded as having been a greater success, with industrial output increasing steadily between 1929 and 1941. The USSR was also transformed into a modern industrial state which was crucial in its preparations for war with Germany. 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 should be more comprehensive, well informed and clearly assess both the failures and successes of Stalin's economic policies. Collectivisation had many more failures than successes 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 led to food shortages for peasants as many resisted the forced changes as food was requisitioned. It did meet some of Stalin's ideological aims such as imposing a communist system of landowning and farming on the countryside. Industrialisation and the Five Year Plans, although exacting a huge price from the workers themselves, did turn the USSR into a superpower with a

modern economy which would help it survive the attack from Nazi Germany. Russian GDP doubled between 1929 and 1941, heavy industry expanded rapidly, the urban population doubled, as did the proletariat. 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. In both cases, any successes were usually for party and state and any failures were usually endured by the people. 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 5

AVAILABLE
MARKS

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Option 6: Italy 1914–1943

AVAILABLE
MARKS

- 1 (i) Explain the reasons for Italy's decision to enter the First World War in 1915.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 why Italy decided to enter the First World War in 1915. 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 be better informed and start to refer to some of the reasons why Italy decided to enter the First World War in 1915. Answers could refer to nationalists like D'Annunzio who saw the war as an opportunity for Italy to assert itself and win glory. 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, mentioning a range of reasons why Italy decided to enter the First World War in 1915. Answers could refer to the impact of the Treaty of London which promised large amounts of Southern Austria and a large portion of Dalmatia to Italy. Syndicalists, republicans and anarchists encouraged entry into the war as it might create circumstances favourable to revolution, leading to the destruction of the monarchy and capitalism. The Prime Minister, Salandra, hoped for a short war which would strengthen the Liberal state. 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 well informed and show a clear understanding of the reasons why Italy entered the war in 1915. They may discuss how Liberals feared remaining neutral as victory for Germany and Austria–Hungary would leave their country prey to powers angry at Italy’s betrayal of the Triple Alliance. Likewise, if the Entente powers were victorious, the Liberals feared losing out on territorial gains in the Mediterranean. Italy also had imperialistic ambitions to gain colonies, especially in the Horn of Africa. 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) How far would you agree that the most important effect of the First World War on Italy between 1915 and 1918 was on its economy?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 little more than a narrative about the Italian war effort. 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 start to assess in general terms some aspects of the effects of the war on Italy such as the rise in inflation. 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 the significance of the economic results of the First World War in relation to its military, political and social effects. Responses will illustrate economic consequences such as the increase in the national debt. To achieve maximum war production, the government borrowed heavily abroad and the budget deficit increased with the result that the post-war national debt stood at 85 billion lire compared to only 16 billion lire in 1914. Rising inflation was also a problem with the price index rising from 100 in 1914 to 413 in 1918. Some major industrial firms such as Fiat and Ansaldo also saw massive expansion during the war. Answers will also illustrate the importance of other effects, such as military, political or social. 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 able to support their argument with specific evidence and present a sustained analysis of the extent to which the economic consequences of the war were more important than its military, political and social results. Answers will also illustrate the significance of military factors such as the conscription of five million men and the death of over 600 000, while also referring to events such as the defeat at the Battle of Caporetto. Political effects should be discussed, such as the government's incompetent conduct of the war which reinforced the disillusionment many Italians felt with the political system. Social effects, such as the war producing some discontent due to the strict discipline in the war industries and with 50 killed as a result of bread riots in the summer of 1917, should also be discussed. 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) Explain why Mussolini was appointed Prime Minister of Italy in 1922.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 reasons why Mussolini was appointed Prime Minister in 1922. 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 be better informed and start to refer to some of the reasons why Mussolini was appointed Prime Minister in 1922, such as the role of the King and the fear of the left. 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 and identify some reasons why Mussolini became Prime Minister in 1922. They could refer to growing social and economic unrest in Italy after 1918, fears of a communist revolution and the role of the Church. Also Liberal Italy appeared weak and, under the leadership of Mussolini, Fascism had grown rapidly since 1919, offering simple and popular solutions to Italy's problems. 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 well informed and show a clear awareness of why Mussolini was appointed Prime Minister in October 1922. Candidates may refer to the weakness of Italian democracy and how its deep political divisions were exploited by Mussolini. He was also helped by support from the King and Church which feared the left more than Fascism. Finally, Mussolini threatened to “March on Rome” and it was this threat that led the King and Salandra to invite him to take power in 1922. 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) “Mussolini’s economic policies in the period 1922-1943 were a complete failure”. To what extent would you accept this verdict?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 little more than a narrative discussion of Mussolini’s economic policies. 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 start to assess in general terms some of the main aspects of Mussolini’s economic policies between 1922 and 1943, perhaps referring to the attempts to achieve autarky and discussing whether they were a complete failure. 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 more detailed and attempt to reach a judgement about whether Mussolini’s economic policies were a complete failure by 1943. The main aims and features of his economic policies such as the *Instituto Mobiliare Italiano/Instituto per la Ricostruzione Industriale* (IMI/IRI) and the Corporate State could be examined to determine their success or failure. Examples of failure could include the Battle for Grain which fell short of its aims and adversely affected the production of olives and wine, or the aim of autarky which was not achieved by 1940 and damaged the economy, especially after increased spending on rearmament from 1935 onwards. While some economic measures, such as the Pontine Marshes schemes for the reclamation of land, ended in failure by 1940, initial successes were apparent. By 1940,

Mussolini's economic policies had failed to radically transform the Italian economy with favouritism towards the large landowners and industrialists causing divisions with peasant farmers and industrial workers. 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 more comprehensive and well informed and present a more selective and sustained evaluation of whether Mussolini's economic policies in the period 1922–1943 were a complete failure. Answers could refer to how Mussolini formed the Ministry of Corporations in 1926, yet it took until 1939 before the Corporate State was completed. They may also discuss the revaluation of the Lira in 1927 that made Italian exports more expensive and damaged the economy as a whole. Answers should cover the whole period in question and could discuss the impact of Mussolini's foreign policy on the Italian economy. With the focus on military needs and heavy industry after 1935, national debt increased drastically and consumer goods suffered, yet in 1939 Mussolini had to admit that Italy was not ready to join Hitler's war. The quest for Autarky was never fully realised and Mussolini struggled to feed the Italian people during the war and Italian industry was unable to cope with the demands of war with steel production falling. In addition to the points outlined above, candidates could discuss how Fascist propaganda portrayed agricultural policies as a complete success, yet this was a complete façade as the quest for self-sufficiency was at the expense of economic efficiency and the living standards of many of the Italian people. 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) Explain Mussolini's attitude to the church in Italy between 1922 and 1939.

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

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 attitude towards the church between 1922 and 1939. 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 be better informed and start to refer to some of the attitudes Mussolini had towards the church in Italy between 1922 and 1939, possibly referring to the measures he introduced in 1923 to please the church such as the introduction of religious education in schools and universities. 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 and will identify some of Mussolini's attitudes towards the church in Italy between 1922 and 1939. They could discuss how Mussolini's early relations with the church were characterised by a desire to reassure church leaders that they had nothing to fear from fascism, passing laws in 1923 which banned the distribution of contraceptives, provided a grant to improve the salaries of clergy and dropped liberal proposals to tax church property. Answers could discuss how Mussolini tried to gain church support for his dictatorship through the passing of the Lateran Pact in 1929. 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 well informed and show a clear awareness of the attitudes Mussolini had towards the church in Italy between 1922 and 1939. In addition to the points discussed above, answers could refer to Mussolini ending the conflict that had existed between church and state since the mid-nineteenth century with the passing of the Lateran Pact. Answers could discuss the Concordat that established Catholicism as the state religion in Italy and in the process secured the unquestioning acceptance of the church for Mussolini's regime up to at least 1936. However, candidates could note that Mussolini may have attempted to

extend his totalitarian control by attempting to close down several branches of Catholic Action in 1931 resulting in a compromise between church and state that Catholic Action would just run non-sport based activities. 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) How far would you agree that culture was the most important means by which Mussolini attempted to control Italy in the period 1922–1943?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini and the role of culture in this period. 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 start to assess in general terms some aspects of how Mussolini used culture as a means of control over Italy in this period, such as through the Ministry of Popular Culture which promoted Fascist ideals and culture or to the establishment of the Cult of the Duce. 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 more comprehensive and start to make a judgement about how important culture was compared with other means of control in Fascist Italy between 1922 and 1943. Answers may refer to the role of organisations such as the OND (Fascist Leisure Organisation) and the ONB (Fascist

Youth Organisation) and could refer to the state's organisation of art exhibitions and commissioning of new buildings in the classical style. This further emphasised the link between fascism and imperial Rome with Mussolini shown as the heir to Augustus. Answers could also refer to other means of control such as the role of the OVRA (Secret Police), the creation of a one-party state and Mussolini's use of repression and censorship over the Italian people. Answers may omit the period 1940–1943. 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 able to support their arguments with specific evidence and present a sustained evaluation about whether culture was the most important means Mussolini used in his attempt to control Italy in the period 1922–1943. In addition to the points outlined above, answers could discuss the use of force such as the removal of political opponents and trade unions. Mussolini also made agreements with the Church, such as the 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. During World War Two the powerful propaganda machine became less convincing and people lost faith in the state-controlled radio, listening instead to broadcasts from the neutral Vatican City or even the BBC. 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) Explain why Mussolini entered the Second World War in 1940 rather than in 1939.

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 decision to enter the war in 1940. 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 be better informed and start to refer to some of the reasons why Mussolini did not enter the war in 1939 but then made the decision to enter the Second World War in 1940. They could refer to the terms of the Pact of Steel of 1939 which required Italy to come to the assistance of Germany in the event of war. 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 be more detailed and identify the main factors behind the decision to adopt a neutral stance in 1939 and then join the war in 1940. Answers could refer to the reluctance of Ciano to stand by the full terms of the Pact of Steel when he asked Mussolini to tell Hitler in 1939 that it was essential that any war be postponed for three years. They could discuss the German secrecy and lack of discussion with Italy over the invasion of Poland and the Nazi-Soviet Pact which Mussolini was able to use to declare Italy would be “non-belligerent” in the war that subsequently broke out in September 1939. Answers could also discuss the reasons behind the Italian change of heart when, after a series of quick victories for the German army, Mussolini declared war on Britain and France. Level 3 answers can largely focus on either 1939 or 1940, although there will be an appreciation of both the decision to stay neutral and the decision to enter the 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 ([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 well informed and show a clear awareness of the main reasons why Italy remained neutral in 1939 and then declared war on Britain and France in 1940 with both aspects of the question being explained in a full and complete manner. In addition to the points outlined above, answers could discuss how in 1939 Mussolini was persuaded by his ministers and generals that Italy was not able to take part in the war due to a lack of military resources and the poor economic state of Italy. However, Mussolini resented Italy’s neutral position and refused to even use the term “neutrality”. By 1940 he saw Italy becoming a second-class nation that was going to miss out on the territorial gains available. The scale

of the German successes in 1940 made these territorial gains seem like a distinct possibility and even silenced doubters like Ciano. In addition, Mussolini was motivated by the fear that a victorious Germany could well use its new power against Italy with the result that the country could lose its German speaking valleys in the North of the country. 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) To what extent would you agree that Mussolini's involvement in the Spanish Civil War was his greatest failure in foreign policy between 1929 and 1939?

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 **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

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 will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini's foreign policy in this period and the Spanish Civil 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. Level 2 answers will start to assess in general terms whether the Spanish Civil War was Mussolini's greatest failure in foreign policy in the period 1929–1939. They could discuss how Italian involvement in the Spanish Civil War crippled Italy's public finances, adding to the strain already being experienced due to the Italian campaign in Ethiopia. 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

more comprehensive and start to make a judgement about whether Mussolini's involvement in the Spanish Civil War was his greatest failure in foreign policy between 1929 and 1939. Answers could discuss how the financial strain caused by the involvement in the Spanish Civil War seriously reduced Italy's ability to maintain an independent foreign policy. By intervening alongside Germany, Italy was drawn into closer relations with Nazi Germany and increasingly became at odds with Britain and France. Furthermore, once in power, Franco proved to be a poor ally, with Italy receiving no strategic or other gains, despite suffering 11 000 casualties during the Spanish Civil War and Franco then remained neutral throughout the Second World War. Answers at this level will also begin to discuss other failures in Mussolini's foreign policy up to 1939, identifying perhaps the invasion of Abyssinia in 1935 and the closer links with Hitler by 1939 as his greatest failures in foreign policy. 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 able to support their arguments with specific evidence and present a sustained evaluation about whether Mussolini's involvement in the Spanish Civil War was his greatest failure in foreign policy between 1929 and 1939. Good answers at this level must cover the whole period and be able to assess and compare other examples of failure in foreign policy, such as Abyssinia, with the Spanish Civil War. Answers may discuss how the Great Depression of 1929 saw the beginning of the end for Mussolini's diplomatic approach to foreign affairs. After 1929 Mussolini's foreign policy became more aggressive, demonstrated by his actions to control Libya with the introduction of concentration camps in 1930/1931. The Libyan campaign was a failure as Mussolini's aim of Libya becoming a major destination for Italian emigration was never fully realised. Some candidates may argue that Mussolini had failed to make Italy "feared and respected" and the failures in Spain drained the Italian economy and exposed the illusion of Italy as a great military power. Mussolini had allowed Hitler to take Austria in 1938, a country whose independence he had promised to defend in 1934. 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 6

Total

30

60

60