

**Published Mark Schemes for
GCE AS History**

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

MARK SCHEMES (2009)

Foreword

Introduction

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

The Purpose of Mark Schemes

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

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

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

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

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

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New
Specification



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2009**

History

Assessment Unit AS 1

[AH111]

FRIDAY 16 JANUARY, AFTERNOON

MARK SCHEME

Level of response mark grid

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

- AO1a** recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner;
- AO1b** present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements;
- AO2** In relation to historical context:
- interpret, evaluate and use a range of source material;
 - explain and evaluate interpretations of historical events and topics studied.

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

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

Option 1: England 1520–1570

AVAILABLE
MARKS

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

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

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about the Lollards or Lutherans on the eve of the English Reformation such as they challenged fundamental doctrines of the Roman Catholic Church. Answers may typically make some remarks about lay criticism of the wealth, power or pretensions of the clergy or the power of the papacy and English reactions to it on the eve of the English Reformation. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will probably know some detail about discontent with the Church. It was based on lay criticism of the clergy: the wealth of the upper clergy, simony, the power of the clergy as exercised in the ecclesiastical courts and the demand for tithes and fees, the overall quality of the performance of the lower, parish clergy, pluralism and consequently absenteeism. Heresy did not grow because of resentment towards the papacy. There was little popular hostility towards papal authority. This is in contrast to Germany where the Reformation was stimulated by widespread feelings of anti-papalism. Rome's financial demands on Englishmen were not considered oppressive and there were many applications for indulgences and dispensations, indicating an acceptance of the spiritual supremacy of the Pope. Even those directing the state were not hostile to the papacy. The state had long subordinated papal authority to its secular power. For example, the bishops

were really royal nominees translated them from see to see as the Crown wished; the Crown frequently obstructed papal taxation; the parliamentary statutes modified canon law (in theory under the sole control of the Pope) in areas such as benefit of clergy and presentation to benefices. Major disputes between the Crown and the papacy were things of the past and the Crown had usually emerged as the victor. Anti-papalism did not emerge until the 1530s, when Henry VIII had exhausted all other options in his quest for an annulment of his marriage to Catherine of Aragon. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more developed explanation and analysis of the extent of anti-clericalism, which was the main motive for the growth of heresy. Better educated laymen expected more of the clergy and their criticism had added force through their dissemination in print. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Traditional explanations for the Reformation stress the widespread existence of anti-clericalism and this might have brought about reformation without any impetus from those in power. More recent interpretations discredit the degree of anti-clericalism and see evidence of it as exceptions rather than the rule. The laity may have had gripes about the clergy and some of clergy were an easy target to abuse – but most carried out an important function in society and earned respect. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis about the work of Somerset and Northumberland. Somerset attempted to restrict enclosures through the Enclosure Commission of 1548–1591. Answers at this level will only partially know and understand that Northumberland made one final debasement of the coinage in June 1551 but then re-valued some of it the following month bringing good quality coins into circulation alongside the base coins. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Somerset rejected advice to revalue the currency and instead set up an Enclosure Commission to impose curbs on enclosure, believing that these were the cause of food shortages and hence high prices. But his anti-enclosure legislation was rejected by the landed interest in Parliament. Meanwhile, under Northumberland prices increased further, brought about by three bad harvests in a row between 1549 and 1551. Debasements of the coinage between 1544 and 1551 had been tempting to the Government as such policies had yielded £1.3 million to the Exchequer, and may have given a boost to cloth exports. However, public confidence in the currency was undermined and, by allowing a greater amount of money in circulation, inflation was further boosted. Northumberland decided to end this policy by re-valuation. He abandoned the Enclosure Commission. Thus his approach was the opposite of Somerset's. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will begin to give a balanced, substantiated appreciation of the policies of Somerset and Northumberland. Answers may refer to the cost of Somerset's wars against Scotland and France, which left the Government almost bankrupt. Somerset was forced to impose taxes on sheep and woollen cloth. Northumberland took a different line. As well as announcing a re-valuation, he ended the wars against Scotland and France and sold back Boulogne to 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 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Answers will display a secure informed understanding of the policies of Somerset and Northumberland. Somerset empowered JPs in July 1548 to fix food prices and force farmers and drovers to bring goods to markets where there were shortages. Northumberland responded to the collapse of the Antwerp market in 1551 by revoking the Hanse merchants' privileges and conferring a monopoly of cloth exports on the Merchant Adventurers in return for loans to the Government. Duties were imposed on cloth exports and abolished on sheep. Trade was encouraged with Morocco and the Gold Coast. Northumberland saw important social legislation passed, such as Acts of 1552 to protect arable farming and prohibit usury, and the introduction of a new Poor Law. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will probably interpret some, but not all, of the following points. This source is useful as it provides information about the reasons for Wyatt's Rebellion. It tells us that Wyatt was concerned about a Spanish invasion and urged people to resist. He plays a patriotic rather than a sectarian card.

Level 3 ([7]–[9])

Answers may attempt to exploit the source more comprehensively. The source is useful not only for showing the concern that Wyatt felt but also about the tactics he used to motivate: he claimed that the Spaniards had already arrived and was thereby scaremongering; he claimed that he was not a traitor to the Queen only a patriot concerned to ensure that the Queen has proper advice; this made him appear patriotic rather than rebellious.

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that the value of the source does not just lie in its content but in the quality of the evidence. It is a primary source, from Wyatt. The limits to the source would be that it may be based more on propaganda than fact. Using contextual knowledge the Spanish threat was exaggerated. [13]

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

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

Level 1 ([1]–[3]) AO2(a), ([1]–[3]) AO1(b), ([1]–[2]) AO2(b)

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.

AO1(b): answers will merely paraphrase the sources.

AO2(a): answers may typically present a description of Mary's religious policies or a description of the sources without an awareness of contemporary and later interpretations.

AO2(b): answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6]) AO2(a), ([4]–[6]) AO1(b), ([3]–[5]) AO2(b)

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

AO1(b): answers will begin to interrogate the sources with regard to the question posed. Answers may draw on the sources and interpret them with some relevance to the question, using contextual knowledge. Source 1 presents one response to Mary's religious policies and if taken at face value would suggest that her policies provoked a violent response. Source 2 provides a different response. Mary has support for what she is trying to achieve, including her religious policies. Such support, as Source 3 points out, was not confined to those who heard Mary's speech. Wyatt's rebellion had a very limited appeal – in London.

AO2(a): answers at this level will have some awareness of contemporary and later interpretations of this subject.

AO2(b): answers at this level will have frequent lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9]) AO2(a), ([7]–[9]) AO1(b), ([6]–[8]) AO2(b)

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are developed and substantiated.

AO1(b): answers will evaluate the sources in the context of the enquiry. There may be an imbalance of evaluation. Answers may draw in more contextual knowledge and discuss the extent to whether Mary's policies were a success. Answers at this level should draw in some contextual knowledge, not in the sources, about her religious policies such as the repeal of Protestant statues passed since 1547, the return of papal headship, index of prohibited books, reforms in clerical education, and the persecution and ultimately burning of some 224 Protestants. Generally speaking, these policies were accepted.

AO2(a): answers at this level will provide a satisfactory analysis and evaluation of contemporary and later interpretations of this subject.

AO2(b): answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO2(a), ([10]–[12]) AO1(b), ([9]–[11]) AO2(b)

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

AO1(b): answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment of the progress of Mary's Counter Reformation. Had she lived longer or produced a Protestant heir, her policies may well have been established as England was not yet firmly convinced of Protestantism. She accomplished her policies with ease. She was able to see off Wyatt's Rebellion.

AO2(a): answers at this level will provide a good analysis and evaluation of this subject with regard to contemporary and later interpretations.

AO2(b): answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [35]

Option 1

48

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Option 2: England 1603–1649

AVAILABLE
MARKS

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

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be better informed and show some details of James I's financial policies. For example, James increasingly used impositions and monopolies as a means of raising Crown revenue. Steps were also taken to reduce Crown expenditure. The answers will have some supporting evidence. Answers will 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 lapses in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will begin to give a balanced, substantiated understanding of royal financial policy. Level 3 answers will be more detailed covering a wider range of policies. James sought to exploit royal prerogative power to raise money through purveyance, wardship, monopolies and the sale of crown land and titles. The Great Farm of Customs, 1604 and new Books of Rates in 1604 and 1608 were utilised to increase revenue. Robert Cecil sought to reduce crown expenditure by issuing The Book of Bounty in 1608 and proposing the controversial Great Contract. Further attempts

were made to cut the expenditure of the royal household under Lord Cranfield. Answers may also explain the disastrous attempt to reform the English cloth trade through the Cockayne Scheme. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Level 4 answers will be well informed and focused, developing many of the points mentioned in Level 3. For example, James exploited the sale of titles and offices as had many of his predecessors; however during his reign it became more extensive and created opposition. James invented the title of Baronet as a means of raising money and by the end of his reign the number of Earls had doubled. Answers may explain that the Lord Treasurers were forced to utilise a range of policies because of the high level of Crown debt and James' extravagant expenditure. It may be noted, though, that James' ability to stay out of European conflict helped to avoid the huge financial burden of war. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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

Level 1 ([1]–[3])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be inaccurate and provide a superficial explanation of the reasons for Parliament's victory in the Civil 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 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be better informed and start to explain some of the key factors in Parliament's success. For example, the importance of the creation of the New Model Army will be addressed. Answers may have some lapses in meaning due to inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will be more detailed and may explain the importance of Parliamentary control of London and the navy. Pym's financial policies and the alliance with the Scots enabled Parliament to endure the long drawn out war better than the King. The role of the New Model Army will be recognised and the significance of key battles such as Naseby. Some consideration may be given to the weaknesses of the Royalist cause particularly in its finances and leadership. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Level 4 answers will explain more fully many of the points raised in Level 3. For example, control of the navy enabled Parliament to bring in resources from abroad and prevent the King accessing help from foreign allies. The New Model Army displayed a discipline and tactical awareness superior to its Royalist opponents. Officers were promoted on merit, soldiers were well paid and Cromwell and Fairfax provided authoritarian and inspirational leadership. Answers may explain how Parliament increasingly held the upper hand as war dragged on. The weaknesses in the Royalist effort and Parliament's military and political advantages ensured their success. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will limit their response to the content of the source and assess its utility. For example, the source reveals that Laud placed pictures in chapel windows and introduced bowing at the altar, and also introduced the use of special garments by priests. These changes provoked protests and, at least, one minister, who preached against them, was suspended and imprisoned.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively, focusing totally or mainly on its **merits as evidence** in a study of the impact of Laud's policies on the Church of England.

Answers will attempt to exploit the source more comprehensively. They should, from contextual knowledge, show some appreciation of the impact of Laud's changes to the Church of England and explain how these changes were perceived to be 'popish, superstitious and idolatrous'.

Candidates should, from contextual knowledge, show some understanding of Puritan beliefs and fears. Answers at this level should also place some value on the nature of the evidence: that its author experienced Laud's changes to the Church and witnessed the reaction to them.

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that the value of the source does not just lie in its content but in the quality of the evidence. Answers will not only discuss the **strengths** of the source but **also** its **limitations**. The author, John Rushworth, was a Puritan well positioned to understand the opposition to the changes in the Church, but he is far from impartial in his assessment of the merits of Laud's reforms. He was a leading critic of Charles I who would go on to fight against him in the Civil War and play a leading role in the abolition of monarchy. Writing in 1659 after the execution of the King and the formation of the English Republic, Rushworth may be seeking to justify the actions of Charles I's opponents. His evidence of one minister, Mr Samuel Ward, preaching against

Laud's policies does not mean that all ministers shared these views and there is no suggestion that all Laud's critics faced imprisonment. Furthermore the source does not state that Laud's reforms were adopted in every church and the extent of their impact is not clear. Answers may use contextual knowledge to elaborate upon the impact of Laud's policies throughout the three kingdoms and the resulting opposition.

[13]

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

and AO1(b): the candidate's ability to demonstrate understanding of the past through explanation and analysis and arrive at substantiated judgements.

Level 1 ([1]–[3]) AO1(b), ([1]–[5]) AO2

AO1(b):

KNOWLEDGE [1]–[3]: Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis.

AO2:

SOURCES [1]–[3]: Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to how much Laud was responsible for opposition to Charles I during Personal Rule.

AO2:

INTERPRETATIONS [1]–[2]: Answers will reveal little or no awareness of contemporary or later interpretations of opposition to Charles I's Personal Rule. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

Level 2 ([4]–[6]) AO1(b), ([7]–[11]) AO2**AO1(b):**

KNOWLEDGE [4]–[6]: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answer contains some explanation, analysis or judgement. For example, there may be a partial account of the opposition to Charles I's religious or financial policies.

AO2:

SOURCES [4]–[6]: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 suggests that Laud's changes to the Church provoked protests from the people. Source 2 comments on how Laud persecuted those who opposed his reforms by corporal punishment and imprisonment.

AO2:

INTERPRETATIONS [3]–[5]: There will be some awareness of contemporary or later interpretations of this subject. For example, candidates may explain the interpretation of the period of Personal Rule as an "eleven year tyranny". Answers may include a comment from a Parliamentarian critic of Charles, a Royalist supporter or a respected Historian. There will be frequent lapses of meaning due to shortcomings in legibility, spelling, punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9]) AO1(b), ([12]–[17]) AO2**AO1(b):**

KNOWLEDGE [7]–[9]: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example, there will be a more complete account of the opposition to Charles I's religious policies. The widespread opposition to his money-raising policies such as Ship Money will be addressed more fully. Reference may also be made to the criticism of Charles court as too closed and too 'Catholic'.

AO2:

SOURCES [7]–[9]: Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation. For example, one source may be neglected. In Source 1 Laud's actions were criticised for being 'popish' and resulted in an Anglican minister, Samuel Ward, preaching against The Book of Sports and the bowing at the name of Jesus. Ward was imprisoned and it was actions such as this that led to the impeachment of Laud (Source 2) where he was charged with ordering popish and superstitious ceremonies in the Church. Source 3 outlines the widespread fear of Catholicism yet suggests that Charles' money-raising policies caused greater alarm as they threatened the very need for Parliament.

AO2:

INTERPRETATIONS [6]–[8]: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of the subject. For example, the later Whig interpretation of Personal Rule as an "eleven year tyranny" laid much of the blame at the feet of Charles himself. Candidates may show some understanding that this view has been discredited. Contemporaries such as the Earl of Clarendon recognised the unpopularity of Laud's Church reforms but also acknowledged the widespread opposition to Charles I's financial policies and, in particular, Ship Money. Answers may note the actions of leading contemporary critics including Burton, Bastwick and Prynne who opposed Laud's religious changes, and John Hampden who refused to pay Ship Money. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; at times the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO1(b), ([18]–[23]) AO2**AO1(b):**

KNOWLEDGE [10]–[12]: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will assess to what extent Laud's religious policies were the most significant cause of opposition. Answers may question if it was the policies themselves or the way in which Laud implemented them that caused most opposition. There should be a more complete assessment of Charles I's financial policies during Personal Rule and the extent of opposition they provoked. The

nature of Charles' court will also be more fully explored with Henrietta Maria, the Catholic element and the lack of openness analysed for their impact upon his opponents. The outbreak of rebellion in Scotland may be analysed with the central role played by critics of Laud's religious reforms identified. Candidates may also explain how Thomas Wentworth was identified, alongside Laud, as the cause of many of the country's ills and not the King himself.

AO2:

SOURCES [10]–[12]: Answers will fully evaluate the sources in the context of the inquiry using this information to inform the response. For example, Source 1's author reveals the opposition to Laud from the outset. Candidates may reflect on the extent of this opposition and question how widespread criticism actually was. Source 3 suggests that it was only a Puritan minority that were angry at the changes in the Church, although Wilkinson acknowledges the very real fear of Catholicism that existed at this time. Source 3 also raises the concern at how the Laudian clergy carried out their reforms and candidates might infer that it was the way that Laud carried out his reforms that caused most problems not the policies themselves. Wilkinson states that it was in fact the financial policies of Charles I during Personal Rule and the fear that he might become independent of Parliament that were the cause of greatest concern. Source 2 reveals the extent of opposition to Laud's policies as they resulted in his impeachment. Candidates may explain that many in Parliament blamed Charles I's advisors, rather than the King himself, for the problems of Personal Rule.

AO2:

INTERPRETATIONS [9]–[11]: There will be a good analysis and evaluation of contemporary and later interpretations of this subject. Candidates may elaborate upon some of the points mentioned in Level 3 and include some of the following interpretations. Later Whig historians interpreted the period of Personal Rule as a tyranny, arguing that Charles I refused to call Parliament as part of a pre-ordained path towards Catholic absolutism. Many contemporary Parliamentarians identified Charles I's actions during Personal Rule as an attack upon liberty, law and Protestantism. Even Royalist supporters like the Earl of Clarendon acknowledged the opposition created by the religious and financial policies that Charles introduced. More recent interpretations support Wilkinson's view, in Source 3, that Charles I's financial policies were of the utmost importance. Many contemporaries believed that the crisis

created by the period of Personal Rule was not down to Charles himself but the “evil councillors” he surrounded himself with. The eventual impeachment of Archbishop Laud and Wentworth support this analysis. Candidates may also note the criticism of Henrietta Maria. Some recent interpretations have suggested that religion was indeed the key cause of opposition to Charles, describing the Civil War as the ‘last of the wars of religion’. Charles made the crucial mistake of trying to impose uniformity in the intensely divisive area of religion. There will be frequent lapses of meaning due to shortcomings in legibility, spelling, punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary. [35]

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Option 2**60**

Option 3: England 1815–1868

AVAILABLE
MARKS

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

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

Level 1 ([1]–[3])

Answers recall, select and deploy historical knowledge in an episodic and largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be vague and superficial about the causes of discontent in England. Meaning may not always be clear because of illegibility, inaccuracies in spelling, punctuation and grammar, as well as shortcomings in the structure and organisation of ideas.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answers contain some understanding, analysis and explanation. Answers will be better informed and start to refer to some of the causes of discontent. For example, Government policies such as the Corn Laws of 1815 and the abolition of income tax caused difficulties for the lower classes. Answers will 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 lapses in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more developed explanation and analysis. Answers will be more detailed and show greater awareness of the causes of discontent in England. The Corn Laws of 1815 raised the price of bread, which was a basic and vital form of food, especially for the lower classes. The abolition of income tax, and its replacement by indirect tax, burdened the poor, as well as the middle classes. The Game Law, while designed to protect the property of landowners, appeared harsh and vindictive, since the hardships after 1815 were more likely to push some of the lower classes towards the unlawful pursuit of game. Answers may reflect on causes of discontent for which the Government cannot be indicted, such as the post-war economic slump following the end of the

Napoleonic Wars in 1815. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation or grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated.

Answers will be well informed about a variety of causes of discontent. The end of the war saw a decline in industries which had flourished because of the necessities of winning the war. Hence there were slumps in clothing and armaments. Moreover, many thousands of soldiers were demobilised. Landlords who had borrowed heavily during the war now reduced workers' wages to pay off their debts. Collectively, this created much unemployment which, added to the aforementioned Government policies, created much disaffection. Moreover, discontent was also attributed to the impact of industrialisation. Mechanisation caused widespread unemployment in the textile industry. Industrialisation brought about tremendous hardship for those who lived in squalid houses in the new towns and worked in dangerous factories. [12]

- (b) This question targets AO1(a) and AO1 (b):** to recall and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[3])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be inaccurate and offer a superficial account of the 1832 Reform Act. Meaning may not always be clear because of illegibility, inaccuracies in spelling, punctuation and grammar, or because of the structure and organisation of the points made.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be better informed and start to refer to some of the terms of the 1832 Reform Act. For example, comments may be made about the increase in the franchise. Answers may have some lapses in meaning due to

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

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will be more detailed and show some awareness of why the 1832 Act was so significant. For example, the franchise was widened. Some members of the middle class had the vote. The requirement for voters to register necessitated party organisation, involving the employment of solicitors and party agents. Political parties soon realised that their electoral fortunes could be determined in the registration courts. Parties soon established their own political clubs and “registration societies”. Bonham became the first professional party manager, advising the Tories. Political clubs were formed: the Tory Carlton Club in 1832, and the Whig Reform Club in 1836. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Answers will be more aware of the significance of the 1832 Reform Act. It has been calculated that almost 653,000 men had the right to vote in 1833 compared with 440,000 before the Act was passed. The 1832 Act marked the first reform of the electoral system, and was to be the first of several, such as the Reform Acts of 1867 and 1884. Once commenced, the process of reform could not be halted. The years after 1832 saw the emergence of growing party allegiance and discipline. The manner of the passing of the Act, in the midst of great excitement and fears of revolution, meant that those who held power at Westminster could no longer ignore public opinion. After 1832, the functions of general elections began to change. In the years before 1832, hardly any general election changed a government. The 1841 general election was the first occasion in which a government with a parliamentary majority was defeated in a single contest by an opposition party. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will limit their response to the content of the source and assess its utility. For example, the source reveals some of Peel's attitudes to government upon becoming Prime Minister in 1841. He intends to work for the good of the country. He believes that the years ahead will be demanding for him.

Level 3 ([7]–[9])

Answers will utilise the sources more comprehensively, focusing totally or mainly on its **merits as evidence** in a study of Peel's Second Ministry. First, the source is a speech from Peel himself, addressing the Commons shortly after becoming Prime Minister in 1841. Contextual knowledge may be used to discuss the circumstances in which Peel made his speech. For example, he revived the Conservatives' political fortunes after 1832, and now wished to explain, or perhaps caution his colleagues how he intended to lead them in government. The source indicates Peel's perception of his role as Prime Minister. He will act out of "public duty", he faces a "difficult task", and intends to govern for "the good of the country". Moreover, the source provides clues as to the type of leadership that Peel will provide. He intends to act on his own initiative – "my own conscience" – and uses the word "I" frequently. He believes that benefiting the country will be the sole criteria for the introduction of reforms. There is a hint of warning to the Party by his assertion that he will not be dictated to by "the opinion of others". Additional context may be used to highlight how far Peel fulfilled these principles. For example, candidates may link the intention outlined in this speech to Peel's advocacy of the repeal of the Corn Laws.

Level 4 ([10]–[13])

Answers will not only discuss the **strengths** of the source but **also its limitations**. The source is limited to the year 1841, and while it is outstanding for foretelling Peel's aspirations and style of government, it lacks substance about the actual ministry. For example, there is no specific mention of what kind of reforms that Peel would regard as being for "the good

of the country". There is no clue as to the social and economic problems which confronted him, often referred to as the "Condition of England" question. Candidates who reflect along these lines, and use contextual knowledge to indicate where they perceive shortcomings in the source, can be rewarded with the very top mark. [13]

(b) This question targets AO1(b): demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements;

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

Level 1 ([1]–[3]) AO1(b)

AO1(b):

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

Level 1 ([1]–[3]) AO2(a), ([1]–[2]) AO2(b)

AO2(a):

SOURCES: Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to how successful Peel's ministry was.

AO2(b):

INTERPRETATIONS: Answers will reveal little or no awareness of contemporary or later interpretations of Peel's ministry of 1841–1846. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

Level 2 ([4]–[6]) AO1(b)

AO1(b):

KNOWLEDGE: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. For example, there may be a partial account of either social or economic reforms.

Level 2 ([4]–[6]) AO2(a) ([3]–[5]) AO2(b)**AO2(a):**

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 suggests that Peel was willing to initiate reform for the good of the country, out of “sense of public duty”. Source 2 comments on Peel’s energy, eye for detail and administrative skills.

AO2:

INTERPRETATIONS: There will be some awareness of contemporary or later interpretations of this subject. For example, a comment from Peel or a member of the Conservative Party about Peel’s domestic achievements. There will be frequent lapses of meaning due to shortcomings in legibility, spelling and grammar, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9]) AO1(b)**AO1(b):**

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example, there will be a more complete account of Peel’s social and economic reforms. Reference may be made to social reforms such as the Factory Act, Mines Act and Railway Act. Economically, Peel reduced tariffs in his free trade budgets of 1842 and 1845 and reintroduced income tax.

Level 3 ([7]–[9]) AO2(a) ([6]–[8]) AO2(b)**AO2(b):**

SOURCES: Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation. For example, one source may be neglected. Source 1 shows Peel’s determination to introduce whatever social and economic reforms are necessary for the good of the country. Peel outlines his perception of the role of Prime Minister namely, to use his own judgement and initiative unharnessed by the views of others. In Source 2, reveals Peel’s capacity for reform: strength, energy and detail. However, Source 2 implies that his reforming inclination lacked imagination, and that his economic measures, such as repeal of the Corn laws, were sometimes unwise.

AO2(b):

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of the subject. For example, Shaftsbury famously derided Peel's domestic interests as being confined to economics, and claimed that he cared little for social matters.

Level 4 ([10]–[12]) AO1(b)**AO1(b):**

KNOWLEDGE: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers may assess the nature of the social and economic problems which confronted Peel, in order to place his efforts into perspective. They should provide a more complete assessment of the social and economic reforms of Peel's ministry, discussing additional reforms, such as the Bank Charter Act, Companies Act and the abolition of the Corn Laws. Socially, Peel laid the ground for the Public Health Act of 1848.

Level 4 ([10]–[12]) AO2(a) ([9]–[11]) AO2(b)**AO2(a):**

SOURCES: Answers will fully evaluate the sources in the context of the inquiry using this information to inform the response. For example, Source 1 reveals something of Peel's ideology regarding the role of the Prime Minister in relation to government. He clearly believes that he not only has the right to make decisions for the benefit of everyone, but that the self-interest of others should not hinder this right. Candidates may reflect on Disraeli's criticism of Peel (Source 2) in repealing the Corn Laws on "impulse", and may conclude that repeal was part of a clear strategy in releasing trade from inhibiting tariffs, as illustrated in his budgets. Good answers may comment on Disraeli's motives, linking this source to his role in aligning with the Tory Protectionists who brought down Peel in 1846. Source 3 outlines Peel's motives, the scale of his achievement and historical legacy. Candidates should use the comments made in Source 3 to assess Peel's contribution to the social and economic problems he faced.

AO2(b):

INTERPRETATIONS: There will be a good analysis and evaluation of contemporary and later interpretations of this subject. One approach may be to link these interpretations to the reforms introduced by Peel. Answers may utilise many of

the existing comments from Peel himself, e.g. in 1842 he determined that “*Something must be done to revive the commercial and manufacturing industry of this country*”. Some later interpretations praise the Bank Charter Act and the Companies Act. Shaftsbury, however, believed that the Factory Act did not go far enough to ease the pressure on children. While Peel claimed that Corn Law repeal would terminate the social tension between the Anti-Corn Law league and the landed interest, the Protectionists, led by Disraeli and Bentinck, accused him of *betraying this landed class*. Another approach would be to conclude an assessment of Peel through contemporary and later interpretations. *The Times*, on the occasion of Peel’s death in 1850, wrote warmly of his contribution to the welfare of the country. Thousands of working class people subscribed to monuments in praise of the man who sacrificed his career in removing the Corn Laws and thereby making bread cheaper. To many Protectionists, Peel was a traitor to his Party, and to the landed interest, representing a clear diversity with Peel’s sentiments in Source 1. Answers will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; appropriate style of writing, with good organisation and appropriate use of key words.

[35]

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Option 3**60**

Option 4: Unification of Italy and Germany 1815–1871

AVAILABLE
MARKS

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

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively, though there are occasional lapses. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of Pope Pius IX. When he succeeded Pope Gregory XVI in 1846, the liberal Pope Pius IX granted an amnesty to political prisoners which resulted in the release of many who would later become leaders of the revolutions. He also announced fiscal and judicial reforms and introduced freedom of the press. In fact, almost 100 different newspapers existed in the Papal States in 1848. He even permitted the formation of a Civic Guard. Pope Pius IX was

influenced by the ideas of Vincenzo Gioberti, a priest from Piedmont. Gioberti envisaged that, while the princes of the Italian states would retain their autonomy, they would unite in a confederation under the Presidency of the Pope. Answers will also refer to the importance of economic grievances. After all, unemployment was very high in the Papal States, riots against food shortages broke out in several Italian cities and in Rome workers broke up machinery. Answers will also refer to the growing nationalism in the Italian states. They will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the causes of the revolutions in Italy.

Answers at this level may note that when the first revolutions broke out in Sicily in January 1848, Pope Pius IX refused Metternich's request to send troops through the Papal States to put down the revolt. Answers will refer in greater detail to economic factors, stating perhaps that there was also unrest in the countryside, and in Tuscany, agricultural workers demanded shorter working hours. Answers may also refer to the influence of prominent nationalists, focusing, in particular, on Giuseppe Mazzini, the founder of "Young Italy" whose publications attracted interest among young middle class people and urban artisans. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

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

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some

remarks about the role of Garibaldi in achieving the unification of Italy. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation, grammar or the structure and organisation of ideas, and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the role Garibaldi played in Italian unification. They may refer to Garibaldi's membership of "Young Italy" and the part he played in an insurrection in Piedmont in February 1834 organised by Giuseppe Mazzini. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively, though there are occasional lapses. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of Garibaldi in achieving the unification of Italy and make some, though not all, of the following points. They may assess the role of Garibaldi in the revolutions in 1848 when, returning from South America, he commanded a Republican army which achieved a notable victory over the French on 30 April 1849. Ultimately, however, the French prevailed and Garibaldi was forced into exile. He returned to Italy in 1854. During the Second Italian War of Independence, he abandoned Mazzini's Republican ideals, believing that only the monarchy in Piedmont could bring about the liberation of Italy. Answers at this level should refer to Garibaldi's victory at Calatafimi (Sicily) where he landed in April 1860 with just 1,000 volunteers. In September 1860 he captured Naples unopposed but failed to defeat conclusively the Neapolitan army at the Battle of Volturno. He subsequently abandoned his plans to march on Rome and handed over his territorial gains to the Piedmontese. Answers should refer to Garibaldi's well-known meeting with Victor Emmanuel II, King of Piedmont, on 26 October 1860. Answers may refer to Garibaldi's unsuccessful march on Rome in 1862 and his victory over the Austrians at Bezzecca during the Austro–

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

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will effectively discuss Garibaldi's contribution to the unification of Italy. They will refer to his military exploits and his ability to win the support of the ordinary people. They may also note that in 1859–1860 Garibaldi abandoned his Republican views in favour of unification. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[12]

12

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. Bismarck maintains that Germany has become too small to contain both Austria and Prussia and this will in time lead to war.

Level 3 ([7]–[10])

Answers will not only discuss the content of the source well but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The strength of the source lies in the fact that its author is a future Minister–President of Prussia. Its usefulness is enhanced by the fact that, as a letter to a colleague, it is not designed for public consumption. As the Prussian Envoy to the German Diet in Frankfurt, Bismarck was well placed to comment on the relationship between Austria and Prussia and he believed that the interests of Austria and Prussia were implacably opposed. After all, Prince Felix zu Schwarzenberg, Austrian Minister–President from 1848 to 1852, had attempted to achieve Austrian dominance in Germany at the expense of Prussia and win the allegiance of the medium-sized states.

Level 4 ([11]–[13])

Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. The limitations as well as the strengths of the source should be identified. The most important shortcoming of the source is that it is written six years before Bismarck was appointed Minister–President and ten years before the outbreak of the Austro–Prussian War. Many other factors contributed to the outbreak of war such as the shortcomings in Austria’s political leaders and the excellence of Bismarck’s diplomacy. Another limitation of the source is that, since Bismarck frequently made conflicting and contradictory statements, it is not possible for a historian to assess his views on an issue on the basis of a single source. [13]

(b) This question targets AO1(b): demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements;

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

Level 1 ([1]–[3]) AO2(a), ([1]–[3]) AO1(b), ([1]–[2]) AO2(b)

AO1(b):

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

AO2(a):

SOURCES: Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which Bismarck was responsible for achieving the unification of Germany.

AO2(b):

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

Level 2 ([4]–[6]) AO2(a), ([4]–[6]) AO1(b), ([3]–[5]) AO2(b)

AO1(b):

KNOWLEDGE: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. For example, there may be a partial account of Bismarck's role in achieving unification.

AO2(a):

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, in Source 1, Bismarck predicts that war between Austria and Prussia would occur "sooner or later".

AO2(b):

INTERPRETATIONS: There will be some awareness of contemporary or later interpretations of the unification of Germany. For example, answers may include a comment by a contemporary Prussian or Austrian politician about Bismarck's policies. There will be frequent lapses of meaning due to shortcomings in legibility, spelling, punctuation and grammar, with occasional defects in organisation with little specialist vocabulary.

Level 3 ([7]–[9]) AO2(a), ([7]–[9]) AO1(b), ([6]–[8]) AO2(b)**AO1(b):**

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example, there will be a more complete account of Bismarck's role in achieving unification. Reference will also be made to some of the other factors which contributed to the unification of Germany such as economic reasons (including the Zollverein and the growth of railways), Prussia's excellent military leaders, the favourable diplomatic climate and the shortcomings of Prussia's opponents.

AO2(a):

SOURCES: Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation. Source 1 illustrates Bismarck's view in 1856 that the conflicting interests of Austria and Prussia meant that armed conflict between them would take place in due course. Source 2, Bismarck's famous "blood and iron speech", made shortly after he became Prussian Minister-President, underlines that unification would come about as a result of military rather than constitutional means, while Source 3 places the unification debate in a broader context.

AO2(b):

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of the extent to which Bismarck was responsible for the unification of Germany. Answers might point out the ongoing controversy among historians about the contribution of Bismarck to German unification, noting that some historians attach more importance to the favourable diplomatic situation in the 1860s and Prussia's economic superiority over its rivals. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO2(a), ([10]–[12]) AO1(b), ([9]–[11]) AO2(b)**AO1(b):**

KNOWLEDGE: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the extent to which Bismarck was responsible for the unification of Germany by 1871. Answers will discuss Bismarck's diplomatic skills, focusing perhaps on the extent to which he was responsible for the refusal of the major European powers to become involved in the Danish War, the Austro–Prussian War and the Franco–Prussian War. They may focus particularly on Bismarck's diplomacy over the Schleswig–Holstein question which he personally regarded as his greatest achievement. They should also assess Bismarck's diplomacy prior to the Franco–Prussian War, referring, in particular, to his editing of the Ems telegram. Answers should also discuss the unusually favourable international climate in the 1860s. Level 4 answers should also make detailed reference to economic factors, discussing the relative importance of the Zollverein, the expansion of the railway network in Prussia and industrial developments, possibly making some comparisons with Austria. Answers should also assess the contribution of Prussia's military leaders such as Helmuth von Moltke, who was appointed Prussian Chief of Staff in 1858, and General Albrecht von Roon, who became Prussian War Minister in 1859. Answers may also point out the shortcomings of Prussia's opponents. For example, Moltke proved far superior to his Austrian counterpart, General Ludwig von Benedek, as a military leader.

AO2(a):

SOURCES: Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 illustrates Bismarck's excellent grasp of political realities in the mid-1850s. Answers may interpret Source 2 as a bold attempt by Bismarck to unite Prussian Parliamentary delegates behind an aggressive foreign policy, while Source 3 raises a number of issues, including the controversy over whether Bismarck had long-term aims or was primarily an opportunist who reacted to events.

AO2(b):

INTERPRETATIONS: Answers will provide a good analysis and evaluation of contemporary and later interpretations of the extent to which Bismarck was responsible for the unification of Germany. They will display a good awareness of the ongoing controversy among historians about the role of Bismarck in bringing about German unification, pointing out that some attach more importance to the favourable diplomatic situation in the 1860s, Prussia's economic superiority over its rivals, and the weak political and military leadership of its opponents. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [35]

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Option 4**60**

Option 5: Germany 1918–1945

AVAILABLE
MARKS

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

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary. Answers will reveal a competent awareness of the problems in Germany in the first phase of the Weimar Republic with few omissions.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers at this level will be consistently

characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. Answers will reveal a comprehensive awareness of the problems in Germany in the first phase of the Weimar Republic 1919–1923. There was concern about the effects of the Versailles Treaty especially with regard to clauses concerning reparations, war guilt, disarmament and territorial arrangements which generally annoyed right-wing nationalists and identified the new Republic from the outset with a dictated peace. The Weimar constitution introduced proportional representation which ensured that a polarised divided society would be reflected in a multiparty Reichstag. All governments would therefore be unstable, short-lived coalitions. There were six chancellors in this phase. Hyper-inflation and the Franco-Belgian occupation of the Ruhr in January 1923, after Germany defaulted on reparation payments resulting in passive resistance, added to the loss of confidence people had in the new Republic. The Spartacist uprising in January 1919 and the “German October” in Saxony in 1923 illustrated that the Republic was vulnerable to left-wing threats, while right-wing Putsches such as the Kapp Putsch of March 1920 and the Nazi Munich Beer Hall Putsch of November 1923, illustrated that there were also right-wing threats to the Republic. [12]

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

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in a largely inaccurate manner. There is limited understanding, explanation and analysis. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response. A superficial awareness of Nazi policies towards the Jews in Germany 1933–1939 will be displayed.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, analysis and explanation. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary. Answers will reveal an understanding of Nazi policies towards the Jews in Germany 1933–1939 but with significant omissions.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary. Answers will reveal a competent awareness of Nazi policies towards the Jews in Germany 1933–1939 with few omissions.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. Answers will reveal a comprehensive awareness of Nazi policies towards the Jews in Germany in the period 1933–1939. Over half a million Jews in Germany before the outbreak of war were affected by measures of discrimination as Nazi anti-semitism gradually increased. In April 1933 there was an official boycott of Jewish shops and professions. The Nuremberg Laws of September 1935 removed German citizenship from Jews and forbade marriages and extramarital relations between Jews and German citizens. The violent pogrom of Crystal Night in November 1938 was followed by the compulsory closure and sale of Jewish businesses by the end of the year. By January 1939 the Reich Central Office for Jewish Emigration had been created and it is estimated that half of the Jewish population had left before the outbreak of war. [12]

12

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will confine themselves to the content of the source and assess utility only to the information it provides. The source implies that there must have been several different Weimar Governments during 1932 contributing to the political instability and that there were economic problems. Some see the Nazis as providing a solution to Germany's problems and Nazi party membership was increasing.

Level 3 ([7]–[9])

Answers will not only discuss the content of the contemporary source but highlight the source's strengths by focusing on mode, author, date, motive and tone. There will be contextual knowledge demonstrated in discussing its utility. A foreign student who was present in Germany during 1932 recalls in public memoirs over three decades later not only her perception of the situation then, but also the views of a young Nazi supporter. From their contextual knowledge candidates should be able to clarify the significance of some of her statements. By 1932 unemployment reached its peak of six million after the 1929 depression and three Chancellors – Brüning, von Papen and Schleicher – ruled under Presidential authority due to Article 48.

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that the value of the source does not lie in its content but in the quality of the evidence. Answers will not only discuss the strengths of the source through its content and nature but also its potential limitations. As the source is from only one witness and only gives a partial insight into the situation in 1932, other sources would have to be consulted by historians to gain an insight into what had happened from 1930 until January 1933. Any plausible limitations should be rewarded. [13]

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

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

Level 1 ([1]–[3]) AO2(a), ([1]–[3]) AO1(b), ([1]–[2]) AO2(b)

AO1(b):

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

AO2(a):

SOURCES: Answers will merely paraphrase the sources.

AO2(b):

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

Level 2 ([4]–[6]) AO2(a), ([4]–[6]) AO1(b), ([3]–[5]) AO2(b)

AO1(b):

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

AO2(a):

SOURCES: Answers will begin to interrogate the sources with regard to the question posed. Answers will draw on the sources and interpret them with some relevance to the question, using contextual knowledge. Source 1 refers to economic and political chaos which candidates should be able to infer is as a result of the depression. However, they will have to use their contextual knowledge to illustrate specific consequences of the depression. Source 2 highlights the political instability by the summer of 1932 with Hindenburg replacing Brüning with von Papen in another Presidential Cabinet under Article 48, while the Nazis are poised to

increase their electoral support and become the largest party in the Reichstag. Source 3 emphasises the significance of political intrigue by right-wing politicians in ultimately securing Hitler's appointment. This was a miscalculation because they assumed that they could control Hitler as a figurehead Chancellor while having an authoritarian government which enjoyed substantial electoral support.

AO2(b):

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

Level 3 ([7]–[9]) AO2(a), ([7]–[9]) AO1(b), ([6]–[8]) AO2(b)**AO2(a) SOURCES and AO1(b) KNOWLEDGE**

Answers recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are developed and substantiated. Answers will evaluate the sources in the context of the enquiry. There may be an imbalance of evaluation. Answers should draw in some contextual knowledge which is not in the sources. The economic and political instability mentioned in Source 1 will be illustrated. The economic depression undermined the Weimar Republic. There were unstable coalition governments resulting in the use of Article 48 by the President. 50,000 businesses went bankrupt between 1930 and 1932, while five major banks closed down. By 1932, six million people were unemployed. American loans and investments were withdrawn while there was a general decline in world trade. In March 1930 the SPD-led coalition government under Muller collapsed. The Government believed that spending its way out of the crisis by increasing expenditure on public works without raising taxes could provoke another inflationary crisis. Evidence now suggests that Brüning, Chancellor from 1930–1932, deliberately allowed the economic crisis to continue as part of the campaign to get reparations ended and to dismantle the Welfare State. Source 2 highlights the Nazis' use of Parliamentary tactics in their attempt to get into power. By July 1932 they had over 37 per cent of the popular vote and a broad cross-section of the electorate: predominantly Protestant, rural and lower middle class, but also including elements of the professional middle class and even a minority of the working class. Factors that led to this electoral breakthrough included: Nazi propaganda via the media and

rallies highlighting anti-Weimar, anti-Versailles and anti-Communist attitudes to gain electoral support, and the appeal of Hitler as a charismatic public speaker and as a strong leader who could bring about an economic recovery. Source 3 highlights the significance of the political intrigue of right-wing politicians. Hindenburg had been using Article 48 since 1930 to sustain governments that were unable to get their legislation through the Reichstag but before 1933 he was not prepared to appoint Hitler. By January 1933 Hindenburg changed his mind and appointed Hitler. Right-wing nationalists felt they could use the Nazis' popular support to channel the political system in a more authoritarian direction and that Hitler could be controlled by President Hindenburg and Vice-Chancellor von Papen. Hitler came to power because Hindenburg legally appointed him Chancellor.

AO2(b):

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

Level 4 ([10]–[12]) AO2(a), ([10]–[12]) AO1(b), ([9]–[11]) AO2(b)**AO1(b):**

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

AO2(a):

SOURCES: Answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment.

AO2(b):

INTERPRETATIONS: Answers will provide a good analysis and evaluation of this subject with regard to contemporary and later interpretations. Some historians have suggested that the Nazis' rise to power within the final phase of the Weimar Republic was due to a combination of the political and economic consequences of the depression, the mass electoral

support achieved by the Nazis in their various campaigns and the political intrigue of right-wing nationalist politicians. Other historians have suggested that one factor was more important than the others. Some have suggested that the impact of the depression was the most important as the consequences led to the Nazis' electoral support and eventually left President Hindenburg with no alternative but to ask the leader of the largest party in the Reichstag to form an authoritarian government. Candidates should react to the implication of the statements by Kershaw in Source 3. He suggests that political intrigue was more important than the depression in explaining the rise of the Nazis. By late 1932 the economy was starting to recover, partially due to the public works schemes introduced by von Papen's Government, while not only were the Nazis financially exhausted at having fought four national election campaigns in the year 1932 alone, but in the most recent Reichstag election of November 1932 they had failed to maintain their momentum of electoral support as their vote dropped to 33 per cent and 196 seats in the Reichstag. Hitler did not get into power at the height of the economic crisis or at the peak of his popularity after July 1932 when the Nazis became the largest party, as Hindenburg's failure to offer him the Chancellorship in the negotiations of August 1932 revealed. Even after the fall of the von Papen Government, President Hindenburg preferred a Schleicher Government before he eventually changed his mind and appointed Hitler. Candidates' answers should be assessed on the quality of their interpretations in response to the proposition in the question and the quality of the evidence they select in their line of argument. They can concur with Kershaw's views, qualify them or disagree with them. It is more important that they debate the issues and consider evidence and substantiate a relevant line of argument. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [35]

Option 5

Total

48

60

60



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2009**

History

Assessment Unit AS 2

[AH121]

WEDNESDAY 21 JANUARY, AFTERNOON

MARK SCHEME

Level of response mark grid

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

- AO1a** recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner;
- AO1b** present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements;
- AO2** In relation to historical context:
- interpret, evaluate and use a range of source material;
 - explain and evaluate interpretations of historical events and topics studied.

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

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

Answer **two** questions from your chosen option.

You **must answer parts (i) and (ii)** of your chosen questions.

Option 1 Spain and Europe 1556–1592

1 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and explanation. Answers will recall, select and deploy some accurate factual knowledge and the external problems facing Philip II in 1556. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanations. Answers will be quite accurate containing some detail on the external problems Spain faced on the accession of Philip II in 1556. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are developed. Answers will have more detail. Answers will be well informed on the external problems that Spain faced when Philip II became King in 1556. They could refer to some of the following points such as: the threat of the Turks to mainland Spain, its Mediterranean possessions and the remaining Spanish outposts in North Africa. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are very well developed and substantiated. Answers will be well informed on the external problems that Spain faced when Philip II became King in 1556. Candidates will show understanding of a range of external problems such as the threat of France to Spanish territories and interests in the Low Countries as well as the expansion of the Ottoman 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 appropriate; there is good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Philip II's administration of Spain in this period. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms to what extent Philip II's administration of Spain was a total failure in this period, e.g. the role of the Council of State. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

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

analysis and judgements are developed. Answers will be more comprehensive and start to reach a judgement about to what extent they agree that, despite his hard work, Philip II's administration of Spain was a total failure between 1556 and 1592. Philip II was very hard working and conscientious but he found it difficult to delegate spending too much time on minor details rather than drawing up policies. Answers could also discuss the importance of factionalism, his relations with ministers and the nature of conciliar government. Philip II spent too much time in Madrid and was overdependent upon Castile and Castilians. Philip II personally attended all matters of government and relied upon secretaries which led to the Perez affair. Philip's style of government led to internal problems such as the Moriscos and the Aragon revolt. He was able to control the Church, crush the Protestant threat and start to centralise state control by 1592. However, the further the areas of Spain were away from Madrid the less control Philip had over these regions but he was able to defeat all internal uprisings. Despite Philip II's hard work many internal problems remained unsolved such as his financial problems, his armed forces and his ineffective system of government by 1592. 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 well developed and substantiated. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Philip II's administration of Spain was a total failure by 1592. Answers could also refer to the inefficiency of regional councils in carrying out their legal and administrative functions. Only in Castile was there any degree of centralisation whilst Philip II's active foreign policy also restricted the success of his domestic policies. The best answers at this level should cover the whole period between 1556 and 1592. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

30

2 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and explanation. Answers will recall, select and deploy some accurate factual knowledge on the economic and financial problems that Spain faced in this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanations. Answers will be quite accurate containing some detail on the economic and financial problems facing Spain between 1556 and 1592, e.g. the foreign debt problem. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are developed. Answers will have more detail. Answers will be well informed on the economic and financial problems facing Spain in this period. They could refer to some of the following points, such as the dependence upon the bullion trade, agricultural problems, loss of trade monopolies, economic effects of multiple wars and the taxation burden. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are very well developed and substantiated. Answers will be well informed on the economic and financial problems facing Spain between 1556 and 1592. Good answers could refer to the points outlined above as well as the lack of investment in industry, rising food prices and the

uneven burden of taxation which affected commerce, trade and industry in particular. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about these internal revolts in Spain in this period. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms to what extent Philip II effectively dealt with the revolts of the Moriscos, Perez and Aragon in this period, e.g. his use of the armed forces. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may 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 and analysis and judgements are developed. Answers will be more comprehensive and start to make a judgement about to what extent Philip II responded effectively to these revolts in this period. The Moriscos revolt took place between 1568 and 1570 and turned into a bloody civil war which Philip II's armed forces led by Don Juan struggled to put down with 20,000 poor quality troops. The revolt led to the loss of over 60,000 Spanish lives and Philip II regarded the Moriscos revolt as a national disgrace. Philip II and Perez were involved in the

murder of Escobedo in 1578 which led to Perez's arrest in 1579. In 1590 Perez escaped from Madrid and fled to Aragon. Between 1590 and 1591 Perez revealed details about Philip II's involvement in the murder of Escobedo. This led to Perez stirring up a revolt in Zaragoza as he tried to turn Aragon into a Venetian-style republic, under French protection. In September 1591 Philip II moved 14,000 troops to the Aragon border before sending them in to suppress the Aragon revolt in November 1591. This revolt was crushed in only two weeks due to the lack of widespread support in Aragon for Perez and the effective response of Philip 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 well developed and substantiated. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Philip II responded effectively to these revolts in this period. Answers should discuss whether Philip II responded effectively to these revolts in this period. Good candidates could point out that it took Philip II over two years to crush the Moriscos revolt compared with just two weeks to suppress the Aragon revolt. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

30

3 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and explanation. Answers will recall, select and deploy some accurate factual knowledge on the aims of Philip II's policy towards England in this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanations. Answers will be quite accurate containing some detail on Philip II's policy towards England between 1556 and 1592, e.g. his decision to send the Spanish Armada in 1588. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are developed. Answers will have more detail. Answers will be well informed on Philip II's policy towards England in this period. They could refer to some of the following points: his proposed marriage to Elizabeth, the issue of the Spanish Netherlands and Philip II hoped to retain England for the Catholic faith until relations declined in 1567–1568. From the 1570s onwards Philip II started to confiscate English ships leading to his decision to invade England in 1588 after English help for the Dutch revolt. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are very well developed and substantiated. Answers will be well informed on the aims of Philip II's policy towards England in this period. Answers could refer to the

points outlined above as well as his attempts to maintain good relations with England until the actions of Elizabeth forced Philip II to go to war with England in 1588. Answers at this level should cover the whole period. They will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation and appropriate use of specialist vocabulary. [8]

(ii) This questions target AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Philip II and his religious policies. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms to what extent Philip II achieved his objectives in religious policies in Spain between 1556 and 1592. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may 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 and analysis and judgements are developed. Answers will be more comprehensive and start to make a judgement about to what extent Philip II achieved his objectives in religious policy in Spain during this period. Philip II was afraid of heresy, he supported the Inquisition and tried to control the Church in Spain. He tried to exploit the financial and political resources of the Church and he maintained Church influence in ecclesiastical jurisdiction, Episcopal appointments and could veto

papal decrees. Philip II banned foreign books and allowed him to gain more control over the Church in Spain leading to clashes with the papacy. However, Philip II's religious policies led to the revolt of the Moriscos and he acted against Huguenot influence in Catalonia. Despite Philip's effort the standard of the Church in Spain did not really improve in this 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 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are well developed and substantiated. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Philip II achieved his objectives in religious policy in Spain during this period. Philip II battled with the papacy over control over the Church in Spain such as the Carranza dispute and disputes over the Jesuits. The Inquisition also drew up an index in 1559 which was modified and enlarged in 1583–1584. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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4 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and explanation. Answers will recall, select and deploy some accurate factual knowledge on the cultural developments in Spain during this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanations. Answers will be quite accurate containing some detail on cultural developments in Spain between 1556 and 1592. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are developed. Answers will have more detail. Answers will be well informed on the cultural developments in Spain during this period. They could refer to some of the following points: the effects of the Counter-Reformation upon Spanish culture which encouraged the mystical traditions; the work of Cervantes, Lope de Vega, St. Teresa, St. John of the Cross and El Greco. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are very well developed and substantiated. Answers will be well informed on the cultural developments in Spain between 1556 and 1592. They could refer to the influence of Philip II and the Church upon cultural developments, e.g. the influence of the architect Juan de Herrera. Answers at this level will be consistently

characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Philip II and his foreign policy during this period. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms to what extent Philip II achieved his objectives in foreign policy between 1556 and 1592, e.g. keeping Spain's interests protected against the threat from England and France. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may 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 and analysis and judgements are developed. Answers will be more comprehensive and start to make a judgement about to what extent Philip II achieved his objectives in foreign policy by 1592. The Spanish Netherlands were of strategic importance to Philip II and he sought to defend Spanish interests here, especially after the Dutch Revolt. Philip II tried to maintain friendship with England after 1558, however, Elizabeth's actions and English attacks upon Spanish bullion ships turned Philip II against England. In 1585 England sent help to the Dutch Revolt forcing Philip II to build the Spanish Armada

which was defeated in 1588. Philip II wanted to keep France religiously and politically divided and Franco–Spanish relations worsened after 1568. In 1584 Philip II tried to prevent Henry of Navarre from taking the French throne, forming the Catholic League which led to Parma invading France in 1590 with little success. Philip II also feared the Turkish threat to his Empire and Spanish ships helped defeat the Turks at Lepanto in 1571 which Philip II celebrated for personal and religious reasons. Also in 1580 Philip II gained control over Portugal. Philip II also had religious motives behind his foreign policy as he saw himself as helping defend the Catholic faith and interests in Europe. 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 well developed and substantiated. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Philip II achieved his objectives in foreign policy during this period. By 1592 he had defeated the Turks, saved the southern Netherlands and took over Portugal. However, he had lost control over the southern Netherlands and the Armada had been defeated by England, whilst the expense of wars with France and England had created a tax burden in Spain and increased Spain’s foreign debts. 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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Answer **two** questions from your chosen option.

You **must answer parts (i) and (ii)** of your chosen questions.

Option 2 The Ascendancy of France 1660–1714

1 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, dealing perhaps with the complexity of the tense relationship between Louis and the Dutch. The collapse of The Triple Alliance, the tariffs placed upon French exports and the satirical rhymes poking fun at the French King may be dealt with. Louis XIV

intended a quick, overwhelming attack to teach the Dutch a lesson and ensure they never interfered in his affairs again. Through victory in the war Louis hoped to strike a fatal blow to Dutch trade interests. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the actions of Louis XIV and the reaction of opponents at the

time of the outbreak of war. Answers at this level may communicate some knowledge of how Louis XIV was annoyed that the archbishopric of Cologne was granted by the Pope to the brother of the Elector of Bavaria and that, prior to this, he had been thwarted by the Diet of the Holy Roman Empire when it granted the Electorate of the Palatinate to William of Neuberg. The war began when French troops crossed and devastated the Palatinate. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

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

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates may show some understanding of the long-term build up of grievances and the role Louis' actions and attitude had played in provoking opposition. A

more detailed analysis may also be made of the relationship between Louis and William of Orange. The answer will be well informed about the circumstances of 1688 and 1689 that enabled France's opponents to make a united stand against French expansion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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2 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will make unsupported, generalised statements about the terms of the Treaty. 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 may make some of the following points. Territories gained by the reunions were restored to their original rulers. Louis was forced to recognise William of Orange as King of England and agree to the Dutch maintaining a number of fortified towns in the Spanish Netherlands. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/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 at this level will have more detail and may include more of the following points. William of Neuburg secured the Palatinate and Prince Clement of Bavaria became Archbishop Elector of Cologne. Lorraine, after more than 30 years of French occupancy, was restored to the grandson of Charles IV. France surrendered Freiburg, Breisach and Philippsburg to the Holy Roman Empire, although it kept Strasbourg. Luxemburg, Charleroi, Mons, Courtai and Barcelona were restored to Spain. In addition, by a private treaty, Spain allowed the Dutch to garrison a series of frontier towns, including Ypres, Menin, Coutrai and Luxemburg, to act as a barrier against future French aggression. France was granted Saint-Domingue (later to become Haiti) and regained Pondicherry and Nova Scotia. 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. Louis was forced to recognise William, his most persistent enemy, as King in England and promised to withdraw his support from his fellow Catholic James II. This was not only a betrayal of James but also of monarchy and the whole concept of Divine Right. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will make unsupported, generalised assertions about Louis' reasons for rejecting the Partition Treaty. Level 1 answers may rely on a narrative account of the period 1697–1702. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer focusing on the terms of the Treaty or the terms of Carlos II's Will. Answers at this level may communicate some understanding of the opinions of Louis' advisors and that either choice had consequences for France. Louis had to consider the benefits for France of choosing the Will and abandoning the Treaty. Louis was also aware that the terms of the Will would hand the Spanish throne to Archduke Charles if his own grandson, Philip of Anjou, did not accept 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 be able to explain that abandoning the Second Partition Treaty and choosing the Will was simply the best option for France. Answers will explain some of the strategic, military and commercial benefits for France in securing a Bourbon on the throne of Spain. Louis was aware that rejecting the Will would secure these advantages for Archduke Charles and may have paved the way for Hapsburg hegemony in Europe. By abandoning the Treaty Louis was betraying William of Orange, however, William was in no position to fight to support the controversial partition of the Spanish Empire that the Treaty proposed. Therefore, although the Treaty promised to give France significant territory in Italy, there was no guarantee that France could ever actually gain them. Leopold had made clear his opposition to the Second Partition Treaty and the Will, therefore France would face the possibility of war no matter which choice Louis would make; it made sense to choose the best deal for his own country. 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. If Louis had to go to war it made political sense to fight for Bourbon control of the entire Spanish Empire rather than the partition terms of the Treaty. Furthermore, taking Spain ensured its resources would be on the French side if war broke out and not on his opponents. Answers at this level may explain more fully how William of Orange could not be relied upon because of the growing peace movement in England and disillusionment with his reign. There may be a fuller analysis of the famous meeting of The Conseil d'en haut at Versailles displaying the conflicting views of Beauvilliers, for the Treaty, and Torcy, for the Will. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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3 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the actions of Louis and the reactions of his opponents at the time of the outbreak of war. Answers at this level may communicate some knowledge of how Louis' rejection of the Partition Treaty and acceptance of the Will provoked a reaction from his opponents. Louis' actions over the next number of months were to formalise this opposition into a Grand Alliance against him. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/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. Level 3 answers may explain how and why choosing the Will increased opposition to Louis. William of Orange and Leopold were outraged and alarmed by this expansion of Bourbon power yet war was far from inevitable. Level 3 answers will explain some of the actions of Louis that provoked its outbreak. In December 1700 Louis reaffirmed Phillip's right to the French throne raising the possibility of a future uniting of France and Spain. In February 1701 Louis seized the Dutch barrier fortresses in the name of his grandson and later that year secured the right for French companies to trade in the Spanish Empire. On the death of James II, Louis recognised the Old Pretender as James III of England raising the possibility of another Jacobite invasion of England. Louis' opponents formed themselves into a Grand Alliance to restrict

the growing power 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 at this level will provide a suitably comprehensive explanation of why the war began. They will be better informed, demonstrating comprehensive knowledge of the reasons outlined in Level 3. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[5])**

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will be confined to one side of the debate, probably focusing solely on the weaknesses of the French and may raise some of the following points. The defeat at Blenheim dealt a fatal blow to French hopes of winning the war. Two thirds of the Franco–Bavarian army was destroyed, Tallard was captured and, crucially, their ally Bavaria was removed from the war. Too often the French army was badly deployed in battle exposing it to the decisive tactics of Marlborough. The French also failed

to anticipate Marlborough's use of the same tactics he had used at Blenheim in the battles at Ramillies and Oudenarde. The French army was often poorly led, for example, at Oudenarde where Vendome and Burgundy failed to work together. Louis often chose courtiers rather than experienced soldiers to command his armies; indeed Burgundy owed his position to being the King's grandson rather than a great commander. The French commanders were further weakened by their need to report directly to Versailles. Some explanation may be made of the economic suffering of France during this period. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will display a broader knowledge and understanding of French weaknesses. Candidates may note that the French army was better led and performed more effectively later in the war. The battle of Malplaquet saw the French army anticipate Marlborough's tactics, suffer fewer casualties than the Allies and remain in good order to defend France. Answers at this level will analyse factors other than the weaknesses of the French that explain the success of the Grand Alliance. Marlborough proved to be an inspirational commander combining astute battlefield tactics with an ability to work effectively with the other Allied leaders. Level 3 answers will consider the importance and impact of the allied victories at Blenheim, Ramillies, Oudenarde and Malplaquet. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated assessment, taking account of the wider range of issues and communicating more detail on each side of the debate. Answers will confidently address the weaknesses of the French performance and recognise the other factors that ensured Allied success. The role of

Marlborough and the reasons for and impact of his four major battle victories will be fully utilised. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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4 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the reasons for Marlborough's victories at Ramillies and Oudenarde. Marlborough deceived Villeroi at Ramillies by attacking the flank before focusing his main attack on the centre, a tactic he repeated at Oudenarde. At Ramillies Marlborough personally led his cavalry to deal the final blow. At Oudenarde Marlborough's surprise attack gave the Allies the advantage from the outset. In both battles he made great use of the physical features of the battlefield. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will display a broader knowledge and understanding of the reasons for Marlborough's victories. In both battles the French army was poorly led. Villeroi had secured his position through nobility rather than ability and failed to react to Marlborough's initiatives. At Oudenarde the experienced Vendome resented the appointment of Burgundy, the King's grandson, as his fellow commander and the two failed to work effectively together. In contrast Prince Eugene and Marlborough respected each other. 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 victories, providing detail on Marlborough's interventions and French mistakes. For example, at Ramillies Marlborough tricked Villeroi into committing his reserves on his left flank, then withdrew his troops from that section of the field and attacked the vulnerable French centre. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may offer a description of the terms of the treaties or make generalised, unsubstantiated comments about the benefits for 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 may have difficulty engaging with the question on its own terms and include the key terms of the treaties but fail to analyse who gained most. Answers may be focused solely on the benefits of the treaties for England. England gained Newfoundland, Hudson Bay, St. Kitts and Nova Scotia. It also gained Gibraltar and Minorca in the Mediterranean securing valuable naval bases. The Asiento gave the monopoly of supplying slaves into the American colonies through which England was to enrich itself during the eighteenth century. Louis also agreed to recognise the Hanoverian succession securing the Protestant monarchy in England. 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 substantial. Level 3 answers will analyse the advantages for England mentioned in Level 2 and consider how other countries also benefited. In the War of the Spanish Succession it was Philip, Louis’ grandson, who retained Spain although he had to renounce his claim to the French throne. Namur and Charleroi were returned to the Elector of Bavaria. Nice was restored to the Duke of Savoy who was also awarded Sicily, while Lorraine was restored to its Duke. Austria secured substantial territory including Naples, Sardinia and Milan. Austria also took control of the Spanish Netherlands which benefited Holland and England as Austria was not a trade or maritime rival. Holland retained the defensive barrier fortresses in the Low Countries and the closing of the Scheldt ruined Antwerp as a commercial rival to both Amsterdam and London. The Elector of Brandenburg was recognised as King of Prussia and received Spanish Gelderland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be well informed and reach relevant conclusions about the benefits of the treaties for England and the other belligerents. France did not come out of the war well although the terms of the treaties were much better than Louis had offered in 1709 and a Bourbon did remain on the Spanish throne. Austria, although reluctant to accept peace, made substantial territorial gains as did the rising power of Brandenburg–Prussia. Holland too benefited from the treaties although it was to enter a period of commercial decline. In the long run England was indeed to gain most with the treaties providing the foundations for its future empire building. 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 2

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Answer **two** questions from your chosen option.

You **must answer parts (i) and (ii)** of your chosen questions.

Option 3 Challenge and Crisis in Ireland 1821–1867

1 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. Answers will be vague and superficial about the nature of O’Connell’s support. Meaning may be unclear because of illegibility, inaccuracies in spelling, punctuation and grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance. Answers will contain some limited explanation as to the source of O’Connell’s support. For example, referring to the support which he received from the Catholic Church and the peasantry.

Level 3 ([5]–[6])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will provide more detail. For example, they may comment on the motives of the clergy and the peasantry in supporting O’Connell. The former were induced by the symbolism of religious freedom which emancipation implied. The allocation of part of the penny rent for ecclesiastical purposes, such as church building and education, was a factor. Peasants were encouraged by the promise that emancipation would ultimately lead to more socio-economic benefits.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are well developed. The Catholic middle classes were supporters of emancipation because this offered the prospect of political and social advancement and recognition. Presbyterians were sympathetic to O’Connell’s campaign, as they too were demanding civil and religious liberties. Some liberal minded members of the landed aristocracy like Donegal and Lansdowne were openly supportive. Another factor was O’Connell himself. His charismatic personality and his claims that emancipation would be a cure for a variety of social and

economic grievances for all sections of Irish society all contributed to his widespread support. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers will deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is mainly narrative, with little understanding or explanation. The answer will contain some basic points about the failure of the repeal campaign. Answers will be characterised by unclear meaning due to illegibility and poor grammar; there will be inappropriate style of writing, and defects in organisation, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there will be occasional lapses. The answer contains some explanation and analysis. Answers may address in a limited way some of the reasons for the failure of repeal. For example, O’Connell’s quarrel with Young Ireland, Peel’s role. There will be some lapses in meaning due to illegibility, inadequate grammar, an inappropriate style of writing, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select historical knowledge more relevantly and effectively. Explanations and analysis will be substantiated. Answers will contain breadth of understanding, and attempt to assess the role of O’Connell in relation to other factors. For example, he allowed his personal contempt for Peel to cloud his judgement, and he underestimated Peel. O’Connell duplicated the same tactics for repeal as he had used for emancipation, thus making his campaign predictable, especially for Peel who was so politically acquainted with O’Connell. In addition to his public quarrel with the Young Irelanders, O’Connell’s rhetoric antagonised Presbyterians, and some Catholic middle class who were willing to enjoy whatever benefits that emancipation would bring. Some brief attempt may be made to identify other reasons for O’Connell’s failure.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully the role played by O’Connell in relation to a

wide range of other factors. For example, O'Connell's campaign was damaged by the loss of the 40 shilling freehold vote. O'Connell believed that by merely copying tactics which had worked so effectively in the past would yield success over repeal. He failed to appreciate that repeal was a different issue, and the political scene in England had changed. Peel was the most capable and formidable statesman of his day. A former chief secretary for Ireland, who played a key role in the controversy over emancipation, Peel knew Irish politics and O'Connell very well. His determination to uphold the Union was based on matters of security and empire, and was wholeheartedly endorsed by his Cabinet, party colleagues and by Parliament itself. Peel was resolute in facing O'Connell's challenge at Clontarf. Moreover, he was subtle, as his reforms, such as the Maynooth Grant and Colleges bill, caused divisions among the Catholic Church, O'Connell and Young Ireland. Additionally, the outbreak of the Famine undermined any lingering hope that O'Connell had of achieving repeal. Answers will have clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

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2 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. Answers will be vague and superficial about the issue of population increase. Meaning may be unclear because of illegibility, inaccuracies in spelling, punctuation and grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance. Answers will contain some limited explanations as to the cause of population rise. For example, mentioning early marriage and high birth rate.

Level 3 ([5]–[6])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will be more detailed if incomplete, additionally referring to other causes of population rise. For example, the availability of the potato, the falling death rate due to a general improvement in health and diet.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed. Answers may additionally comment on the pattern of sub-division which facilitated earlier marriages. The potato could flourish on even poorish soil, yet it provided an economical and nutritious crop which could provide high yields and support a family. Population growth and the potato advanced together. One the eve of the Famine two million acres (one-third of cultivated land) was used for potatoes and provided food for three million people. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[5])**

Answers will recall and deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is mainly narrative, with little understanding or explanation. The answer will contain some basic points about the effects of the Famine. Answers will be characterised by unclear meaning due to illegibility and poor grammar; there will be inappropriate style

of writing, and defects in organisation, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there will be occasional lapses. The answer contains some explanation and analysis. Answers may address in a limited way some of the effects of the Famine, perhaps focusing one or two of the headings prompted by the question. For example, there may be a brief account of economic and social impacts. There will be some lapses in meaning due to illegibility, inadequate grammar; an inappropriate style of writing, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select historical knowledge more relevantly and effectively. Explanations and analysis will be substantiated. Answers will contain breadth of understanding, and attempt to assess the significance of the impact of the Famine on political, social and economic aspects of life in Ireland. *It is acceptable for candidates to comment on the overlap between social and economic effects, and between political and social effects. Moreover, reference to long- and short-term effects are acceptable.* There were several **political** effects. The Famine destroyed any lingering hope of O’Connell’s Repeal campaign. The 1848 rebellion by the Young Irelanders was partly inspired by their belief that the British government was responsible for the disaster of the Famine. Mitchel and Lalor wanted a reform of the land system and the removal of landlord influence in Ireland. While a failure, the rebellion of 1848 bequeathed the twin legacies of fighting to achieve an independent Irish Republic, and the notion that no political advancement could be made in Ireland without a land war – a conflict with landlords. **Economic** effects involved changes to the pattern of landholding, with a consolidation of smaller holdings being swallowed up by larger farmers. About 10 per cent of landlords went bankrupt, and could not dispose of their estates easily. The Encumbered Estates Act of 1849 sped up the sale of land, leading to the emergence of a new landlord class, prepared to invest money in their estates. In the 1850s about 3,000 estates were sold, amounting to about five million acres. **Socially**, two of the most notable effects were in the rapid decline of population, and the acceleration of emigration.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully the political, social and economic impact of the Famine, and coming to a reasoned conclusion. Political and economic effects overlapped. For example, the acceleration of emigration to USA brought about an Irish–American lobby which was to support, in different times and in different ways, both physical force and constitutional nationalism in Ireland. These emigrants harboured a deep and bitter sense of anti-Britishness. Shortly after the Famine there emerged in Ireland tenant leagues, such as the All-Ireland Tenant League to use political means to bring about fair rents and compensation from landlords for improvements if they were evicted. In social terms, there were dramatic changes. The Famine reduced the proportion of the labouring classes in rural Ireland. The population fell from eight million in 1841 to six million in 1851. Post-famine emigration witnessed the exodus of whole family groups, as well as large numbers of youths of both sexes under 25 years of age. The Famine brought a decline in the traditional beliefs and customs of the rural labourers, as the folk ways of Ireland began to disappear with the people who held them. Answers will have clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

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3 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. Answers may be vague and superficial about the role of the Whigs during the Famine. Meaning may be unclear due to illegibility, inaccuracies in spelling, punctuation and grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance. Answers will contain some limited explanation about the Whig response. For example, mentioning the fact that Russell introduced the Labour Rate Act and provided soup kitchens.

Level 3 ([5]–[6])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will be more detailed if incomplete, additionally referring to the provision of public works, the encouragement of private charities such as the Quakers and supporting appeals for money in England.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed. Answers may additionally comment on the scale of the public works programme, details of the Labour Rate Act and how many benefited from the soup kitchens. By the spring of 1847 about 750,000 men were employed on public works. By August 1847 about three million people were being fed by the soup-kitchen system. However, since the government had always insisted that the free distribution of food was a temporary measure, and the harvest of late summer and autumn of 1847 was a good one as far as it went, the soup-kitchen system was brought to an end with little warning in September of that year. About 200,000 people received relief through a reorganised Poor Law system, though those who possessed more than a quarter-acre were refused entry. The Treasury spent a total of £8m on Irish famine relief, much of it in the form of loans to the Irish Board of Works or Poor Law authorities. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. Answers will be mainly narrative, with little understanding or explanation. The answer will contain some basic points about the causes of the Famine. Answers will be characterised by unclear meaning due to illegibility and poor grammar; there will be inappropriate style of writing and defects in organisations, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy historical material with more relevance and clarity, with occasional lapses. The answer contains some explanation and analysis. Answers may address in a limited way the causes of the Famine. For example, a brief reference to the role of overdependence on the potato, a lack of inward investment, the role of landlords. There will be some lapses in meaning due to illegibility, inadequate grammar, an inappropriate style of writing, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select historical knowledge more relevantly and effectively. Explanations and analysis will be substantiated. Answers will contain certain breadth of understanding, and attempt to assess the role of overdependence on the potato in relation to other factors. The practice of sub-division became more economically feasible because of the spread of the potato as the staple crop of Ireland. The potato had enormous advantages for the Irish peasant. It was easy to grow and could flourish on even quite poor soil. The potato provided high yields: one and a half acres of land could provide food for a year for a family of five or six. It could also feed a pig and poultry. Subsistence on the potato also enabled the peasantry to concentrate on cash crops such as wheat and oats to pay their rent. The land system of Ireland contributed to and embraced many overlapping causes of the Famine. Many estates were owned by landlords, many of whom were absentee, and who regarded their land in Ireland as simply a means of raising revenue through rents. Many of these estates were divided up into smaller units and leased out to middlemen on long leases and fixed rents. Peasants found that their rent increased if they made any improvements. Moreover, there were a million landless labourers who were frequently without work. Under-employment was one of the great social evils of rural Ireland.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully the causes of the Famine. Many absentee landlords lived beyond their means, and raised rents to compensate. These landlords left their tenants at the mercy of middlemen. The rise in population provided added incentive for sub-division. There was virtually no industry outside Ulster, and this created a dangerous dependence on land for a living. Even the domestic work of spinning and weaving in their own homes, with which many of the lower class had earned a living in previous years was now drying up as a result of the decline of the Irish woollen and domestic linen industries in the early 19th century. Additionally, the government adopted a laissez-faire attitude, and failed to intervene to improve or tamper with the land system. Recommendations from the Devon Commission and the Earl of Clarendon were ignored. No move was made to initiate a programme of state-assisted emigration to ease the burden on the land. Answers will give clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary.

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4 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

Answers will recall, select and deploy historical information in an episodic or largely inaccurate manner. Answers will be vague and superficial about the aims of the Fenians. Meaning may be unclear because of illegibility, inaccuracies in spelling, punctuation and grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance. Answers will contain some limited explanation about the aims of the Fenians. For example, to achieve total separation of Ireland from the United Kingdom; to use force, and to tolerate no delay in overthrowing British power.

Level 3 ([5]–[6])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will provide more detail about the aims of the Fenians. The Fenians rejected all forms of constitutional action. British military might was to be overcome by secret and oath-bound organisations. The Fenians had some socio-economic aims, such as land reform if and when Ireland became independent. The Fenians believed that Ireland's land problems could never be resolved within the framework of the United Kingdom.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are well developed. The Fenians justified their aim of complete separation from Britain on the belief that the vast majority of the Irish people desired this, and that the Fenians had an indisputable right to get it for them by force of arms. The Fenian aimed to uphold Ireland's cultural traditions. For some Fenians, their predictable failure in the revolt of 1867 provided the short-term aim of making a grand gesture that would mobilise the population or persuade other countries to intervene and provide support. [8]

(ii) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[5])**

Answers will deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is mainly narrative with little understanding or explanation. The answer will contain some basic points about the failure of the Fenians. Answers will be characterised by unclear meaning due to illegibility and poor grammar; there will be inappropriate style of writing, with defects in organisation, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there will be occasional lapses. The answer contains some explanation and analysis. For example, poor planning contributed to the failure of the Fenians' revolt. Bad weather, informers and shortage of arms all played their part. There were weaknesses in the Fenian leadership. There will be some lapses in meaning due to illegibility, inadequate grammar, an inappropriate style of writing, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select historical knowledge more relevantly and effectively. Explanation and analysis will be substantiated. Answers will contain breadth of understanding, and attempt to assess the role of Fenian weaknesses in relation to other factors. For example, the Fenians lacked popular support in Ireland. There was strong and active opposition from the Catholic Church. Cardinal Cullen led clerical rejection of the Fenians, and warned all priests and Catholics from associating with a secret, oath-bound violent organisation. The strong response of the British government was crucial.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully the role of Fenian weaknesses in relation to a wide range of other factors. *References to the Fenians' activities in USA are acceptable as evidence towards the failure of the movement in Ireland.* In Ireland, the Fenians failed to win support from Presbyterians, Catholics and landowners. Public and condemnatory comments from the Catholic Church weakened the Fenians further. The government was fully aware of Fenian activity from police reports, informers and spies. Army regiments, whose loyalty in the event of rebellion was in doubt, were moved out of Ireland and replaced by more dependable units. There was inadequate military help from the Fenian organisation in the USA. James Stephens failed to unite Fenian leaders, and he blamed John O'Mahony for the failure of the Irish in the USA to provide funds. Answers will have clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 3

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Answer **two** questions from your chosen option.

You **must answer parts (i) and (ii)** of your chosen questions.

Option 4 France 1815–1871

1 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and explanation. Answers will recall, select and deploy limited factual knowledge on the Charter of Liberties in 1814. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanations. Answers will be quite accurate containing some detail on the features of the Charter of Liberties in 1814, such as it guaranteed individual rights and freedom of the press. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are developed. Answers will have more detail. Answers will be well informed on the main features of the Charter of Liberties of 1814, such as the creation of a Parliamentary system of government with two Chambers of Parliament. The King would nominate the Chamber of Peers whilst property owners would elect the Chamber of Deputies. The Charter also defined the political role of the King as a constitutional monarch. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are very well developed and substantiated. Answers will be well informed on the features of the Charter of Liberties in 1814. Candidates will show understanding of the political features on the Charter which clearly defined the role of the King and Parliament as well as guaranteeing individual rights gained as a result of 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 appropriate; there is good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Louis XVIII and his domestic aims for France. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms to what extent Louis XVIII achieved his domestic aims for France by 1824. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at time, the style of writing will be inappropriate; there may 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 and analysis and judgements are developed. Answers will be more comprehensive and start to make a judgement about to what extent they agree that Louis XVIII achieved his domestic aims

for France between 1815 and 1824. Louis XVIII was cautious and abided by the terms of the Charter of 1814 and pursued moderate not reactionary policies. The King was also helped by some able ministers such as *Duc De Richelieu*, *Duc De Decazes* and later *Conte De Villele*. Louis XVIII tried to work with the Chambers and chose ministers they trusted. Some mistakes were made such as replacing the Tricolore flag of France to a white flag with the Bourbon symbol. The King was also helped by an economic recovery after 1815 and he did try and resist the demands of the Ultras. In 1820 the electoral system was revised in favour of the wealthy which led to the Ultras dominating French governments up to 1824. 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 well developed and substantiated. Level 4 answers will cover most of the points mentioned in Level 3. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Louis XVIII had achieved his domestic aims for France by 1824. Good responses could refer to how Louis XVIII appeared to have successfully restored the monarchy by 1820 with his cautious policies and the return of French prosperity and stability. However, the assassination of *Duc De Berri* in 1820 presented the Ultras with the perfect excuse to press their political demands which the King had been able to resist until then. From 1820 to 1824 the Ultras dominated the Chamber and government, introducing press censorship in 1821, as well as giving the clergy more influence over education. In 1822 Villele became chief minister and carried out important financial reforms but his support for the Ultras made him unpopular. By the time of his death in 1824 Louis XVIII was starting to become unpopular as he battled to resist the growing demands of the Ultras which led to the emergence of radical opposition to the monarchy in this period. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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2 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and explanation. Answers will recall, select and deploy some accurate factual knowledge about the economic developments in France during this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanations. Answers will be quite accurate containing some detail of economic developments in France between 1815 and 1830, e.g. the emergence of a factory system and mechanisation. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are developed. Answers will have more detail. They will be well informed on the economic developments in France in this period. During the period from 1815 to 1826 the French economy grew strongly thanks to the effective financial policies of the government. A factory system emerged in France with the development of machines and changes in methods of production. There were also developments in agriculture which increased food supplies before the economic recession from 1827 which was caused by poor harvests which increased unemployment by 1830. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are very well developed and substantiated.

Answers will be accurate and well informed on the economic developments in France between 1815 and 1830. Candidates should show a clear understanding of the main economic developments in France and must cover the whole period. The French economy experienced many important economic developments in agriculture and industry up to 1826. After 1827 an economic slump hit France badly which saw food prices double whilst wages were cut by a third which badly affected the artisans in particular. Answers at this level will be aware of how economic developments in France were different in some parts than other areas in this period. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the downfall of Charles X in 1830. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms to what extent Charles X's religious policies were responsible for his downfall in 1830. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may 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 and

analysis and judgements are developed. Answers will be more comprehensive and start to make a judgement about to what extent they agree that Charles X's religious policies were responsible for his downfall in 1830. Charles X had strong links with the Catholic Church and he restored the influence of the Jesuits as well as extending the control of the Church over education. However, other aspects of Charles X's domestic policies also contributed to his downfall in 1830 such as the decision to compensate the Emigres. Charles X managed to lose the support of the different types of political opinion in France with unpopular policies and his choice of ministers, e.g. Polignac. By 1830 the close association of the King with the unpopular Ultras led to the Ordinances of St. Cloud and the overthrow of the monarchy. Good answers will refer to the effects of his religious policies and other relevant factors, e.g. economic problems and how they contributed to the downfall of Charles X in 1830. 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 well developed and substantiated. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Charles X's religious policies were responsible for his downfall in 1830. Good responses could refer to how people feared that he was trying to restore the Ancien Regime, his opposition to political reforms and the growing criticism of his government despite press censorship by July 1830. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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3 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and explanation. Answers will recall, select and deploy some accurate factual knowledge on Louis Philippe becoming King in 1830. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanations. Answers will contain some detail on why the accession of Louis Philippe to the throne of France in 1830 was seen as a political compromise, e.g. the role of the middle classes. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are developed. Answers will have more detail. Answers will be well informed on why the accession of Louis Philippe to the throne of France in 1830 was seen as a political compromise to avoid a more radical revolution. After the abdication of Charles X, France had three main options, giving the crown to the grandson of Charles, restoring the republic or giving the throne to Louis Philippe. The first option was unacceptable and the middle class feared mob rule in a republic, so it was decided to compromise and retain the monarchy by making Louis Philippe King in 1830. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations are very well developed and substantiated. Answers will be well informed on why the accession of Louis Philippe to the throne of France in 1830 was seen as a

compromise. Louis Philippe had fought for the French Revolution and enjoyed the support of leading politician Thiers, who believed that Louis Philippe could win the support of the middle classes and most politicians. The decision to offer him the throne was made quickly and some groups opposed retaining the monarchy, e.g. Bonaparts, whilst the Legitimists supported the claims of Henry not 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 appropriate; there is good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the domestic policies of Louis Philippe. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms to what extent Louis Philippe failed to achieve his objectives in domestic policy in this period. Louis Philippe restricted the power of the Church and firmly established a constitutional monarchy. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis and judgements are developed. Answers will be more

comprehensive and start to make a judgement about to what extent Louis Philippe failed to achieve his objectives in domestic policy between 1830 and 1848. Good responses could refer to some of the following points – his attempts to increase royal influence over the Chamber of Deputies, to keep control over his ministers and make the National Guard loyal to Louis Philippe. The Government showed little interest in social and economic problems. Louis Philippe tried to win the support of the middle classes and removed the power of the Catholic Church. When he first came to power minor reforms were made but after Guizot became Chief Minister in 1840 Louis Philippe took a more active role in domestic affairs. By 1847 the Government of Louis Philippe was widely regarded as being corrupt, ineffective and unrepresentative due to the restricted franchise. 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 well developed and substantiated. Level 4 answers will cover most of the points mentioned in Level 3. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Louis Philippe had failed to achieve his objectives in domestic policy by 1848. Answers should develop further many of the points outlined above in greater detail. Up to 1840 the King appeared to enjoy some limited success but increasingly in the 1840s his government ignored demands for political reforms. From 1840 onwards Louis Philippe was attacked by newspapers and the government seemed unable to deal with growing economic problems from 1845 which led to social unrest. The best answers will cover the whole period from 1830–1848 and clearly evaluate the success/failure of Louis Philippe's domestic policies. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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4 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Level 4 ([7]–[8])

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

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the policies of Napoleon III. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms to what extent Napoleon III had more success in his domestic policy rather than his foreign policy between 1852 and 1870. Candidates could refer to how Napoleon III stabilised his regime before creating a liberal empire between 1859 and 1870. In foreign policy Napoleon III was successful throughout the 1850s up to 1863; after this date France experienced failures in foreign policy, e.g. defeat

by Germany in 1870. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing will be inappropriate; there may 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 and analysis and judgements are developed. Answers will be more comprehensive and start to make a judgement about the extent to which Napoleon III enjoyed more success in his domestic policy rather than his foreign policy in this period. Napoleon III governed France with a “carrot and stick” approach with press censorship and political groups suppressed, whilst government and army officials were well paid. The Church also supported the new regime and gained many benefits from the new Emperor at first. During this period France experienced economic progress in key areas such as banking, urban renewal, spread of railways, industrialisation and the impact of free trade policies. These measures boosted the popularity of Napoleon III from 1852 to the early 1860s when political opposition and social unrest started to develop leading to a public meeting in Paris in 1869 against the Emperor. In foreign policy Napoleon III restored France as a major power and enjoyed successes in the Crimean War and in Italy against the Austrians in 1859. However, from 1863 onwards French foreign policy became a series of failures, e.g. Napoleon III misjudged the Prusso–Austro crisis and by 1870 France was diplomatically isolated before declaring war upon Germany in July 1870. This led to defeat and the downfall of the Emperor and the Second Empire itself. 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 well developed and substantiated. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Napoleon III enjoyed more success in his domestic policy rather than his foreign policy in this period. As late as 1870 almost 90 per cent of French voters supported the Second Empire but it was

his foreign policy errors such as declaring war upon Germany which led to Napoleon III's downfall by September 1870. Overall, candidates at this level must cover the whole period and analyse the success/failure of both his domestic and foreign policies and reach sustained judgements. From coming to power in 1852 up to the 1860s Napoleon III enjoyed success in both his domestic and foreign policies. However, in the 1860s France was embarrassed over the Mexican adventure. The army remained weak and Napoleon III misjudged Prussia, leading to war and defeat. 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 4

AVAILABLE
MARKS

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Answer **two** questions from your chosen option.

You **must answer parts (i) and (ii)** of your chosen questions.

Option 5 Russia 1903–1941

1 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions as to the short-term causes of the 1905 revolution. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the main causes of the 1905 revolution such as the impact of Bloody Sunday and how this ruined both the public perception of the Tsar and led to a wave of popular strikes increasing discontent. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of not only the role of bloody Sunday but also the effects of the war with Japan. Candidates could possibly refer to effects such as food shortages in the cities and lack of materials in factories, all caused by the war and leading to strikes and protests. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well

substantiated and sustained throughout the answer. Answers should show a clear awareness of not only the role of the war with Japan and the effects of bloody Sunday but candidates may also discuss how the Tsar had been perceived to have deliberately started the war with Japan in order to divert public opinion away from issues at home. Top level responses may also make reference to the Tsar's mishandling of the war, the build-up of years of lack of reform, the changing public attitudes regarding this and the deteriorating conditions for workers in the cities. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Tsarism in the period from 1906–14. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some basic reasons for the Tsar's survival. Answers may focus on either the weakness of organised 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 may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess

specific ways in which the Tsar aided his own survival and also how the weakness of his opposition did indeed help. The Tsar for his part introduced the October Manifesto, dividing his opposition and giving the illusion of reform whilst using the fundamental laws of 1906 to maintain his autocracy and the status quo. However, the opposition to Tsarism was also weak after 1905 and was made up of mostly disparate groups with no unified leadership or aims. Candidates could discuss how the peasantry had never mobilised en masse in 1905, hindering any attempt to have a coherent opposition between 1906–1914. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

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

2 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[2])**

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

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. 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. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of not only Nicholas' military failings but also his refusal to listen to the pleas of the Duma regarding Rasputin and the troubles at home. Good candidates may be able to point out that the Tsar had now alienated both the Army and the Elites from his cause. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. In addition to the points mentioned for Level 3, answers should show a clear 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 bound to be overthrown. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the mistakes of the Provisional Government between February and October 1917. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms the key errors of the Provisional Government such as continuing with the war and delaying elections to the Constituent Assembly, both of which ultimately cost them support. Candidates may discuss some strengths of the Bolsheviks as well but will probably not assess both aspects of the question. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess both the mistakes of the Provisional Government and the strengths of the Bolsheviks. In addition to the mistakes outlined in Level 2 above, the Provisional Government also endured difficult circumstances power-sharing with the Petrograd Soviet, never really being able to gain any advantage over that group. The Bolsheviks for their part were also highly

organised and able to appeal to a wide cross-section of society in gaining support. Mention could also be made of the important roles of both Lenin and Trotsky in ensuring Bolshevik success. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly refer to both the mistakes of the Provisional Government and the strengths of the Bolsheviks. In addition to the points outlined in Levels 2 and 3 above, 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. It was also seriously discredited over the Kornilov revolt, 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. Lenin's return in April boosted their morale and his April Theses gave them a rallying point. His promises of peace, bread and land crucially galvanised support from soldiers, workers and peasants behind their party. Trotsky successfully infiltrated the Petrograd Soviet and provided leadership for the Red Guard which numbered 10,000 by October. The Bolsheviks also employed the skilful use of propaganda to rally people behind them. No other opposition group could provide all this in October 1917. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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3 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the reasons for Bolsheviks winning the civil war such as their popularity amongst the peasantry due to their policies on land and how the Bolsheviks controlled the majority of the cities allowing them to requisition resources and communications. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of the importance of Trotsky as Commissar for War, how he conscripted and trained the Red Army to be a well-disciplined force and his overall superior military strategies. Candidates at this level may also refer to the economic policy of War Communism and how it geared the economy around the entire war effort keeping the Red Army supplied and fed. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. In addition to the points outlined for Level 3 above, responses should show a clear awareness of how the Reds were unified

behind a common purpose unlike the Whites who were not unified and who showed little evidence of any centralisation of leadership, strategies and even aims during the entire war. Top level candidates may also refer to the use of terror by the Cheka in rounding up the Whites. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some basic characteristics of both the policies of War Communism and the NEP, thereby making sure that the entire period of 1918–1924 is covered. Candidates at this level will probably not discuss the consistency of these policies. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess both War Communism and the NEP, attempting some discussion of how consistent/inconsistent they were. The policy of War Communism was introduced to gain more centralised control of the economy as Lenin knew this would be necessary in order to win the civil war. It advocated

ruthless control and nationalisation of key areas. The NEP was a distinct move away from the tight control of War Communism, partly due to the economic damage that policy had caused and partly to attempt to win back support which the Bolsheviks had lost due to the ruthless nature of War Communism. Responses should point out the lack of consistency in these two approaches, even in the most rudimentary way. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly assess both War Communism and the NEP as well as discuss the lack of consistency between these approaches. War Communism was instigated for the specific circumstances of winning the civil war and as such its methods were harsh. Lenin had been forced to introduce economic centralisation and nationalisation much sooner than he had originally anticipated. The policy did ensure victory but caused severe distress in the process, both economic and social. Peasant support for the policy and the party began to evaporate due to the requisitioning of food. The famine of 1921, which these measures caused, killed millions and lost the Bolsheviks even more support. The Kronstadt mutiny of 1921 then forced Lenin to reconsider and he then changed his approach completely with the NEP in an attempt to increase both industrial and agricultural output. In the process, many of the economic restrictions imposed by War Communism were relaxed or lifted, allowing peasants and workers to prosper. These were attempts to win back lost support. Top responses may mention that there was a complete lack of consistency between these policies but understandably so as they were designed to serve entirely different circumstances and were products of both their time and conditions. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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4 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the reasons for the purges such as they were a means to control society at a time when Stalin faced much opposition from many areas. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and may show an awareness of other reasons for the purges such as Stalin attempting to cap any opposition to his policies, especially those which were failing such as the five year plans. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers should show a clear awareness of the reasons outlined above and may also discuss aspects such as Stalin's attempts to destroy all opposition to his leadership in the wake of his failing and unpopular policies. This opposition came from all areas such as the left, the right, from party officials, the Red Army and finally from the Secret Police whom Stalin had used to crush all other opposition but then had to do the same to

them, fearing they had then become too powerful and were also a threat to his leadership and position. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some of the basic characteristics of collectivisation and making a partial attempt to assess the relative success of the policy. Collectivisation did produce some successes, e.g. a communist system of landowning was achieved and the industrial workers and Red Army were fed. However, the cost on the peasants was huge as the Kulak class was all but wiped out and most ended up enduring severe food shortages and being forced to enter collectives. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess the positives and negatives of collectivisation whilst comparing those to the positives and negatives of other aspects of Stalin's economic policies such as industrialisation. Both aspects had their successes and failures but collectivisation had many more failures such as agricultural production actually falling due to the

backlash from the peasants. Industrialisation on the other hand is generally regarded as having been more of a success with industrial output increasing steadily between 1929 and 1941. The USSR was also transformed into a modern industrial state although the economy did become increasingly imbalanced and again, the workers paid a heavy price for the progress. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly assess the success of collectivisation in light of other areas of economic policy, being able to judge where the real successes lay by 1941. Collectivisation generally failed to meet its targets in terms of food production and in many cases actually led to food shortages for peasants as many resisted the forced changes and as food was requisitioned to be sent to the towns or exported to provide vital foreign revenue, although 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 in general on the other hand, although exacting a huge price from the workers themselves, did turn the USSR into a superpower with a modern economy which would help them survive the attack from Nazi Germany in 1941. Russian GDP doubled between 1929 and 1941, heavy industry expanded rapidly, urban population doubled as did the proletariat, the USSR was better able to exploit its natural resources and the nation was spared the worst effects of the Great Depression of the 1930s. Responses at this level may be able to discuss who the policies of collectivisation and industrialisation were successful for, showing an awareness that in both cases, any successes were usually for party and state and any losses were usually endured by the people, both peasants and workers. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary.

[22]

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Option 5

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Answer **two** questions from your chosen option.

You **must answer parts (i) and (ii)** of your chosen questions

Option 6 Italy 1914–1943

1 (i) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[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. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why Italy decided to enter the First World War in 1915. Candidates may refer to Italian territorial ambitions on its northern frontiers at the expense of Austria. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show some awareness of a range of reasons why Italy decided to enter the First World War in 1915. Candidates could refer to some of the following points – the impact of the Treaty of London which promised large amounts of Southern Austria and a large portion of Dalmatia to Italy, the Nationalist belief that entry into the war would remove feelings of national inferiority through gaining glory and the views of the syndicalists, republicans and anarchists who encouraged entry into the war as it might create circumstances favourable to revolution leading to the destruction of the monarchy and capitalism. The answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a clear understanding of the reasons why Italy entered the war in 1915. Candidates may discuss how Nationalists like D’Annunzio saw the war as an opportunity for Italy to assert itself and win glory. With war fever strong patriotism became a method for right-wing leaders to gain support. The 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. The Prime-Minister, Salandra, hoped for a short war which would strengthen the Liberal state. Italy also had imperialistic ambitions to gain colonies, especially in the Horn of Africa. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

(ii) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[5])**

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

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more comprehensive and start to make a judgement about the level of success or failure Italy experienced in the First World War. Candidates could examine the impact of war politically, militarily, economically and socially to decide whether Italy, despite being on the winning side, really were successful in the First World War. Politically Italy entered the war with the majority in the Chamber of Deputies opposed to intervention in the war. Neither the Socialists nor the Catholics took any part in government, Giolitti remained isolated and the wartime governments were weak. These divisions greatly impacted the government's ability to conduct the war and remained a major problem at the end of the war. Militarily, although Italy was on the winning side the Italians suffered massive casualties between 1915 and 1918, although they did experience the much publicised success with the victory of Vittorio Veneto. Economically, national debt increased due to the government spending 148 billion lire to finance the war, inflation rose sharply yet there was a major expansion of industries such as metallurgy, engineering, shipbuilding and vehicles. Socially, the war did produce some discontentment with 50 killed as a result of bread riots in the summer of 1917. Candidates may also refer to the "Mutilated Victory" as the peace terms of 1919 were seen as a betrayal of the Italian victory. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates will be able to support their argument with specific evidence and present a sustained evaluation about the extent of success or failure in the Italian war effort. Good responses could refer to the disaster at the battle of Caporetto. This was a complete humiliation to Italy and was used to weaken the credibility of the Liberal State after the war. Good answers could additionally point out that although Nationalists viewed the peace treaties as a betrayal and a "Mutilated Victory" Italy in fact made more territorial gains than any other victorious nation. The settlement was also in line with the Treaty of London of 1915. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [22]

2 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[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 for the rise of Fascism in Italy in the period 1919–1922. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons for the rise of Fascism in this period, e.g. the introduction of Proportional Representation in 1919. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show some awareness of a range of reasons for the rise of Fascism in this period. Candidates could refer to the context of 1919 with Italy facing many social, economic, and political problems such as rising inflation, high unemployment, *Bienno Rosso* and discontentment over the “Mutilated Victory”. This afforded the Fascists their opportunity to gain support through stressing the importance of national identity and the desirability of national strength and glory and by adopting a left-wing political programme. The role of the *squadristi*, the move to the right during 1920 and 1921 which helped attract conservative support and the impact of the 1921 election could be discussed. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

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

substantiated. Answers should be well informed and show a clear understanding of the reasons for the rise of Fascism in Italy in the period 1919–1922. In addition to discussing some of the points outlined above, candidates could refer to Mussolini’s role in keeping the squadristi in check while also exploiting the fear of socialism and communism in Italy. A key step was the formal establishment of the Fascist Party on a national basis in October 1921. The role of Proportional Representation could be developed with five coalition governments between 1919 and 1922 and the largest parties failing to work together or take the Fascist threat seriously. In 1921 Giolitti included the Fascists in the government’s list of approved candidates for the election, giving them some respectability. Candidates could discuss how with the Liberal Democracy coming under increasing pressure in 1922 Fascist violence increased with whole towns such as Ferrara being seized. This was assisted by the support or indifference of many of the police and local government officials. The King and the Catholic Church were also more willing to support Mussolini and the Fascists by October 1922 as he promised to restore law and order as well as smashing socialism. With the threat of a “March on Rome” Fascism had risen to the point where the King and Salandra invited Mussolini to take power and destroy democratic Italy. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms some aspects of Mussolini’s attempts to create a dictatorship between 1922 and 1940 such as the aim of creating a Corporate State and the role of the

Fascist Grand Council. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more comprehensive and start to make a judgement about how successful Mussolini was in his attempts to create a dictatorship in Italy by 1940. Good responses could refer to some of the following points – the role of propaganda, Mussolini’s personal dictatorship and the cult of personality. Mussolini portrayed Italy as a totalitarian state yet key groups such as the church, the monarchy and the army remained influential. The Fascist State also set out to achieve autarky; however, this was not attained despite his various “Battles” and the Corporate State proved to be ineffective and really only represented rich landlords and industrialists. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates will be able to support their argument with specific evidence and present a sustained evaluation about the extent to which Mussolini was successful in creating a dictatorship in Italy by 1940. Mussolini had to consolidate power by 1926 before he could really create a dictatorship. By 1926 he had secured his dictatorial powers, making him the one central influence upon all aspects of government policy right up to the 1930s. Mussolini used propaganda and his control of the arts and the media to promote the cult of the Duce and glorify himself and Italy. He brought the economy under state control and used his secret police force to try to establish a dictatorship. However, it took until 1939 to complete the creation of the Corporate State and Mussolini had to compromise with many of the old structures of the Italian state such as the army, civil service and the King. When Italy entered the war in 1940 this exposed the weaknesses of Mussolini and the Fascist State. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

[22]

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3 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[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 how Mussolini used the arts and media as a method of control in Italy between 1922 and 1943. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the ways Mussolini used the arts and media as a method of control in Italy, e.g. the censorship of newspapers and radio and the use of the media to gain support for Fascism. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show some awareness of a range of ways the arts and media were used as a method of control. Candidates could refer to some of the following points – the censorship of newspapers which led to only “correct” versions of events being reported, the control of the cinema with the LUCE set up in 1924 to create documentaries and newsreels and the control of the radio. The arts were also used as an important tool to propagate Fascism with the creation of the Ministry of Popular Culture in 1937 and large building projects were undertaken to demonstrate the stability and power of Mussolini’s regime. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a

clear understanding of the use of the arts and the media. Candidates could discuss the role of the cults of the Duce and Ancient Rome. The role of the press could be analysed which although not Fascist-owned, realized it had to conform to the Government's wishes. Radio and film were used to gain support for Fascist policies and Mussolini's speeches were broadcast to the nation, but they remained primarily forms of entertainment. The use of sport was also important with the 1934 and 1938 World Cup victories used to highlight Fascist achievements. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms some aspects of Mussolini's economic policies. Candidates may refer to the "Battles" and the desire for autarky. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more comprehensive and start to make a judgement about whether Mussolini's economic policies were a success or failure by 1943. Candidates could refer to the attempt to create a Corporate State which was to eliminate labour problems in order to create an efficiently functioning economy. However, this was largely unsuccessful as it took until 1939 to complete the creation of the Corporate State and it proved to be

ineffective, really only representing rich landlords and industrialists. The attempted “Battles” could be discussed as they appeared to be successful at first but failed to achieve their targets of increasing wheat yields or increasing the numbers and prosperity of small peasant farmers. In industry the IRI helped large private firms and increased industrial production while the IMI helped to protect the economy from the worst effects of the depression. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates will be able to support their argument with specific evidence and present a sustained evaluation about the extent to which Mussolini was successful in achieving his economic aims by 1943. In addition to developing some of the points outlined above good responses could refer to the effects of Mussolini’s foreign policies after 1935 on both agriculture and industry. After 1935 the major focus was on heavy industry due to military needs. This limited the production of consumer goods and increased the national debt. By 1940, Italy had not achieved autarky and was economically unprepared to fight in the world war, experiencing difficulty in feeding the Italian population and remaining reliant on oil imports. Answers at this level will cover the whole time period of this question (1922–1943). The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [22]

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4 (i) This question targets AO1(a) and AO1(b).**Level 1 ([1]–[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 foreign policy in the 1930s. The answer will be characterised throughout by defects in accuracy, organisation, a limited, vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the main aims of Mussolini's foreign policies in the 1930s. Candidates may refer to Mussolini's aim of creating an Italian Empire and establishing Italy as a major power. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show some awareness of the main aims of Mussolini's foreign policy in the 1930s. They could refer to Mussolini's belief that the future lay with young states like Italy and Nazi Germany and this led to a less restrained and more assertive policy. Candidates could discuss how Mussolini worked to build good relations with Britain and France before 1935 but after 1935 he sought to make new alliances such as with Franco in Spain and with Hitler. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a clear understanding of the main aims of Mussolini's foreign policy in the 1930s. In addition to discussing the points outlined above, candidates could discuss the continuation of

previous aims from the 1920s such as the desire to dominate the Mediterranean and to create an Italian Empire to rival that of the Roman Empire. The invasion of Abyssinia could be discussed as an example of a desire to create an empire while also gaining revenge for the defeat at Adowa. Candidates could explain that foreign policy was often used to gain prestige domestically and distract the Italian people from problems at home. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

[8]

(ii) This question targets AO1(a) and AO1(b).

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically characterised by generalisations and poor understanding, giving little more than a narrative about the role of the leadership of Mussolini in the failure of Italy during the Second World War. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there may be occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms some of the reasons for Italy's failure in the Second World War. Candidates could refer to Mussolini's failure to coordinate strategy effectively despite holding all the top positions such as Commander in Chief, War Minister and Minister for Army, Navy and Air Force. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more comprehensive and start to make a judgement about whether Mussolini's leadership was the most significant factor in the failure of Italy in the Second World War. Candidates could discuss that despite pre-war aims of dominating the Mediterranean Sea Mussolini made no move

to capture Malta, made no assault on Gibraltar and failed to take up a German offer to occupy defeated France's colony of Tunisia. Mussolini also made the decision to invade Greece which led to the counter-invasion of Italian-held Albania and he even went against German wishes by sending a large force to the Soviet Union where its lack of tanks and poor motor transport made it totally ineffective. Answers at the top of this level could also begin to assess other reasons for Italy's failure in the Second World War such as its poor preparations for war, which could also be seen as Mussolini's fault due to his involvement in the Spanish Civil War, his invasion of Abyssinia and his failed attempt to gain autarky. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Candidates will be able to support their argument with specific evidence and present a sustained evaluation about the extent to which Mussolini's ineffective leadership led to Italy's failure in the Second World War. Good answers will discuss and develop many of the points outlined above and could expand on Mussolini's failure to create a war economy with agriculture and industrial production falling by 25 per cent between 1940 and 1943. Candidates could also expand on Mussolini's military miscalculations such as the refusal of German tanks and transport in advance of the Italians failed attack on British-held Egypt and the Suez Canal. They could discuss how Mussolini failed to consult with his military commanders and even came to believe his own propaganda. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [22]

Option 6

Total

30

60

60

