



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2011**

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## **History**

**Assessment Unit AS 2**

**[AH121]**

**THURSDAY 27 JANUARY, AFTERNOON**

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# **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.

<b>Level</b>	<b>Assessment Objective 1a</b>	<b>Assessment Objective 1b</b>	<b>Assessment Objective 2</b>
	Answers at this level will:	Answers at this level will:	Answers at this level will:
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience, etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

## Option 1: Spain and Europe 1556–1592

AVAILABLE  
MARKS

- 1 (i) Explain the impact of the Inquisition on Spanish society between 1556 and 1592.

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

### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear explanations of the impact of the Inquisition on Spanish society. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

### Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify the impact of the Inquisition on Spanish society in the period 1556–1592. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

### Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, showing an awareness of some of the areas of influence of the Inquisition. The Inquisition focused on maintaining the religious purity of Spain by: eliminating Mystics, Humanists and Protestants; checking on Moriscos and Conversos and by censoring and monitoring the behaviour of ordinary Catholics. Investigation and torture frightened Spanish society and maintained control. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

### Level 4 ([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 show a clear awareness of the influences of the Inquisition on Spanish society. Answers might be developed by considering the Inquisition as an instrument of government control. Spanish cultural development was

also hindered by censorship yet this was easily undermined by imports through Aragon. The Inquisition had a positive impact by limiting local custom in religion, although not eradicating this. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far would you agree that the weakness of the Spanish administration in the period 1556–1592 was caused by Philip II's attitude to kingship?

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

### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall little more than a narrative about Philip II's development of government in Spain. 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 contain in general terms how Philip II's kingship damaged Spain in the period 1556–1592. 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 to what extent Philip II's style of kingship damaged the administration of Spain. Answers at this level will discuss some of the political and/or administrative problems. Answers should identify Philip as a conscientious ruler who spent long hours on his government responsibilities. However, his inability to delegate and his focus on detail meant that government was slow and ineffective. Answers should

discuss the overreliance on Castilians and his lack of trust as a limiting factor on a sound conciliar system. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will consider internal division within Spain, distrust between states like Aragon and Castile, and the influences of local nobility whose own interests outweighed those of Spain. The size and diversity of the Spanish Empire combined with the stress that war placed on the Spanish administration further weakened Spain. Answers may focus on Philip's desire to develop faction in his government. He used the Eboli/Perez and Alva factions to limit the power of his Grandees, yet this may have damaged government. Answers may focus on the regional difficulties and poor transportation and communication which limited Philip's government but which were outside of his control. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the weaknesses of Spanish agriculture between 1556 and 1592.

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

#### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear explanations of Spain's agricultural weaknesses. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

#### Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify a variety of weaknesses of Spanish agriculture. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times,

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

### **Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, noting some of the problems that Spanish agriculture faced. Answers should consider the pressure that population growth placed on Spanish agriculture. A lack of arable land left Spain with only a third of land under tillage and this led to the importation of grain. Spain's higher land only suited sheep farming and this dependence left Spanish agriculture open to market shifts. 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 develop Level 3 answers and focus on factors that further undermined Spanish agriculture. The raids of Barbary Corsairs left much fertile coastal land uncultivated and so damaged production. The decline of the sheep trade, post-1560, undermined Spanish agriculture's success story. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The importation of bullion was the most important reason for the weakness of the Spanish economy in the period 1556–1592." How far would you agree with this statement?

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

### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall a number of basic facts about the effects of bullion importation. 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 explain in general terms how the importation of bullion affected the Spanish economy. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the impact the importation of bullion had on the Spanish economy. The arrival of the “Treasure Fleet” flooded the Spanish economy with bullion and created inflationary pressures. The dependence on bullion led to limited entrepreneurial activity and ultimately to economic stagnation. Answers should also highlight a series of other issues that had a major impact on the economy, such as: the weak financial position that Philip inherited, the huge cost of Philip’s wars, the weakness of both Spanish agriculture and industry, limited investment and poor management of the country’s finances. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess a range of economic factors. Answers may focus on how Philip aggravated these problems to a much greater extent than the importation of bullion. Answers should consider that Spain’s New World focus was on bullion, missing a range of other economic developments, and so the Spanish economy failed to develop effectively. A clear comparison is necessary between bullion, poor administration, over-regulation, divided and poor investment in Kingdoms, the dispersal of the Moriscos, and the huge impact of war spending which carried revenue outside Spain. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain how Philip II controlled the Church in Spain in the period 1556–1592.

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

#### **Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will offer unclear explanations of how Philip II controlled the Church in Spain. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

#### **Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify how Philip controlled the Spanish Church. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, showing awareness of some of the ways that Philip controlled the Church in Spain. Answers should identify Philip's strong Catholic beliefs and his support for the Church and its reform at the Council of Trent. Philip implemented reform but only when it suited him and he used the Inquisition to control variation inside the Church. Philip appointed Bishops and set taxation in the Church and this allowed him greater control of it. 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 show a clear awareness of the range of ways by which Philip controlled the Church in Spain. Answers should develop and extend Level 3 answers. Philip maintained his position in the Spanish Church by limiting the power of the Papacy either by refusing to allow appeal to Rome or not

implementing Papal Bulls. Philip's use of the most extensive censorship in Europe controlled variation of opinion from Mystics, Humanists and Heretics, and maintained control in the Church. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Philip II's response to the revolts of Perez and Aragon shows that he learnt from the mistakes he made during the revolt of the Moriscos." To what extent would you agree with this statement in the period 1568–1592?

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

#### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall limited information, giving little more than a narrative about Philip II's handling of rebellion. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

#### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms how effectively Philip II handled the Perez affair and Aragon revolt after his difficulties with the Moriscos. 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 to what extent Philip II learnt from his mistakes. Answers should explain the causes of the revolt of the Moriscos and to what extent Philip II was responsible. They should mention: the appointment of Pedro Guerrero

as Archbishop of Granada, heavy taxation of the silk trade, and the replacement of the Marquis of Mondejar by Cardinal Espinosa. In contrast, Philip dealt effectively with both the Perez and Aragon revolts, unlike the revolt of the Moriscos. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is 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 attempt to develop how much Philip had learnt from earlier mistakes. Philip did succeed in the arrest of Perez and in discrediting him, yet it was his mishandling of Perez that caused the difficulties. If this was the case then Philip had not learnt from his mistakes. Philip failed to alter the Castilian nature of his government and so the same ethnic problem existed in both Aragon and Granada. Philip's lack of preparedness meant that he struggled to deal with the revolt of the Moriscos and this was a failing not repeated in the later revolts.

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

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- 4 (i) Explain how the Treaty of Joinville of 1584 affected Anglo-Spanish relations.

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

#### **Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear explanation of the effects of the Treaty of Joinville. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

#### **Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify the Treaty of Joinville's implications for Anglo-Spanish relations. Answers at this level may

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

### Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. Answers should explain Philip's reasons for signing a deal with the French Catholic League and how Elizabeth reacted to it. Answers might mention the Treaty of Nonsuch, growing conflict in the Netherlands, and the outbreak of war in 1585. 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 show a clear awareness of the range of changes in Anglo-Spanish relations as a result of the Treaty of Joinville. Elizabeth's fear of a Catholic Crusade against England was magnified and made England more anti-Spanish. It might be argued that Anglo-Spanish relations were already in decline and that Joinville merely accelerated hostility. Joinville clearly drew Spain into the French Wars of Religion, and this drew England and France closer together in the 1590s. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent was Philip II's foreign policy in the period 1556–1592 motivated by a desire for dynastic gain?

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

### Level 1 ([0]–[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 basic information about Spanish foreign policy in the period 1556–1592. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms what Philip II hoped to achieve through his foreign policy. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the aims that motivated Philip’s foreign policy. Answers should consider Philip’s dynastic aims in the Netherlands, where he sought to increase control and reform the administrative process, in the Mediterranean, where he hoped to limit Ottoman expansion and maintain his possessions, and in both England and France. Other factors such as religion and economic gain should be considered as a counter to dynastic motivations. 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 responses will have a sustained argument throughout the answer. They should be more comprehensive and well informed and clearly assess the extent to which dynastic considerations motivated Philip II’s foreign policy. Philip had inherited a mighty empire from his father, Charles V, and his main aim was its maintenance and development. Philip’s peace treaty with the Ottomans in 1580 shows that religion, although important to Philip, was not the main focus of his policy. War with England could have been for religious reasons or due to dynastic clashes in the Netherlands, France and the New World, where English attacks damaged Philip’s prestige. 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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**60**



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

AVAILABLE  
MARKS

- 1 (i) Explain the causes of the War of Devolution of 1667–1668.

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

### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some of the key events leading up to the War of Devolution. 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. Responses 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 and the outbreak of the War of Devolution. The answer will display some knowledge of Louis' expansionist aims and his desire to defend France's north east frontier. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

### Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, dealing with Louis' exploitation of the law of devolution to claim territory in the Spanish Netherlands on behalf of his wife, Maria Theresa. Louis' belief that Spain was weak under the regency of Philip IV's widow, and his desire to exploit this opportunity encouraged him to begin the War of Devolution. Louis had been reforming the French army and seized this chance to test its strength. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be better informed and may elaborate on Louis' expansionist aims. Louis' manifesto, outlining the justification for his invasion of Spanish territory, claimed that he was simply upholding the rights of his wife which had been denied by the Spanish Queen. His claims, however, were legally dubious and there is little doubt that he was employing force to achieve his aim of defending France's vulnerable borders. 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) "Between 1660 and 1689 Louis XIV made France the dominant country in Europe." How far would you accept this analysis?

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

**Level 1 ([0]–[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 actions of Louis XIV in the period 1660–1689. These answers will be generalised. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 responses 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 which improved the position of France in Europe. Answers at this level may communicate some knowledge of how Louis strengthened France's vulnerable north eastern frontier by securing territory and improving France's defences. Colbert's reforms had strengthened the French economic position and Louis was able to expand and improve his army to the point where it numbered 300 000 in 1688. Louis was also willing to use bribery to divide his enemies and allow his expansionist policies to succeed. The weaknesses within, and divisions amongst, France's enemies ensured



that by the 1680s Louis had gained a position of security and strength in Europe. 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 had improved the position of France in Europe and analyse how dominant it was. Louis had gained territories for France through the War of Devolution, the Dutch War and, most notably, through the reunions. The Truce of Ratisbon, in 1684, represented the pinnacle of French achievement during Louis' reign. Economically and militarily France had been transformed under Louis. However, the seemingly dominant position of France was deceptive. Despite the best efforts of Vauban to fortify the territory Louis had acquired, the lack of a natural barrier meant that the north eastern frontier was still vulnerable. To the south, Louis recognised the instability of the Spanish throne and feared the creation of Hapsburg hegemony in Europe. Louis remained concerned by the strength of Emperor Leopold who was only temporarily distracted by the threat of the Turks. Crucially Louis' actions, particularly after the Treaty of Ratisbon, had contributed to the creation of a Grand Alliance against him. Responses may argue that by 1689 France's enemies were in a position to stand together against Louis in war. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which France was in a dominant position in Europe in 1689. Responses may argue that the combination of natural resources, military strength and strong leadership made France the leading country at that time. Conversely, it could be noted that Louis XIV's actions had created so many enemies that France had never been more unpopular. Even the French economic position was weakening by 1689, with spending on the army being cut in the face of a trade recession and disastrous harvests. A convincing case could be made that Emperor Leopold was still the most powerful leader in Europe. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain how the reunion policies affected the position of France in Europe.

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

### **Level 1 ([0]–[2])**

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

### **Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will make some of the following points. As a result of the Reunion policies, France gained a large amount of territory and succeeded in making its borders more secure. By seizing these territories, Louis angered his traditional enemies, such as Spain and the Dutch, yet also directly affected his traditional allies such as the German princes and Sweden. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

### **Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, France secured territory along its vulnerable eastern frontier in Flanders, Franche Comte, Metz and Alsace. Louis ordered Vauban to design and build defensive fortifications in the seized towns and establish a buffer zone. Louis' exploitation of the treaties of Nymegen and Munster was legally dubious and extremely unpopular. Louis was perceived to be exploiting a power vacuum in Europe to further his own expansionist aims. Opposition intensified in 1681 with his attack upon the free Protestant city of Strasbourg. However, only Spain was prepared to stand against French expansionism, declaring war on Louis in 1683. The Truce of Ratisbon, which ended the War of the Reunions, only strengthened the position of France further. 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 exploited the weaknesses of his enemies to expand his frontiers and improve the defensive position of France. The aggrieved countries were outraged but had little option other than to submit, and it was not until Louis invaded Luxemburg that some response was elicited. Answers may observe that Louis XIV's actions during the Reunions laid the foundations for the formation of the defensive League of Augsburg. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far did the Peace of Ryswick of 1697 satisfy France's opponents in the Nine Years' War?

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

**Level 1 ([0]–[5])**

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

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing limited analysis of how satisfied each opponent was. Answers at this level may communicate some knowledge of how, on balance, France's opponents saw their war aims met. Some of the following powers will be considered: Austria, Spain, German rulers such as the Electors of Bavaria and the Palatinate, and England. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how France made major concessions to opponents. France conceded the Palatinate to William of Neuberg; Cologne to Prince Clement of Bavaria; Lorraine to its original owners; the barrier fortresses to the Dutch; Luxemburg, Charleroi, Mons, Courtrai and Barcelona to Spain; many of the gains made by the Reunion policies were returned; and, finally, France had to recognise William as King of England, withdraw support from James II and return Canadian conquests. All that France got out of the war was Strasbourg and Alsace, and retained its earlier conquests of Metz, Toulon, Verdun and Franche Comte. Answers will make substantiated judgements about the extent to which France's opponents were satisfied by their gains in the Peace of Ryswick. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the aims of France's opponents were met. Long-term aims were not met. The war did not end the ascendancy of France in Europe because France had not lost the war. France ended it early in order to be better placed to secure a share in the Spanish Succession. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the consequences of Marlborough's victory at Ramillies.

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

**Level 1 ([0]–[2])**

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

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the consequences of Marlborough's victory at Ramillies. The battle checked the French advance in northern Europe and assured the Allied conquest of virtually all of the Spanish Netherlands. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, the Battle of Ramillies represented a significant military victory as it resulted in 15 000 French casualties, while the Allies only suffered around 5000. Coming so soon after the devastating blow of Blenheim, the loss at Ramillies left the French army demoralised and exhausted with a defeat in the War of the Spanish Succession for France seemingly inevitable. Having secured victory on the battlefield, Marlborough's forces were able to occupy Antwerp, Brussels, and most of the barrier fortresses. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a comprehensive and substantiated knowledge of the consequences of Marlborough's victory at Ramillies. Ramillies further confirmed the genius of Marlborough as a battlefield commander and cemented his position as the military leader of the Grand Alliance. The victory ensured that in the north of Europe, France would be fighting to avoid defeat rather than secure victory. Good answers may note that the securing of the Spanish Netherlands actually made the Dutch more willing to seek an end to the war as their defence had been secured. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]



- (ii) “The Partition Treaties offered little hope of resolving the problem of the Spanish Succession.” To what extent would you agree with this statement?

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

### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or make unsupported, generalised assertions about the two Partition Treaties and their chances of succeeding as solutions to the problem of the Spanish Succession. 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 and may focus exclusively on the 1st or on the 2nd Partition Treaty. Answers at this level may communicate some understanding of the terms of the treaties and the solutions they offered to the Spanish problem. Some generalised comments about the opposition to the two treaties may be provided. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the terms of the two treaties and the relative merits of each as a viable solution. The 1st Partition Treaty proposed Joseph Ferdinand of Bavaria as the compromise candidate with both France and Austria to be compensated with territory from the Spanish Empire. Spain and Austria were not consulted in the negotiations and Carlos II was to declare Joseph Ferdinand as the rightful heir of his entire empire to thwart the proposed partition. Ultimately the 1st Treaty was to be destroyed by the death of Joseph Ferdinand in February 1699. The 2nd Partition Treaty

proposed that Leopold's second son, Charles, would inherit Spain and the colonies, while France was to be compensated by territory in Italy. The Treaty was rejected by Leopold who feared French expansionism, believed that the Austrian Hapsburgs had the best claim to the entire empire and resented the suggestion that Charles should cut all his ties with Austria upon taking the Spanish throne. Spain refused to countenance the division of its empire. Failing to consult the Hapsburgs had been a fatal flaw in the drawing up of the Treaty. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the failure of the two treaties. Answers may argue that, while failing to consult the Spanish had been a mistake, it is doubtful that any form of partition would have been acceptable in Madrid. Leopold's unwillingness to compromise doomed the treaties to failure. Good answers may note that signing peace with the Turks in January 1699 allowed Leopold to focus his full attention on Western Europe. The complexity of issues surrounding the imminent death of Carlos II would suggest that a diplomatic solution to the problem was unlikely. The Partition Treaties were flawed attempts to resolve a difficult problem, and the explosive impact of Carlos will revealed how close Europe was to renewed conflict throughout 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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- 4 (i) Explain the reasons for Marlborough's victory at Oudenarde.

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

#### **Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will make unsupported assertions about Marlborough's victory at 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 victory at Oudenarde. He deceived the French by attacking the flank before focusing his main attack on the centre. 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 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, for example, the French had not expected the Allies to cross the Norcken River as quickly as they did and Marlborough's surprise attack gave the Allies the advantage from the outset. As in many of Marlborough's other victories, the French army was poorly led. 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 and complemented 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 comprehensive and substantiated knowledge of the reasons for Marlborough's victory at Oudenarde, providing detail on Marlborough's interventions and French mistakes. For example, Burgundy's decision not to attack the Allied left flank resulted in many of his troops and cavalry remaining inactive. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent were economic problems responsible for France's willingness to conclude peace terms with England in the War of the Spanish Succession?

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

### **Level 1 ([0]–[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 moments of the War of the Spanish Succession, but will fail to address the central issues of the question. They will be characterised by generalisations and poor understanding, relying mainly on a narrative account of the events 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. Level 2 answers will be confined to one side of the debate, probably focusing solely on how economic factors were important in determining the French desire for peace. The huge cost of this lengthy and widespread conflict took its toll on the French economy. The harsh winter of 1708–1709 devastated the crops in France and left the ordinary people to face starvation. Facing public disorder at home, Louis sent Torcy in person to begin peace negotiations with the Allies. Another bleak winter the following year left France in a perilous situation and only Allied intransigence prevented Louis from surrendering on humiliating terms. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the reasons for Louis seeking to bring an end to the War of the Spanish Succession, and make judgements about the importance of the

economic problems France faced. While France was, without doubt, facing economic disaster, it was not alone in struggling to cope with the demands of a long and expensive war. Marlborough was to see his own freedom to act curtailed and he would eventually be removed from his position of command due to an increasing desire in England to end its involvement in the conflict. Answers will analyse other reasons for the French willingness to seek peace including the impact of the military defeats at Blenheim, Ramillies, Oudenarde and Malplaquet. Marlborough's and Eugene's leadership of the Allied forces had eclipsed the efforts of the French commanders. Good answers may explain how French military efforts improved after Malplaquet, and that by the end of the war both sides were seeking peace. 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 provide a comprehensive and substantiated assessment, taking account of the wider range of issues, and communicating more detail on each side of the debate. Top level answers may highlight the devastating impact of the French defeat at Blenheim and argue that it was a watershed in the conflict. It could even be argued that after Blenheim, France was fighting simply to avoid defeat. Answers may note that the economic problems faced by France were, to some degree, self inflicted by its generals' flawed battle plans and its monarch's expenditure at home. 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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### Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE  
MARKS

- 1 (i) Explain why Daniel O’Connell wanted to achieve Catholic Emancipation.

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

#### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and analysis. Responses will be inaccurate, offering limited and unclear reasons why O’Connell wanted to achieve emancipation. 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 will 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 give a partial account of O’Connell’s reasons for wanting emancipation. His political ideology made him believe strongly in civil and religious liberties for Catholics. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

#### Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, showing some awareness of a range of reasons for O’Connell seeking emancipation. Granting emancipation would end the resentment many Catholics had since emancipation was promised as far back as 1801. Then, Pitt gave the impression that Catholics would be accorded their full political rights, but he had to give way to the opposition of George III. O’Connell’s ultimate aim was the repeal of the Union, something which could not be achieved without the granting of emancipation. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed, showing a clearer understanding of O’Connell’s motives. Emancipation would enable Catholics to participate more fully in the electoral process, elect Catholic MPs to Parliament and lobby for the redress of Catholic grievances. It was expected that emancipation would create the potential for fairer opportunities for Catholics in the judiciary and in the administration of the country. Irish Catholics were discriminated against at many levels: Protestants enjoyed virtual monopoly of central and local government, while no Catholics had been appointed to directorships of the Bank of Ireland after they had been entitled to hold these posts after 1795. The campaign for emancipation carried with it the inference that there would be an improvement in Ireland’s prosperity. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far was the success of Daniel O’Connell’s campaign for Catholic Emancipation due to the support of the Catholic Church?

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

**Level 1 ([0]–[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 little understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative, mentioning some basic points about how the emancipation campaign was organised. 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 will 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 identify in a limited way some of the reasons for the success of emancipation. For example, the Catholic Church supported O’Connell, while O’Connell’s tactics and the weaknesses of the British Government contributed to his success. 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 will recall and select historical knowledge more relevantly and effectively. Explanations, analysis and judgements are developed but substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the reasons for O’Connell’s success, and attempt to assess the importance of the support of the Catholic Church in relation to other factors. The clergy collected the penny rent on the first Sunday of each month in the churches, spread the message of emancipation from pulpits, and encouraged O’Connell to use the 40s freeholders as an electoral weapon. Additionally, many clergy became churchwardens, who not only collected rent, but reported from all over the country to O’Connell’s headquarters at the Corn Exchange in Dublin on the registration of voters, evictions, tithes and other grievances. Answers will make limited attempt to identify other reasons for O’Connell’s success, such as his personality and tactics. 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 more relevantly, clearly and effectively. Explanation, analysis and judgements will be substantiated. Level 4 answers will contain breadth of understanding, and attempt to assess the impact of the Church’s role in relation to a wider range of other factors. The clergy were the key organisers in the Catholic Association, which was essentially the organising body of the emancipation campaign. The contribution of Bishop Doyle not only added a powerful intellectual influence to the emancipation cause, but persuaded a number of conservative bishops to follow his lead and give Episcopal approval to the campaign. Other factors impacted on the success of emancipation: the leadership of O’Connell; the political upheaval in the Tory Party after 1827, the use of rhetoric, mass rallies, the contesting of by-elections and the mobilisation of peasant and middle-class support. *Top marks should be awarded to answers which deal with the proposition – the Church – and a wide range of other influences.* 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; and there is very good use of specialist vocabulary. [22]

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- 2 (i) Explain how the Conservative Government of Sir Robert Peel responded to the campaign of Daniel O'Connell to repeal the Act of Union.

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

**Level 1 ([0]–[2])**

Answers recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will offer unclear comments about Peel's response to the repeal campaign. 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 will recall, select and deploy historical knowledge with more relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will give a partial account of Peel's actions. He was determined to maintain the Union at all costs. He enjoyed the backing of his own party and widespread political support at Westminster. In a speech to the House of Commons in 1843, Peel warned that he would resist any attempt to break the Union even if it meant a civil war in Ireland. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show some awareness of Peel's response to the campaign of Daniel O'Connell. For example, he adopted a low-key response to O'Connell's campaign, and tolerated the Repeal Association. As O'Connell's campaign gained momentum, Peel secured the passage of a stiff Arms Act for Ireland in 1843. The Government began to deprive known repealers of their commissions as magistrates. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.



**Level 4 ([7]–[8])**

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed, showing a clear understanding of Peel's response. When O'Connell's campaign seemed more threatening, Peel waited for the right tactical moment to arrive, and acted swiftly by banning the planned meeting at Clontarf in October 1843. This called O'Connell's bluff regarding the use of force, and fatally undermined the Repeal Association. Additionally, Peel embarked on a programme of reforms and initiatives to win the confidence of Irish Catholics in the Union, and undermine the arguments for repeal. Thus, Peel addressed longstanding Catholic grievances by the Charitable Bequests Act, the Maynooth Grant and the Colleges Bill of 1845. Answers at this level will be characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far did the Lichfield House Compact achieve the objectives of both Daniel O'Connell and the Whigs?

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

**Level 1 ([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 will provide a narrative about the Lichfield House Compact. Answers at this level will be characterised throughout by unclear meaning, due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and a lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may address in a limited way the results of the Compact for O'Connell, such as the Tithe Act, Municipal Reform Act, Poor Law and the reforms of Drummond. Such answers may comment on the degree of satisfaction which O'Connell had from the aforementioned. 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 will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the outcome of the Compact. For O’Connell, each reform had mixed success. The tithe was reduced, but not removed. The Poor Law confronted the problems of Irish poverty by using the English model of workhouses. The Whigs enjoyed much-needed parliamentary support from O’Connell’s supporters for their programme of social reform, while the decline in agrarian unrest, partly due to O’Connell’s influence, made Ireland easier to govern. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, assessing fully the extent to which the Compact achieved the objectives of both sides. Good responses will identify the respective objectives and the degree of satisfaction which O’Connell and the Whigs enjoyed. The rejection of the motion for repeal in 1834 by 523 to 38 meant that co-operation with the Whigs offered O’Connell the only prospect for Irish reforms. Backbench revolts after 1834, Peel’s tenureship as PM and Conservative gains of over 100 seats in the general election of 1835 made the parliamentary support of O’Connell most attractive for the Whigs. While the Whigs were to govern until 1841, their liaison with O’Connell proved a political liability. O’Connell was regarded with great contempt by the majority of English political opinion, and the feeling that the Whig Government was too much influenced by O’Connell contributed to further Conservative gains in the general elections of 1837 and 1841. O’Connell gained the ousting of Peel in 1835, and mixed success regarding the reforms of tithe, Poor Law and local government. Perhaps O’Connell’s greatest satisfaction came with the initiatives of Drummond, who temporarily brought a more impartial approach to the patronage and administration of the 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. [22]

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- 3 (i) Explain the problems which Irish agriculture faced between 1824 and 1845.

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

**Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will be vague about the problems facing Irish agriculture. Meaning may not always be clear due to illegibility, 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 will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. Answers will contain some explanation and analysis. They will mention some of the problems facing Irish agriculture. For example, they may refer to the increase in population and pressure on land, which contributed to subdivision. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, the nature of the Irish land system explained much tenant poverty. The land question involved many sources of grievance and distress, such as: the ownership of land by many absentee landlords; high rents; the role of middlemen; no security of tenure; no incentive for improvement of holdings, as well as the various ill-effects of subdivision. Additionally, there was an increase in population, which contributed to overcrowding and an undue dependence on the potato. Moreover, one million of the agricultural community who were classed "landless labourers" were frequently unemployed. Under-employment was one of the great social evils of rural Ireland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a comprehensive explanation of the problems facing Irish agriculture. There was a lack of inward investment from landlords. Government, dominated by landowners in Parliament, was reluctant to intervene by means of reforming legislation. There was no state aid for emigration. Agricultural problems were enhanced by the profound lack of industrial development in the south and west of Ireland. The perils of over-population, subdivision and dependence on the potato all intertwined. Even the domestic work of spinning and weaving in their own homes, which assisted many smallholders and labourers in earlier years, was drying up as a result of the decline of the Irish woollen and domestic linen industries in the early nineteenth century. Answers at this level will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and, appropriate use of specialist vocabulary. [8]

- (ii) “The governments of Peel and Russell were solely to blame for the limited success of their relief measures during the Famine.” To what extent would you accept this verdict?

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

**Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is in mainly narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers will contain some basic points about the response of either Peel or Russell to the Famine. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, 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 will be occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may address in a limited way the response of Government, perhaps focusing more on Peel than Russell. 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 more relevantly, clearly and effectively. Explanations, analysis and judgements will be substantiated. Level 3 answers will provide a more detailed knowledge and understanding of both Peel and Russell, with some lapses, or an account which has a clear imbalance. It is acceptable for answers to briefly identify what actions Peel took. Peel established food depots and sub-depots. A Coercion Act was introduced to maintain law and order; public works were created, funds were made available for soup kitchens, while £100,000 worth of American Indian corn was purchased in mid-November 1845. Answers may reflect that Peel was quite successful, but his actions were limited by the fact that his advocacy of Corn Law repeal destroyed his political career and accelerated his downfall in 1846. In this sense the political realities of British politics, as well as the prevailing dogma of protectionism, limited Peel. Moreover, the prevailing philosophy of laissez-faire limited the extent of Peel's relief efforts. For example, £40,000 was sanctioned for relief efforts in 1845–1846, with the money allocated to assisting private charity. There was no intention of giving money to landlords without some proportional commitment on their part to contribute to relief. Hence the benefits of Peel's relief efforts hinged partly on the extent of local co-operation with landlord-dominated relief committees. Another inhibition impacted on the system of public works, for the mechanism for administering relief works was complex, with differing agencies and officials. *A similar assessment of Russell is included below.* 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 provide a balanced assessment of the relief efforts of both Peel and Russell. Russell established a Board of Works to provide employment. Food was provided through local food depots and direct relief from soup kitchens. Russell's response was limited by factors outside his control. The famine was on a far greater scale than that faced by Peel. Russell was in ill health, had a weakened parliamentary majority and led an inexperienced Cabinet. He faced domestic difficulties, with many people in England suffering hardship and hunger, in an era labelled "the Hungry Forties", a factor which explains the decline in public donations to Ireland. There was the additional restraint of the belief that the Irish landlord class should bear the main burden of famine relief. Laissez-faire dogma decreed that it was not the role of government. The Labour Rate Act meant that landlords had to provide work or pay a "labour rate". The Whigs rejected suggestions for government aid for land reclamation and railway construction. The government believed the provision of £7 million for famine relief was



appropriate, yet nearly £70 million was later spent on the Crimean War. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the reasons for the outbreak of the Fenian Rising of 1867.

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

#### **Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical information in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will be vague and superficial about the outbreak of the Fenian revolt in 1867. Meaning may be unclear because of illegible text, inaccuracies in spelling, grammar and/or punctuation, 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, for example, provide some limited explanation for the outbreak of the Fenian revolt. The central aim of the Fenians was the achievement of total separation of Ireland from Britain, and the establishment of an Irish Republic by military means. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([5]–[6])**

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will provide more detail about the reasons for the Fenian revolt. The commitment to physical force was combined with a resolute rejection of constitutional methods. The Fenians believed that their goal of separation was in alignment with the sentiments of the majority of the Irish people. They said that the British parliamentary system was only partially democratic and was corrupt. The Fenians envisaged an independent Ireland with a two-chamber legislature, universal suffrage, and a separation of powers on the American model. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will explain how the Fenians aspired to economic reform after the success of their rebellion, and believed that only an Irish Parliament could deal with Ireland's land problems. An independent Ireland would also, it was claimed, safeguard Ireland's cultural traditions. The year 1867 was chosen because the Fenians believed that the international situation was favourable for their prospects of support from either France or the USA, where anti-British feeling was still strong after the Civil War. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The failure of the Fenians in the Rising of 1867 was due to their own weaknesses rather than the strength of their opponents." How far would you accept this statement?

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

**Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about the reasons for the failure of the Fenians. Answers at this level will be characterised by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing, and defects in organisation and a lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will, for example, describe some Fenian shortcomings. The Fenians were weakened by divisions in their leadership both in Ireland and the USA. Inadequate planning undermined their prospects for success. 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 information more relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed understanding of the role of Fenian shortcomings in relation to a range of other factors. The Fenians lacked a central organisation, which made coherent leadership difficult. There were tensions between Stephens and O’Mahony. There were conflicts between the Irish-based and American movements, which limited the procurement of money, men and arms. Dublin Castle spies penetrated Fenian plans for a rising, while there was no co-ordinated help from the USA. Answers may make reference to other reasons for the failure of the Fenians, such as the firm response of the British Government, or the opposition of the Catholic Church. Answers at this level will be characterised by clarity of meaning due to legibility accurate spelling and grammar; the style of writing is appropriate, there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, and interpret the word *weaknesses* more widely. For example, the Fenians were weakened by their lack of widespread support, as they failed to win over the vast majority of the Catholic population, as well as Presbyterians. Landowners, too, feared for their property rights if the Fenians were successful. The opposition of the Catholic Church significantly weakened the Fenians. Cardinal Cullen actively set out to dissuade Catholics from joining any secret society, and asserted that membership of the Fenians was incompatible with the Catholic faith. Decisive Government action, such as the use of spies and selective arrests, thwarted Fenian plans. 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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**Option 3**

**60**

## Option 4: France 1815–1871

AVAILABLE  
MARKS

- 1 (i) Explain the features of the Charter of Liberties.

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

### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will display 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 and organisation of ideas and points made within the response.

### Level 2 ([3]–[4])

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

### Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, they 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. This was based on a narrow electoral franchise. 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. Explanation and analysis are very well developed and substantiated. Responses will be well informed on the features of the Charter of Liberties in 1814. Answers 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 most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How successful was Louis XVIII's foreign policy between 1815 and 1824?

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

#### **Level 1 ([0]–[5])**

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

#### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms how far the foreign policy of Louis XVIII was successful in 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. Level 3 answers will provide a more detailed knowledge and understanding of how successful the foreign policy of Louis XVIII was between 1815 and 1824. They may acknowledge the humiliation of the 100 days and the second Treaty of Paris with its further restrictions. By 1818 the war indemnity had been paid off and the last foreign troops who had been occupying France had left. France was re-admitted to the Concert of Europe and was regarded as an important power again. The French army was reformed and it was used successfully to invade Spain and gain control over it, something Napoleon had failed to achieve. Answers at this level will be characterised by clarity of meaning due to

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

#### Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed, and clearly assess to what extent the foreign policy of Louis XVIII was successful across this period. Since 1815 France had pursued peaceful policies to regain its status as a great power, and under Louis XVIII there had been only one successful foreign adventure, Spain. However, Louis XVIII gained little popular support for his success in Spain as the people enjoyed the benefits of peace. From 1815 to 1824 France avoided costly major wars and appeared to be a major power again but less of a military threat to other powers. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the economic problems facing France between 1815 and 1830.

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

#### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the economic problems facing France in this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

#### Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the economic problems that faced France between 1815 and 1830, e.g. poor harvests. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show an awareness of some of the economic problems facing France across the whole period. They could refer to some of the following problems: paying off the war indemnity, the economic crisis from 1826 onwards, food shortages due to poor harvests, harsh winters, growing unemployment, and a commercial and industrial recession after 1826. Whilst population figures continued to grow, there was no dramatic increase in production figures in either agriculture and industry 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 ([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 show a clear awareness of the range of economic problems France faced between 1815 and 1830. Industry and agriculture were underdeveloped compared with Britain, and old problems re-emerged after the crisis of 1826. From 1826 to 1830 the French economy became unstable as an economic slump hit France which saw food prices double, whilst wages were cut by a third. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far would you agree that Charles X's links with the Ultras were responsible for his downfall in 1830?

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

**Level 1 ([0]–[5])**

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



**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms how far Charles X's links with the Ultras were responsible for his downfall in 1830, e.g. their opposition to political reforms. 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 to what extent Charles X's links with the Ultras were responsible for his downfall in 1830. Good responses could refer to the point that the Ultras were unpopular and the King's links with them, combined with his political reforms and changes, undermined his support in France. Charles X's religious policies were also unpopular and many in France feared that the King, along with the Ultras, wanted to restore the ancien regime. The King also appointed unpopular ministers, e.g. Polignac, whilst appearing to be undermining the Charter of 1814 with the Ordinance of St Cloud in July 1830. Answers may begin to assess other factors involved in his downfall, e.g. the disbanding the National Guard, compensating the émigrés, and his failure to deal with growing political opposition. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess to what extent Charles X's links with the Ultras were responsible for his downfall in 1830. Answers could refer to how the King's unpopular domestic policies lost him support from the politicians and the people by 1830. They may also refer to the growing economic problems of this period, such as poor harvests, wage cuts and increases in food prices. This affected Paris in particular and only increased social and political discontent in the capital, which contributed to the events of July 1830 and the downfall of Charles X. The best responses will be aware of the role played by the Ultras and other relevant factors leading to the downfall of Charles X. 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]



- 3 (i) Explain how Louis Napoleon undermined the Second Republic between 1848 and 1852.

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

#### **Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the failure of the Second Republic. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

#### **Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the ways Louis Napoleon undermined the Second Republic between 1848 and 1852, e.g. his role as President of France. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show an awareness of the different ways in which Louis Napoleon undermined the Second Republic in this period. Having been elected in 1848 as President for only four years, Louis Napoleon aimed to extend his Presidency by skilfully setting about to amend the constitution he had promised to uphold. He acted quickly to win more public support and to gain the support of the Catholic Church. In December 1851 he 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. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of a range of ways in which Louis Napoleon undermined the Second Republic by 1852. He skilfully exploited the political divisions within the assembly to secure his position, he also travelled widely in France to build up support, the radicals were suppressed and patronage was used to ensure loyalty. 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 most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) To what extent was Louis Philippe's relationship with the press responsible for his downfall in 1848?

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

**Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about the downfall of Louis Philippe in 1848. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms how far Louis Philippe's relationship with the press led to his downfall in 1848, e.g. caricatures. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which Louis Philippe's relationship with the press led to his downfall in 1848. Good responses could refer to increased literacy rates and the development of a cheaper press freed from censorship in the 1830s. The new press often supported socialist and republican views and drew up political caricatures of Louis Philippe. They were so effective that they were banned in 1835. Republican newspapers such as *Le National* and *La Reforme* exposed corruption and attacked the King and his policies. Answers could also start to refer to other factors that contributed to the downfall of Louis Philippe in 1848. They could refer to some of the following points: his refusal to introduce political reforms, his unpopular foreign policy and his failure to deal with economic problems which had reached crisis levels by 1846–1847. Responses could even argue that Louis Philippe and his government had become complacent and out of touch with the growing domestic problems of France by 1848. From 1847 onwards a series of political banquets were organised, supported by newspapers. When the government banned one of these banquets in February 1848, revolution broke out. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed, and clearly assess to what extent Louis Philippe's relationship with the press was responsible for his downfall in 1848. Answers could refer to how the press ridiculed his personal image as well as demanding political, social and economic reforms which Louis Philippe and his ministers ignored. Louis Philippe's foreign policy was cautious and unpopular, which also damaged support for his regime. Answers may argue that a combination of these reasons contributed to his downfall in 1848, not just the effects of press criticism. By 1848 the King was in his mid-70s and appeared to have lost touch with France's growing domestic problems and economic depression. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the economic and social developments in France between 1848 and 1871.

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

**Level 1 ([0]–[2])**

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

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the main economic and social developments in France between 1848 and 1871, such as the spread of urbanisation and railways. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show an awareness of both economic and social developments in France during this period. They could refer to some of the following points: a new banking system, state support for railway development, the programme of urban renewal, and the rebuilding of Paris. 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 show a clear awareness of the main economic and social developments in France between 1848 and 1871. Despite major economic changes, there were few significant developments in French industry and agriculture in this

period, whilst the social structure of France changed little 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. [8]

- (ii) To what extent was Napoleon III responsible for the fall of the Second Empire in France in 1870?

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

### Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the fall of the Second Empire in 1870. 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 assess in general terms the role of Napoleon III in the fall of the Second Empire in 1870, e.g. his errors in foreign policy. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

### Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which Napoleon III was responsible for the fall of the Second Empire in 1870. By 1869 Napoleon III was starting to create the Liberal Empire after ruling France for almost 20 years and his regime appeared secure. The political reforms he had been forced to introduce were approved by almost  $7\frac{1}{2}$  million votes to  $1\frac{1}{2}$  million votes in a referendum in May 1870. However, despite this apparent stability, there was growing discontent since the 1860s amongst sections of French society who were unhappy with the lack of social reform. In addition, industry

disliked the move towards free trade policies. Napoleon III was getting older with some health problems, and he had appointed some weak ministers who made poor decisions during the crisis of 1870, e.g. Gramont and Ollivier. He had also made diplomatic errors in the 1860s which left France politically isolated, which Bismarck exploited, as France blundered into a war it could not win. The defeat of the French army at Sedan and the capture of Napoleon III led to the collapse of the Second Empire within days. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more detailed and clearly assess to what extent Napoleon III was responsible for the fall of the Second Empire in 1870. Ollivier led a coalition government by 1870 composed of Liberals and Bonapartists, and the constitution was unclear over ministerial roles and responsibilities. Industrial growth in France was limited under Napoleon III which created social unrest, especially in Paris. In the 1869 elections the anti-government vote was over three million against four million votes for those supporting the regime. The aristocracy distrusted the actions of Napoleon III, whilst the working classes felt neglected by the regime. Entry into war with Prussia led to defeat and the end of the Liberal Empire. The authoritarian regime which appeared stable at the start of 1870 had collapsed due to the character and errors of Napoleon III. During the July crisis his mistakes, along with his weak ministers, led to the sudden collapse of the Second Empire in September 1870. 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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**Option 4**

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## Option 5: Russia 1903–1941

AVAILABLE  
MARKS

- 1 (i) Explain the growth in opposition to Tsarism in the period 1906–1914.

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

### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the growth of opposition to Tsarism after 1906. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

### Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to the main reasons for the growth of opposition to Tsarism after 1906. Nicholas' reforms and the ruthlessness of the Okhrana had silenced opposition groups temporarily, but they returned quickly. The programme of industrialisation put in place led to heavy taxation and the exploitation of workers, and after 1908, strikes became common again. The creation of the kulaks also led to increased tensions between peasants, creating more social unrest. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

### Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, they may show an awareness of the growth in opposition to the Tsar surrounding the use of the Okhrana and their repressive measures. Stolypin's rule had also led to 1144 executions in 1907 alone in order to stamp out revolutionary activity, but this again merely added to the growing undercurrent of opposition. Developments in education in the period 1906–1914 were good for society, but also meant that opposition groups were able to spread their ideas even more 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.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers may, in addition to the points mentioned above for Levels 2 and 3, note how the repeated failures of the Dumas in the period 1906–1914 also contributed to increasing opposition to Tsarism: Stolypin often had to resort to using decrees to govern, and Russia's experiment with a constitution had resulted in a bitter and frustrated Parliament with no real power, whose measures the Tsar usually flatly rejected, and this frustrated the population even more. Answers at this level may explain that, although there had been a huge growth in opposition in the period 1906–1914, opposition was largely disorganised and Russia appeared to be in no real danger of revolution on the eve of World War One. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent was the outbreak of the Revolution of 1905 due to the consequences of the Russo–Japanese War of 1904–1905?

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

**Level 1 ([0]–[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 only a few consequences of the Russo–Japanese War of 1904–1905 as a cause of the Revolution of 1905. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms how the consequences of the Russo–Japanese War of 1904–1905 contributed to the Revolution of 1905. Answers may mention the discontent amongst the peasants caused by poor agricultural standards, general peasant poverty or redemption payments. Answers could also show an awareness of the economic slump that had led to mass unemployment in the cities bringing the industrial workers out against the government

as well, and how the vast majority of this was blamed on the Russo-Japanese War. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding, and in addition to dealing with the consequences of the Russo-Japanese War, start to refer to other reasons for the outbreak of the Revolution of 1905. Russia's defeat at the hands of a small and relatively unknown Asian country was a source of national humiliation. The war had revealed the incompetence of the government, and specifically the Tsar, who was personally blamed for Russia's defeats. The failure of the war with Japan and the food shortages caused by the war exacerbated the pre-existing problems at home. Answers may mention the poor working and living conditions endured by the workers in the cities, as well as the poor living standards of the peasants. The overall lack of political reform and the repressive measures of the government also helped to galvanise the working classes against the Tsar. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should be more comprehensive, well informed and clearly assess a range of factors which led to the outbreak of the Revolution. Responses should present a sustained analysis of the importance of the consequences of the Russo-Japanese War in relation to other relevant factors. The role of economic factors should be discussed, including economic recession and bad harvests leading to increasing peasant discontent. Strikes in the cities due to the workers' anger over unemployment and falling wages were also a problem as were mutinies by soldiers and sailors. Answers at this level should also discuss the significance of Bloody Sunday as the catalyst for the Revolution. Top-level answers may even be able to discuss the long-term, short-term and immediate reasons for the outbreak of the Revolution, as well as how the demands of the people were not actually revolutionary in the political sense, as they did not wish to overthrow the Tsar, but merely wanted reform. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain how the First World War brought about the Revolution of February 1917.

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

#### **Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will offer unclear descriptions about how the First World War contributed to the February Revolution. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

#### **Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to the main effects of World War One such as Nicholas' role as Commander-in-Chief, his mishandling of the military situation leading to his being blamed for Russia's failures in the war, and simultaneously alienating the Army from his cause. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, showing 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 answers may point out that the Tsar had alienated both the Army and the elites from his cause. 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. 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 under threat. The war also increased social tensions at home with unrest among workers and peasants becoming prevalent, leading to strikes and protest. In addition, inflation due to the war coupled with the harsh winter of 1916/17 exacerbated social tensions and led to calls for reform. 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) “Bolshevik economic policies lacked consistency in the period 1918–1924.” How far would you agree with this verdict?

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

#### **Level 1 ([0]–[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 and will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Bolshevik economic policies in the period 1918–1924. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

#### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms some basic characteristics of both the policies of War Communism and the New Economic Policy (NEP). Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding, and try to assess both War Communism and the NEP, attempting some



discussion of how consistent they were. The policy of war communism was introduced to gain more centralised control of the economy as Lenin knew that 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 lack of consistency in these two approaches, even in the most rudimentary way. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and clearly assess State Capitalism, War Communism and the NEP, as well as discuss the level of consistency between these approaches. State Capitalism was an unclear and unsure collection of ideas that had to be changed when the Civil War loomed, and Lenin realised that a more centralised policy was needed. War Communism was instigated for the specific circumstances of winning the Civil War, and as such its methods were harsh. 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 Kronstadt mutiny of 1921 forced Lenin to reconsider and change direction completely with the NEP, in an attempt to increase both industrial and agricultural output. 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. Responses at this level should identify that there were areas of inconsistency between these policies such as their differing aims, the circumstances in which they were created and the level of support they experienced. Responses at the top of this level should, in addition, identify some aspects of consistency, for example, the pragmatic way in which each policy was created, how each reacted to the circumstances of its period, how strong centralised control was always maintained and how the ultimate aim was always to remain in power and create a socialist economy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain how Trotsky contributed to the Bolshevik victory in the Civil War in Russia between 1918 and 1921.

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

#### **Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Trotsky as leader or the general Bolshevik success 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 ([3]–[4])**

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

#### **Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will refer to a wider range of factors on the role of Trotsky in the Bolshevik victory in the Civil War. Mention could be made of Trotsky's dedication to the war effort and how he led from the front at all times, based on his armoured train, and was a source of great inspiration for his men. Answers may also refer to the ruthless efficiency with which Trotsky commanded the war effort and the harsh discipline he employed, which helped transform the Red Army into the force that they became. The way Trotsky was able to utilise the resources provided to him by the economic policy of War Communism may also be included, noting 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 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. In addition to the points outlined for Levels 2 and 3, responses could show an awareness of how Trotsky managed to unify the Reds behind a common purpose – that of the very survival of their state and ideology. Top level candidates may also refer to the use of terror by the Cheka in rounding up the Whites, a policy originated by Trotsky, and emphasise just how crucial Trotsky was personally to the victory, as Lenin gave him unrestricted control in the field and even admitted later that the Civil War could not have been won without him. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far would you agree that the success of the Bolsheviks in the Revolution of October 1917 was primarily due to their own strengths?

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

**Level 1 ([0]–[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 and typically be characterised by generalisations and poor understanding, giving little more than a narrative about the strengths and successes of the Bolsheviks in October 1917. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms some strengths of the Bolsheviks, such as the leadership of Lenin and Trotsky, and how the Bolsheviks were able to appeal to a wide cross-section of society for support. Answers may discuss some of 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. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation

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

### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding, and try to assess both the mistakes of the Provisional Government and the strengths of the Bolsheviks. In addition to the mistakes outlined in Level 2, 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 may also be made of the important roles of both Lenin and Trotsky in contributing to Bolshevik success. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should be more comprehensive, well informed and 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. The Provisional Government 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 form of Lenin and Trotsky. Lenin's return in April boosted their morale and his April Theses gave them a rallying point. His promise 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 at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the impact of Stalin's policy of industrialisation up to 1941.

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

**Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions of the impact of Stalin's policy of industrialisation up to 1941. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to explain the impact of industrialisation on the workers and economy. Under Industrialisation, the economy became increasingly imbalanced and the workers paid a heavy price for the progress. The Five Year Plans had been launched in 1928, leading to massive changes in population, whilst the working conditions and wages of workers failed to improve by 1941, despite the claims of Stalinist propaganda. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will refer to a wider range of factors. They may show an awareness of the fact industrialisation had a mixed impact, containing successes and failures. Industrialisation is generally regarded as having been a success, with industrial output increasing steadily between 1929 and 1941. The USSR was also transformed into a modern industrial state, despite the price paid by the workers in terms of poor living conditions, working conditions and pay. 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 show a clear awareness of how Stalin's industrialisation had both a social and economic impact: Industrialisation and the Five Year Plans in general, 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 Gross Domestic Product (GDP) doubled between 1929 and 1941, heavy industry expanded rapidly and the urban population doubled, as did the proletariat. The USSR was better able to exploit its natural resources, and the nation was spared the worst effects of the Great Depression of the 1930s. Responses at this level may note that the positive impact was for the party, state and economy, while the negative impact was endured by the people, both peasants and workers. 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) "Stalin's use of the arts and the media was the most important means by which he tried to control the Soviet Union between 1929 and 1941." To what extent would you accept this verdict?

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

**Level 1 ([0]–[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 and will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Stalin's use of the arts and media as a means of control. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms some of the basic ways in which Stalin used the arts and media as a basis for control. Answers could refer to how the state direction of the arts and



popular culture was used to root out all elements of bourgeois culture to create a new Society culture based around the worker, which reinforced socialist values and its own policies as the Cultural Revolution gathered pace. Answers may discuss how the arts and media were to be used to support government policy such as the use of architecture and art to glorify the culture of the workers. 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 more detailed knowledge and understanding, and begin to assess not just the use of the arts and media as outlined for Level 2 above, but also other methods used by Stalin to try and control the Soviet Union. Regarding the arts and the media, Socialist Realism was introduced to control the ideas, writings and literature to which citizens were subjected. Mention may be made of Stalin's use of the cult of personality which had reached huge proportions by the 1940s. Answers may also mention the degree of personal power which Stalin had built up within the party and the sheer number of positions he held, which allowed him to deal effectively with challenges to his leadership. Answers may refer to the increasing use of terror in the 1930s, with the purges to root out "enemies of the people" in both the military and the party, as well as the use of show trials to purge high profile members of the party. The ruthless use of the secret police could also be discussed. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and clearly assess both Stalin's use of the arts and media as well as give a sustained account of the other methods used by Stalin to try to control the Soviet Union. In addition to the points outlined for Level 3, top level answers may note that by the late 1930s two additional aims were clear in terms of how Stalin used the arts and the media. They were to promote his cult of personality and to encourage patriotism and Soviet nationalism in the face of the threat of war. Both the arts and the media were also used to present the population with an idealised option, and positive images of the achievements of socialism in the USSR. The movements that were promoted such as Constructivism, Futurism, Visionary Utopianism and the cult of the "Little Man," may also be discussed as



being ideas that the state wanted to promote. Answers at this level may also introduce the use of economic policies to create and maintain control such as collectivisation and industrialisation under the Five Year Plans. Top level answers may also discuss the use of propaganda in an attempt to achieve complete social control as well as the all encompassing nature of the purges, dealing with opposition from areas such as the left, the right, from party officials, the Red Army and finally from the Secret Police. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

**Option 5**

AVAILABLE  
MARKS

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60

## Option 6: Italy 1914–1943

AVAILABLE  
MARKS

- 1 (i) Explain why Italy was disappointed with the Peace Settlement of 1919.

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

### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about Italy and the Peace Settlement of 1919. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

### Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why Italy was disappointed with the Peace Settlement. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

### Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and identify some of the reasons why Italy was disappointed with its gains at the end of the war. They could refer to some of the following points: the failure to gain what had been promised in 1915 (Treaty of London); Orlando's lack of success in Paris and the unpopularity of the war itself. The Italian people felt cheated because they had not gained the Adriatic port of Fiume. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear awareness of the reasons why Italy was disappointed with the Peace Settlement. The Italian leaders and their people felt that the Allies had not given them the territories in 1919 which they had been promised in 1915 to join the war. Answers may discuss how the Italian people came to see the Paris Peace Settlement as a symbol of a “Mutilated Victory”. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (II) “The most important effect of the First World War on Italy between 1915 and 1918 was on its economy.” To what extent would you agree with this statement?

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

**Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide little more than a narrative about Italy’s participation in the First World War. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of the effects of the war on Italy. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the significance of economic results in relation to military, political and social effects. Responses will illustrate economic consequences such as the increase in the national debt. To achieve maximum war production the government borrowed heavily abroad and the budget deficit increased with the result that the post-war national debt stood at 85 billion lira. Rising inflation was also a problem with prices four times higher in 1918 than they had been before the war. Answers will also illustrate the importance of other factors, such as military, political or social. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their argument with specific evidence and present a sustained analysis of the extent to which the economic consequences of the war were more significant than the military, political and social results. Answers will also illustrate the significance of military factors such as the conscription of five million men and the death of over 600 000; politically, the government's incompetent conduct of the war reinforced the disillusionment many Italians had with the political system; and socially, the war did produce some discontent with 50 killed as a result of bread riots in the summer of 1917. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain the political problems Italy faced between 1919 and 1922.

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

**Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer vague and unclear

descriptions about the political problems facing Italy in this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the political problems facing Italy between 1919 and 1922, such as the growth of socialism and weak coalition governments. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and identify some of the political problems facing Italy in this period. They could refer to the effects of the war which had increased the problems facing the new Italian democratic governments with the ruling elite now deeply divided and unable to co-operate against a common enemy while also having to deal with long-term problems, such as the role of the Church and the North-South divide. Answers could also refer to the “Mutilated Victory” of 1919, the growth of Fascism and the red years (Biennio Rosso). Italian governments seemed unable to cope and there were five elections in this period, whilst the King and the Church were worried by the growth of the left. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear awareness of the political problems Italy faced between 1919 and 1922. In addition to the points outlined above, answers could discuss how the use of PR from 1919 led to weak coalition governments and the growth of political extremism, e.g. Fascism/Communism. The King also played a crucial role, especially as the Liberals, the largest Italian political party, were deeply divided. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) “Mussolini was unsuccessful in his attempts to create a fascist state in Italy in the period 1922–1943.” How far would you accept this verdict?

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

### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide little more than a narrative about the Fascist State in Italy in the period 1922–1943. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of Mussolini’s attempts to create a Fascist State in this period, e.g. the role of the Fascist Grand Council and the use of propaganda. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which Mussolini’s attempts to create a Fascist State between 1922 and 1943 were unsuccessful. Answers could refer to Mussolini’s personal dictatorship, the personality cult, his use of propaganda, and his control over the arts and media. Fascism set out to control all government bodies, interest groups and the people so they could create a Fascist State. However, despite talk of a Fascist revolution, Mussolini usually made compromises with key groups such as the King, the Church, armed forces and industrialists in order to stay in power. Generally, Mussolini retained existing state institutions such as the civil service, but he did abolish local government and purge the judiciary. By 1939 he had created a personal dictatorship whilst the Fascist Party only challenged existing state bodies. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling,



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

#### Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their argument with specific evidence and present a sustained analysis of how successful Mussolini was in creating a Fascist State by 1943. He did try to create some aspects of a Fascist State using repression and his secret police (OVRA), along with strong centralised government, e.g. greater control over the economy. Despite all his efforts through his various “battles” and the boasts of his propaganda, Mussolini had failed to make Italy a Fascist State by 1939, even though he had control over society and economy. During the war years Mussolini’s propaganda machine became less convincing with the resulting loss in public support for the war. Many Fascists remained disillusioned at Mussolini’s attempts to create a Fascist State, evidenced by the challenge made by the Fascist Council in 1943 and the subsequent downfall of the fascist state. The three main features of Fascism had been its belief in totalitarianism, autarky and the Corporate State, set up in 1926. Despite his efforts to achieve these three aims, the Italian failure in the Second World War saw the collapse of the Fascist State. The best responses will cover the whole period and come to a sustained conclusion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain why some groups in Italy supported Mussolini’s appointment as Prime Minister in 1922.

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

#### Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about the groups that supported Mussolini’s rise to power in this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the groups that supported the rise to power of Mussolini in the period 1918–1922, e.g. the role of the King. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and identify the main groups that supported the rise to power of Mussolini by 1922 and some of the reasons for their support. They could refer to some of his supporters such as the Church with Pope Pius XI being a friend of Mussolini, and allowing Fascist banners in church while serving as Bishop of Milan, and Salandra, who advised the King to reject martial law and appoint Mussolini as Prime Minister. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear awareness of the main groups that supported Mussolini's rise to power in this period with developed explanations of the reasons for their support. Good responses will refer to the points outlined above, referring perhaps to the support of the Queen who was sympathetic to the Fascists. Answers could also discuss the support of groups such as the petty bourgeoisie who felt a collective sense of insecurity, or ex-soldiers who felt humiliated by not receiving what they considered their due from the government. The support of small farmers, students and young people could also be discussed. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) How far did Mussolini experience success in his economic policy in Italy between 1922 and 1939?

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

### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about Mussolini's economic objectives in this period. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms the degree of success of some aspects of Mussolini's economic policies in this period, e.g. the Corporate State. 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 far Mussolini achieved success in his economic policy in Italy between 1922 and 1939. To improve agricultural production, Mussolini launched a series of "Battles" to help Italy achieve economic self-sufficiency (autarky), which was one of his main objectives. He also tried to help industrial development, but the revaluation of the Lira in 1927 badly affected the export of industrial goods. Mussolini inherited economic problems such as a shortage of raw materials and the North-South divide. Answers may also refer to Mussolini's use of state intervention to protect the Italian economy from the worst effects of the Depression via the IMI in 1931 and 1933. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their arguments with specific evidence and present a sustained assessment about how far Mussolini experienced success in his economic policy in Italy by 1939. Good responses must cover the whole period and refer to the success/failure of his policies to solve Italy's economic problems by 1939. Answers should refer to the role of both IMI and IRI, with their attempts to protect and strengthen Italian industry. They could refer to how Mussolini formed the Ministry of Corporations in 1926, yet it took until 1939 before the Corporate State was completed. Other examples of failure could include the Battle for grain which fell short of its aims and affected the production of olives and wine, or the aim of autarky which was not achieved by 1939 and damaged the economy, especially after increased spending on rearmament from 1935 onwards. With the focus on heavy industry and Italy's military needs, this only increased the national debt and Italy's economic problems. The best responses at this level will come to clear and sustained judgements about the success or failure of his economic policy by 1939. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain why Italy developed closer relations with Germany between 1936 and 1939.

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

**Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about the closer links between Germany and Italy between 1936 and 1939. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

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

Responses will be better informed and start to refer to some aspects of what Italy hoped to gain from closer relations with Germany, e.g. to gain prestige and respect for Italy as a great power. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and identify some benefits that Italy hoped to gain by developing closer relations with Germany by 1939. They could refer to the fact that both powers were already working together to help Franco in the Spanish Civil War. Ciano's visit to Germany could be discussed with Hitler promising that he would not interfere with Italy's ambitions to increase control over the Mediterranean area, which led to the Rome-Berlin axis of November 1936. With the collapse of the Stresa Front, Mussolini had become more isolated and he was forced to turn towards Germany for increased help and support by 1939. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear awareness of the main gains that Italy hoped to achieve by gaining closer relations with Germany. They could also note that relations between Italy and Germany improved after Hitler desisted from imposing sanctions on Italy after its invasion of Abyssinia in 1935. There were also economic motives for closer links as well as their common opposition to communism. Answers could discuss the motivation behind the signing of the Pact of Steel in 1939, with Mussolini convinced that the British and French were trying to encircle Italy through their guarantee to Greece. 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) “Military weaknesses were solely to blame for Italy’s defeat in the Second World War.” To what extent would you agree with this statement?

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

### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about Italy’s failure in the Second World War. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms how military weaknesses were to blame for Italy’s failure in the Second World War, and may refer to the failure of the invasion of Greece or the rout of the Italian army in Libya as examples of military weakness. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding about whether military weaknesses were solely to blame for Italy’s failure in the Second World War. Answers could refer to military weaknesses such as the shortage of troops, scarcity of weapons (e.g. insufficient tanks), poor air defences, an abundance of battleships, but an almost complete lack of aircraft carriers and fuel shortages. Poor military leadership could be discussed, e.g. the lack of co-operation between the armed forces or Mussolini’s poor decisions as Commander-in-Chief, such as sending 300 inadequate aircraft to take part in the invasion of Britain, when they could have been used far more effectively in the Mediterranean theatre of war. Answers may begin to discuss other factors apart from military weaknesses such as the economy, e.g. the failure of the Italian economy to achieve autarky by 1940, or Italy’s lack



of basic raw materials. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and present a more selective and sustained assessment of whether military weaknesses were solely to blame for Italy’s failure in the Second World War. Good responses could discuss other factors, such as the role of Mussolini himself, the failure to create a wartime economy and to prepare Italy properly for involvement in war. They may debate Italy’s military weaknesses and economic problems and link them to the shortcomings of Mussolini’s leadership throughout the war, e.g. discussing Mussolini’s holding of all key military positions while failing to co-ordinate military strategy. Mussolini’s failures could also be linked to his over-reliance on propaganda and his avoidance of the reality of war. 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

**Option 6**

**60**

**Total**

**60**