



Rewarding Learning

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

History

Assessment Unit AS 2

[AH121]

FRIDAY 10 JUNE, AFTERNOON

MARK SCHEME

Level of response mark grid

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

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

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

AO2 In relation to historical context:

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

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

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

Option 1: Spain and Europe 1556–1592

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the internal problems Spain faced on the accession of Philip II in 1556.

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 problems Philip faced. 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 may recall, select and deploy historical knowledge with a greater relevance and clarity, though there are occasional lapses. Responses at this level contain some explanation and analysis. Answer will be better informed and start to identify the internal problems Spain faced. 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 should be more detailed and show an awareness of some of the main internal problems facing Spain in 1556. They should refer to some of the following points: the economic effects of wars, increased debts, religious problems and a country on the verge of bankruptcy. 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 should 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 internal problems facing Spain when Philip became King in 1556. Philip found that he had to restore royal finances, increase royal authority and deal with a Protestant threat in

Spain to strengthen his control over Spain. The issue of taxation was another problem as there was huge national debt and annual deficit. 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) “Although Philip II was a hard-working king, his government of Spain in the period 1556–1592 was ineffective.” 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. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Philip II’s government of 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 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, answering in general terms how Philip II governed Spain between 1556 and 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. Answers will be more detailed and try to assess to what extent Philip II’s government was ineffective. He was very hardworking and conscientious but he found it difficult to delegate, spending too much time on minor details rather than drawing up policies. Answers might also discuss factionalism, his relations with ministers and the nature of the conciliar system and how these limited his government. Philip spent too much time in Madrid and Castile and was overdependent on officials from this region. Philip

personally attended to all matters of government and relied upon secretaries which led to the Perez affair. These weaknesses made government ineffective and contributed to internal revolts in Aragon and with the Moriscos. Despite these weaknesses, Philip did increase control in Spain and over the church dealing with Protestant threats. Despite Philip's hard work, he failed to deal with the armed forces and financial mismanagement. 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 and 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 judgement are very well developed and substantiated. Answers at this level should be able to support their arguments with specific evidence and present a sustained evaluation about both the strengths and weaknesses of Philip's government. Candidates might refer to the inefficiency of regional councils and that this had little to do with Philip. Candidates might show the differences between Philip's rule in different regions, with the success in Castile compared to weaknesses in Aragon. 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 causes of the revolt of the Moriscos.

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 causes of the revolt of the Moriscos. 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 may recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. Responses at this level contain some explanation

and analysis. Answer will be better informed and start to identify a variety of the causes of the revolt of the Moriscos. 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 should be more detailed and show an awareness of some of the causes of the revolt of the Moriscos. They should refer to some of the following points: government attacks on the silk industry, the failure of harvests in 1567, loss of income and the crown assuming control over Morisco lands. Also Moriscos were not assimilated into Spanish society and they faced resentment towards them from many Catholics in Spain. The Moriscos were also determined to uphold their cultural and religious beliefs which led to the royal decree of 1567 banning Morisco literature and costumes. Many in Spain regarded them as being fifth-columnists in conspiracy with the Turks and Barbary Corsairs. 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 should 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 reasons for the revolt. The revolt broke out in 1568, thanks to the actions of the Inquisition and the economic and political discontent felt by the Moriscos. Answers may emphasise the role of Philip II and his failure to consider the seriousness of reports of the discontent his policies were causing. 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 borrowing from foreign investors responsible for the weaknesses of the Spanish economy 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]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the factors that undermined the Spanish economy in the period 1556–1592. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement, answering in general terms how Philip II's policies 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. Answers will be more detailed and try to consider if borrowing in the form of Juros was the key factor in undermining the economy. Candidates might refer to the weaknesses in the financial condition of Spain that Philip inherited from his father. The declaration of bankruptcy on four occasions could be used to show that Philip did not overcome these difficulties and that his borrowing undermined an already weak position. Consideration of the poor terms of loans and the amount of annual revenue needed to service these loans is necessary. Candidates may also focus on other major factors which undermined the economy, such as: poor agriculture, industry and trade, as well as the constant state of war that Philip placed Spain in. 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 judgement are very well developed and substantiated. Answers should be more comprehensive and well informed and clearly assess the main causes of economic weakness in Spain and the impact that Philip II's policies had on it. Responses display a comprehensive knowledge of the economic difficulties such as: poor administration, overregulation, dispersal of the Moriscos, war spending, Philip's inability to understand

or deal with financial difficulties and his dependence on loans from foreign investors. 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 reasons for Philip II's hostility towards Protestants 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 be typically inaccurate, superficial and offer unclear explanations of the reasons for Philip II's hostility towards Protestantism 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 relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answer will be better informed and start to identify the reasons for Philip II's hostility towards Protestantism in Spain. 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 should be more detailed and show an awareness of how Philip viewed Protestantism in Spain. Philip's title of "His most Catholic Majesty" and his own strong Catholic beliefs made him an arch opponent of Protestantism. The spread of heretical beliefs in his father's kingdoms and their birth and growth in the Netherlands made Philip determined to blot out any possible Protestant signs in Spain itself. Philip used the Inquisition as an instrument to quell any sign of Protestant unrest. 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 reasons for Philip's anti-Protestant policies. Answers might be developed by considering the pressure that religion was already under in Spain. Answers might explain Philip's actions by focusing on the existence of Moriscos, Conversos and Mudejars as religious deviation he could not allow to increase. Philip's actions were towards any sign of heresy and Protestantism seemed to have declined to little more than a threat in Philip's mind. 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 Philip II's religious policy in Spain between 1556 and 1592?

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **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. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Philip II's religious policy. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement, answering in general terms how effective Philip II's religious policy was 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. Answers will be more

detailed and try to assess to what extent Philip II achieved his aims in his religious policy. As a devoted Catholic, Philip looked to protect the church in his dominions and considered the Pope as the spiritual head of the church. Philip suppressed heresy, both Protestant at Valladolid and the Moriscos in Granada. Philip also supported the Council of Trent where he insisted on no accommodation of Protestantism. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers should be more comprehensive and well informed and clearly assess the success of Philip's religious policy. Philip's control of the Church allowed him to benefit financially. The Church did benefit from reform with a clear definition of belief and teaching for the people. Priests were better educated and the Church structure was reorganised. Philip supported the development of monasteries and spirituality did increase, especially in urban areas. Philip maintained his independence from the Pope and improved the Church, yet weaknesses were still evident with illiteracy remaining a problem among the Priesthood and spiritual backwardness amongst the people. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the aims of Philip II's policy towards the Turks in the period 1556–1578.

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 about the aims of Philip's policy towards the Turks. 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 may recall, select and deploy historical knowledge with a greater relevance and clarity though there are occasional lapses. Responses at this level contain some explanation and analysis.

Answers will be better informed and start to identify the aims of Philip II's policy towards the Turks. 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 should be more detailed and show an awareness of Spain's foreign policy towards the Turks. The size and spread of Philip's Empire brought Spain into conflict with the expansionist Ottoman Empire. Losses of territory along the North African Coast forced Philip to stop the spread of the Turks for fear of losses, especially in Naples. Alternatively Philip may have been inspired by a "crusade" to stop the spread of Islam as indicated at the Battle of Lepanto. 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 should 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 aims in Philip's policy towards the Turks. Answers may focus on the pressure the Turks placed on Philip, especially after the fall of Malta. Focus on the religious conflict may be explained by financial rewards from the Pope which influenced Philip to join the Holy League. The victory of Lepanto smashed the Turkish fleet yet it soon recovered. Philip's truce with the Ottomans, in 1578, helped Philip to maintain his Empire and focus his foreign policy further north, despite opposition from the Pope. 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 was solely to blame for the outbreak of the revolt in the Netherlands in 1556 and the unrest which continued until 1592." How far do 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. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the outbreak of the revolt in the Netherlands. 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, answering in general terms how Philip II dealt with the Dutch Revolt and the unrest which continued until 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. Answers will be more detailed and try to assess the difficulties that Philip faced in the Netherlands. They may focus on the cause of the rebellion being Philip's change in government style rather than following the established Dutch model that his father had used. The appointment of Cardinal Granvelle created further opposition. Answers should attempt to analyse the actions of Margaret of Savoy and Philip's reaction to his sister's correspondence. Philip's financial difficulties in 1576 weakened his response but were largely of his own creation. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers should be more comprehensive and well informed and clearly assess the extent of Philip's culpability in the Dutch Revolt. His overreaction in the 1560s may have been caused by elements of Calvinism in the Dutch Revolt. Failure to look for compromise in the late 1570s and early 1580s, can be attributed to Philip. Philip was also to blame for restricting the Duke of Parma's ability to conduct the war. Philip ignited the revolt by his style of government and exacerbated this by poor management of his resources. Conflict with England and France in the

1580s and 1590s ended Parma's chances of success and lost Philip his Dutch possessions. 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

AVAILABLE
MARKS

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

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the successes of France 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]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the events of the war. The response may contain some explanation of the French successes in the Nine Years' War. The answer will display some understanding of specific battle victories or land conquered. 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, Louis initially enjoyed success in the Palatinate, capturing the city of Phillipsburg, although the territory was soon abandoned. France secured a naval victory off Beachy Head, in July 1690, retaining control of the channel. France also enjoyed some success in Spain, securing territory in Catalonia. Savoy collapsed to French control in 1693 and France held the Alpine passes for the rest of the war. France won a number of sieges along its north-eastern frontier and managed to overrun most of Piedmont in Italy. 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 French successes in the war. In the Netherlands France created a strong defensive frontier by securing Mons and Namur. 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 were religious factors responsible for the outbreak of 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)**. [8]

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the factors which caused the outbreak of war in 1688. Answers at this level may communicate some knowledge of how Louis had clashed with the Papacy over diplomatic immunity and the Archbishopric of Cologne. France had also angered Protestant countries by the persecution and expulsion of Huguenots. 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 religious factors contributed to the outbreak of war and also examine other causes not directly related to religion. Louis had involved himself in a long-standing quarrel with the Pope that had its roots in a clash over diplomatic immunity in Rome. Louis had exacerbated the problem by seizing the papal state of Avignon. Matters came to a head when the Pope ruled against Louis's candidate in the Cologne dispute. Protestant nations had been alarmed by Louis's revocation of the Edict of Nantes and subsequent persecution of the French Protestants. Many Huguenots fled to the safety of the neighbouring Protestant countries taking their stories of oppression to fuel anti-Catholic propaganda. Louis had also welcomed the exiled Catholic King of England, James II. Religious factors alone, however, were not the cause of the war. Louis's expansionist actions through the War of Devolution, the Dutch War and especially the Reunions had created considerable opposition in Europe. The formation of the League of Augsburg in 1686 created an opportunity for a united response to his actions in 1688. It was Louis's decision to invade the Palatinate which actually began the war. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 religious factors were responsible for the outbreak of the Nine Years' War. They may show understanding of the long-term build up of opposition to Louis and how important his seizing of territory had been in uniting his enemies. A deeper understanding of the relationship between Louis and William of Orange may be provided. Good answers may also recognise the significance of Austria being free from conflict with the Turks to focus its attention on Western 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 the consequences of the Dutch War of 1672–1678.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **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 unsupported, generalised statements about the impact of the Dutch War of 1672–1678. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, providing a general account of the events after the war. The response may contain some explanation of the consequences of the Dutch War and the terms of the Treaty of Nymegen, 1678, may be briefly outlined. 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 Treaty saw France gain a number of important territories; Franche-Comte, Lorraine, Freiburg and areas of Flanders including St. Omer, Aire and Ypres. Louis had succeeded in strengthening his vulnerable north-eastern frontier although his actions had caused countries to fear France and encouraged some to seek to form defensive alliances. France had become hated and distrusted in Europe and an anti-French alliance was beginning to emerge. French atrocities in Holland and the Palatinate were also widely criticised. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

are very well developed and substantiated. The war had been costly and unpopular and the Dutch had actually offered more favourable peace terms to Louis earlier in the conflict. It is arguable that Louis's real enemy was Spain, rather than Holland, and he would have been better served focusing his attentions upon the Spanish Netherlands. Louis had continued to expand French territory and he was buoyed by the fact that the peace negotiations were conducted in French. The title "Great" had also been bestowed upon Louis. 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 Nine Years War of 1688–1697 was a triumph for the Grand Alliance." 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 generalised assertions about the result of the war and to what extent the Grand Alliance was victorious. These answers will be generalised. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the successes of the Grand Alliance in the Nine Years' War. The Allies enjoyed success at sea in the battle of La Hogue in 1692 securing control of the Channel. In Ireland, the Allies achieved crucial victories at the Boyne and Aughrim ensuring William retained the throne of England. Even in mainland Europe, where Louis enjoyed some notable successes, the Allies were never decisively defeated and the war ended in stalemate with neither side victorious. The terms of the Treaty certainly favoured the Grand Alliance with Louis relinquishing every territorial gain since the Treaty of Nymegen except for Strasbourg. Louis acknowledged William as the rightful King in England and returned Lorraine to its Duke. He was also compelled to restore the barrier fortresses to the Dutch and abandon his plans for control of Cologne. 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 Grand Alliance had triumphed in the Nine Years' War. Good responses will consider the successes and failures of the Allies and the French in the war and in the Treaty. It may be recognised that the Treaty of Ryswick can be interpreted as a diplomatic manoeuvre by Louis to position himself for the Spanish prize and that the sacrifices he made to the Allies should be viewed in that context. The war itself had not provided a winner and none of the Allied successes, except perhaps in Ireland, could be viewed as decisive. Certainly, even if the Allies were considered to have triumphed, France remained in a very powerful position. 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 terms of the First and Second Partition Treaties.

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 assertions about the treaties. 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. The First Partition Treaty gave most of the Spanish Succession to Joseph Ferdinand, the Electoral Prince of Bavaria, who was a compromise candidate between the claims of France and Austria. Small portions were to compensate Austria and France. The Second Treaty gave Spain and most of the colonies to Archduke Charles compensating France with land in Italy. Level 2 answers may only deal with one of the treaties. 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. In the First Partition Treaty Joseph Ferdinand was to receive Spain, the Spanish Netherlands, Sardinia and Spain's lands in the New World. Austria's share would go to Archduke Charles, the younger son of the Austrian Emperor, while France's portion would go to the Dauphin, the heir to Louis XIV. Answers should note that the death of Joseph Ferdinand necessitated the drawing up of a second treaty in which Archduke Charles was to receive the bulk of the Spanish inheritance on the condition that he renounced his claim to the Austrian Empire. France's compensation was to be land in Italy of which Milan was to be exchanged with the Duke of Lorraine for his territory. Responses may have a fuller explanation of one Treaty than the other but both will be addressed. 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 precise detail about the terms of both treaties and the main beneficiaries. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) “Louis XIV’s capturing of the Dutch barrier fortresses in February 1701 was the most important reason for the outbreak of the War of the Spanish Succession.” 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. It will be characterised by generalisations and poor understanding, relying mainly on a narrative account of the events leading up to the outbreak of war. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, providing a limited analysis of the causes, perhaps focusing on the capturing of the Dutch barrier fortresses and its impact upon Europe. Answers at this level may communicate some knowledge of Louis’s support of James II’s son, his rejection of the Second Partition Treaty and his acceptance of the Will. In February 1701 Louis declared that Philip remained in line to the French throne and tensions were further heightened by the trade agreement made between Spain and France. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the causes of the War of the Spanish Succession and make clear judgements about the importance of Louis's capturing of the barrier fortresses. It could be argued that the primary cause of the war was Louis's acceptance of the Will although his subsequent series of blunders certainly contributed directly to the outbreak of war. The insensitivity and timing of his actions compelled the Allies to reform their Grand Alliance and declare war on France although the Alliance must bear some responsibility for the outbreak of war. Emperor Leopold was certainly guilty of a degree of warmongering throughout this period. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether the seizing of the barrier fortresses was the most important cause of war. A wider range of issues will be analysed with more detail on each side of the debate. Louis XIV's seizing of the barrier fortresses contributed to war by angering both the Spanish and the Dutch. However, it alone cannot explain the outbreak of conflict. Louis's acceptance of the Will was of vital importance for securing Austrian opposition, although it had actually been accepted by the Dutch and English governments. It was Louis's support for James "III" which secured the English commitment to 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 consequences of Marlborough's victory at Blenheim.

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 Blenheim. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the consequences of Marlborough's victory at Blenheim. The battle represented a turning point in the War of the Spanish Succession and was the beginning of a series of stunning victories for Marlborough. Blenheim was the first major defeat for Louis's army and dealt a huge blow to French confidence. 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 resulted in the destruction of the Franco-Bavarian army which lost 38 000 men including 15 000 captured by the Allies. Marlborough's army had 4 500 soldiers killed and 7 500 wounded. Bavaria withdrew from the war and the threat on Vienna and Austria had been repealed. French morale had been badly damaged and Louis's plans for dominating Europe had been dealt a fatal blow. Conversely, the English army had demonstrated a new-found professionalism and tactical expertise. Marlborough had proved to be an inspirational general, capable of capitalising on his enemies' weaknesses and securing a decisive victory. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a comprehensive and substantiated knowledge of the consequences of Marlborough's victory at Blenheim. Level 4 responses may explain the impact the battle had on the wider conflict. 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) “Austria had most reason to be satisfied with the peace treaties at the end of the War 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 description of the terms of the treaties or make generalised, unsubstantiated comments about the benefits for Austria. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty engaging with the question on its own terms and include the key terms of the treaties but fail to analyse which country had most reason to be satisfied. Answers may be focused solely on the benefits of the Treaties for Austria. Louis had surrendered his claims to the Spanish Netherlands allowing Austria to take control of this strategically significant territory. Austria also secured substantial Spanish territory in Italy including Naples, Sardinia and Milan. 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 gains Austria made in the peace treaties and consider how other countries also benefited. England gained considerably by the recognition of the Hanoverian succession and by retaining control of land conquered in the New World, including Newfoundland and Nova Scotia. It also gained Gibraltar and Minorca, acquiring naval bases in the Mediterranean. The granting of the Asiento to England was to prove hugely rewarding economically. Namur and Charleroi were restored to the Elector of Bavaria and Lorraine to its Duke. Savoy regained Nice

and acquired Sicily. Even Holland enjoyed some gains by retaining the defensive 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 ([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 will reach relevant conclusions about the benefits of the treaties for Austria and the other belligerents. Good responses will note that, while France did not come out of the war in a strong position, the terms of the treaties were much better for France than those it had offered in 1709. A Bourbon remained on the Spanish throne and Louis had retained key territories, including Lille, Alsace and Strasbourg. Austria had initially been reluctant to accept peace and had fought on in the vain hope of securing the Spanish Succession. The terms of the treaties certainly represented a gain for Austria although it is debatable that it had most reason to be satisfied. 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 2

60

Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the benefits of the Lichfield House Compact for 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 ([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 contain some basic points about the terms of the Compact. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, showing some awareness of the gains for both sides. The Tithe Rent Charge Act of 1838 eased the payment of tithes by reducing them by 25%. The arrears, built up during the tithe agitation of 1834–1837, were written off. While the introduction of the English-style Poor Law into Ireland did little for the rural poor, middle class Catholics gained from the experience of its administration. In the Poor Law system there were 130 Poor Law Unions run by Boards of Guardians in which Catholics held positions. The Whigs gained the support of O’Connell’s parliamentary support and ousted Peel in 1835. 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 about the benefits of the Compact for both sides. The impartial administration in Dublin Castle, under the influence of Thomas Drummond, was another gain for O’Connell. Catholics were admitted to the judiciary for the first time, with four Catholics in succession holding the post of Attorney General for Ireland under the Whigs. The Municipal Corporations Act of 1840 facilitated O’Connell in becoming Lord Mayor of Dublin in 1841. For the Whigs, they remained in office until 1841. Ireland was more peaceful, as O’Connell used his influence to curb the excesses of rural secret societies. The government could concentrate on passing much needed domestic legislation, with fewer distractions. 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 support of the Catholic peasantry was the most important reason for the success of Daniel O’Connell’s campaign for Catholic Emancipation.” 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 will deploy historical knowledge in an episodic way or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some basic points about the reasons for the success of emancipation. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing, and defects in organisation and a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will address in a limited way the success of emancipation. For example, the role of the peasantry, O’Connell’s leadership and the weak government may be mentioned. Answers at this level will have lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the importance of the Catholic peasantry in relation to other factors. The peasantry paid the subscriptions for the penny rent, which funded the campaign. Peasants turned out in thousands at rallies, creating the atmosphere and excitement for the campaign and also impressing upon the government how much support O’Connell had. The presence of so many people at public meetings added genuine fears about large-scale unrest if emancipation was not granted. The 40s freeholders played a key role in by-elections such as Waterford and Clare. The Catholic peasantry became involved in what was the first mass movement of organised democracy in Europe. Other factors may be referred to, such as the role of the clergy and the weakness of the government. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 substantiated. Answers will contain breadth of understanding, linking the role of the peasantry to a wide range of other factors. There was the leadership of O’Connell: his charisma, speechmaking, and use of tactics and rhetoric. The Catholic clergy were the link between the masses, O’Connell and the organisation of the campaign. It was they who suggested using the 40s freeholders; they collected the rent and used the parish as a focus for co-ordinating the campaign. The weakness of the British government following the departure of Lord Liverpool in 1827 was a stroke of good fortune for O’Connell. The unity of his movement was now apparent, where previously contact between the masses and the middle class Catholics for political purposes was non-existent before the foundation of the Catholic Association. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; style of writing appropriate; there is good organisation with some specialist vocabulary. [22]

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- 2 (i) Explain why Daniel O’Connell wanted 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 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 offer unclear comments about the motivation behind the repeal campaign. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level 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 provide a partial account of O’Connell’s motives. 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 some awareness of O’Connell’s motives in seeking repeal. He believed that an Irish Parliament would serve the needs of the country more effectively than rule from Westminster. Moreover, the establishment of an Irish parliament would ensure better justice and fair play for Catholics. Such a Parliament would consist of MPs drawn from all parts of the country who would not only be better informed about the needs of the country, but would also have the motivation and inclination to work together for their remedy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed about the motivation behind repeal. O’Connell wanted fair play for all religions in Ireland. He wished for noticeable benefits for both the peasantry and middle-class as the result of the creation of an Irish Parliament. O’Connell was deliberately vague about his notion of repeal, as it was to his advantage to present the implications of repeal as meaning something to everyone. 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) “Weaknesses in the leadership of Daniel O’Connell explain the failure of his campaign to repeal the Act of Union.” 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 or recall some basic points about the failure of O’Connell’s repeal campaign. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing, and defects in organisation and a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will address in a limited way the failure of repeal, e.g. errors of O’Connell, the response of Peel. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge more relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the role of O’Connell in relation to a range of other factors. O’Connell erred in several ways. He duplicated the tactics from emancipation for repeal, and underestimated Peel, letting his contempt cloud his judgement. O’Connell’s quarrel with Young Ireland weakened the repeal movement, while his use of rhetoric to imply violence if repeal was not granted failed to appreciate that, in the 1840s, the political climate was quite different from 1828. Answers may make limited references to other factors in the failure of repeal, e.g. the role of Peel, lack of widespread support. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Level 4 answers will link O’Connell’s failings to other factors. Peel was the most formidable statesman of the period, and a united cross-party base backed him in his wish to maintain the Union intact. He was resolved to use military means to thwart O’Connell, and secured the passing of a severe Arms Act in 1843. He later called O’Connell’s bluff by banning the key Clontarf meeting. Peel’s reforms, such as the Maynooth grant, demonstrated to Catholics that they could receive equitable treatment under the Union, thereby rendering repeal invalid. Additional factors in the failure of repeal were: O’Connell’s ideological split with Young Ireland, which weakened the Repeal Association; the onset of the Famine which made it impossible for repeal to be resurrected after Clontarf; the decline in O’Connell’s physical strength; the resistance of supporters of the Union in the north and south of Ireland. 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 the Whig Government under Russell responded to the crisis of the Irish Famine.

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show more awareness of the extent of the response to the Famine. Russell set up a Board of Works to provide employment. Food was provided through local food depots and direct relief from soup kitchens. The Labour Rate Act was introduced, and this meant that landlords had to provide work or pay a “labour rate”. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed, showing a clearer understanding of the Whig response. Russell faced a Famine on a greater scale than Peel. The public works schemes resulted in 750,000 people being paid less than subsistence wages to work on unproductive tasks on roads and bridges. The landlords resented the “labour rate” because many could not afford the cost involved. However, the government persisted with the belief that the landlord class should bear the main burden of Famine relief. The demand from both landlords and nationalists for real productive work to be provided – such as land reclamation and railway construction – was brushed aside by Charles Trevelyan, the Treasury official primarily responsible for Famine relief. After the crisis of the Famine deepened in the winter of 1846–1847, the public works projects and labour rate were abandoned, and the government pinned its hopes for relief on a scheme of direct help through the free distribution of food by means of soup kitchens. Soon three million people were fed this way. The scheme ended late in 1847, in keeping with laissez-faire dogma, hence the reorganisation of the Poor Law system, whereby 200,000 people were forced into workhouses. 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 successive governments to deal with the agricultural and industrial problems Ireland faced between 1824 and 1845 was the most important reason for the outbreak of the Irish Famine.” To what extent would you accept this judgement?

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately **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 or judgement. Level 1 answers may provide a narrative or recall some basic points about the causes of the Famine. Answers at this level will be characterised by unclear meaning due to legibility, 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 address in a limited way the causes of the Famine. For example, a focus on problems of agriculture, the rise in population, role of landlords and may begin to assess the responsibility of successive governments for these problems. 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 and select historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the causes of the Famine. Answers will present a focus on problems of agriculture and industry, with a limited assessment of other causes of the Famine. Agriculture suffered many defects. Much land was owned by absentee landlords, in whose absence tenants suffered from high rents, middlemen, no security of tenure, and no incentive for improving their holdings. Over one million of the agricultural community was classed as “landless labourers”, who were frequently unemployed. Governments, dominated by landowners in parliament, were reluctant to intervene by means of reforming legislation. There was no state aid for emigration. When intervention came, it was tentative and wrecked by the Famine, such as the Devon Commission’s recommendations for an agricultural school and greater loans for insolvent landlords. With the exception of Ulster, Ireland had no industrial base. There was no significant middle class of entrepreneurs or an adequate transport system. 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 19th century. Brief reference may be made to other causes of the famine. 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. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, assessing the impact of government policy towards agriculture and industry in relation to other causes of the Famine. For example, the dogma of laissez-faire prohibited decisive government action to ease Ireland's economic problems. There was a lack of inward investment from landlords. Ireland's population rose from 5,000,000 in 1780 to 8,000,000 in 1845. With the intense competition for land came subdivision. The over-dependence on the potato invited the disaster of the Famine. The payment of tithes to the Church of Ireland was bitterly resented. A report in 1836 on poverty in Ireland noted that over 500,000 labourers with about 1.8 million dependants were unemployed for 30 weeks of the year. 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 organisation with the appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the ideas and beliefs of the Fenian movement.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **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. Answers will be vague about the ideas and beliefs of the Fenians. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will provide more detail about Fenian ideas and beliefs. For example, the use of physical force was not only a means by which independence was to be achieved but symbolised a rejection of constitutional agitation which had collapsed after the demise of O’Connell in the 1840s. A revolt in 1867 would hopefully capitalise on a favourable international situation, when relations with Britain and the USA were strained, and Irish-American aid would be forthcoming. The Fenians believed that a successful revolt would see the creation of a two-chamber legislature governing Ireland elected by universal suffrage. Like the USA, there would be a separation of powers, with almost complete church-state separation. A hatred of Dublin, the traditional seat of British power in Ireland, was illustrated by the Fenians’ desire to reseat the capital in Athlone and Limerick. 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 reflect on the fact the Fenians had some vague economic ideas, believing that only an Irish parliament could solve Ireland’s land problem. In this sense the economic argument was used to reinforce the primacy of separation. Their lack of discussion of social and economic issues was intended to ensure that the movement was not distracted from its single-minded political course. The Fenians aimed to uphold Ireland’s cultural traditions, and blamed Britain for trying to undermine these traditions. In 1867 some Fenians accepted the possibility of defeat. Nevertheless, their rising became a grand gesture to inspire future generations. 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]

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- (ii) “The lack of widespread support for the Fenian movement was the most important reason for its failure in the rising of 1867.” How far would you accept this statement?

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately **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 or judgement. Level 1 answers may provide a narrative or recall some basic points about the failure of the Fenians. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will, for example, comment that most Catholics failed to support the Fenians out of indifference or hostility. Landowners were suspicious about the intentions of the Fenians regarding property rights if the Fenians achieved their objectives. 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 lack of widespread support for the Fenians with some reference to other factors. While Presbyterians in Ulster had backed the 1798 rebellion, the Fenians failed to attract any Presbyterian radicalism in the 1860s. Focusing their advancement on education and commerce, they regarded Fenianism as low and disorderly. The vast majority of Catholics adhered to the belief in constitutional methods. They refused to support a revolt that had no hope of success, and also were suspicious of the conspiratorial nature of the Fenian organisation. Fenian aspirations to restore land to the people, however defined, alienated landowners. Answers may make limited reference to other reasons for the failure of Fenianism, such as divisions among leaders, and the opposition of the Catholic Church. 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 link the issue of lack of

support to a wide range of other factors. Cardinal Cullen led clerical condemnation of the Fenians, and actively and successfully dissuaded Catholics from joining the movement. The clerical view was that it was sinful for Catholics to join secret societies and use force to overthrow a legitimate government and that the Fenians' hopes for revolt were unrealistic and doomed to fail. The firm response of the British government, using spies, legislation, the military and the arrests of scores of Fenians, undermined the 1867 revolt. Fenians contributed to their own failure. Their rising was inadequately planned, with insufficient arms and a lack of support from the USA, while the original plans were postponed from February to March – in the midst of a snowstorm. Divisions in the leadership both in the USA and Ireland proved fatal to the Fenian cause. There were tensions between Stephens and O'Mahony and conflicts between the Irish-based and American movements. 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 3

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Option 4: France 1815–1871

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain why the Bourbons were restored to power in France in 1815.

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 typically inaccurate, superficial and offer unclear descriptions about why the Bourbons were restored to power in 1815. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why the Bourbons were returned to power in 1815, e.g. the advantages of making Louis XVIII King 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. For example, they could refer to some of the following points: Louis XVIII had the best legitimate claim to the throne, he appeared to have popular support and he agreed to accept the terms of the 1814 Charter. Also the European powers who had defeated Napoleon insisted after “The 100 Days” that the Bourbon monarchy, first restored in 1814, was returned to power in 1815. 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 reasons why the Bourbons were restored to

power in 1815. After the failure of the Republic by 1814 most people were willing to accept the return of the monarchy so long as Louis XVIII was willing to accept the revolutionary gains and the 1814 Charter. The part played by Talleyrand in paving the way for Bourbon restoration may be mentioned. 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 successfully did Louis XVIII respond to the problems he faced as ruler of France in the period 1815–1824?

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **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 of the problems facing Louis XVIII in the period 1815–1824. 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 successfully Louis XVIII responded to the problems he faced as ruler of France in this period. The King appeared to have restored economic and political stability to France by 1820 and he was able to pay off the war indemnity to the allies by 1818. 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 successfully Louis XVIII had responded to the problems that he faced between 1815 and 1824. Louis XVIII improved the finances of the

French government which led to the withdrawal of foreign troops by 1818 which led to the return of prosperity after years of costly wars. The King also upheld the Charter of 1814 and acted in 1816 to elect a Chamber with more moderate deputies to reduce the influence of the Ultras. The King established economic and political stability in France and won popular support for the constitutional monarchy. Louis XVIII also improved relations with the Catholic Church and he declared it as the state religion of France. He placed his regime in a favourable light among those nostalgic for “gloire” when a French army successfully invaded Spain to restore the King. Also the King tried to pursue moderate policies and he retained some of the Napoleonic reforms. However, political opposition remained a threat and some people in France were unhappy with the new regime which led to growing support for Republicans. After the murder of the Duc de Berri in 1820, the King came under more pressure from the Ultras and moved away from his moderate policies towards the more extreme demands of the Ultras who had increased their influence over government. After 1820, as Louis XVIII became older, he struggled to resist the growing demands of the Ultras which made his regime less effective by 1824. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be clearly aware of to what extent Louis XVIII successfully responded to the problems he faced as ruler of France in this period. Good responses at this level will be aware of how he dealt well with the war indemnity and how his reforms in government finances helped France recover economically and how his changes were retained long after 1824. The withdrawal of the Allied army of occupation was followed by France’s acceptance into what now became the Quintuple Alliance, while later in his reign the successful invasion of Spain, in spite of attracting the anger of liberals, drew favourable comparisons with Napoleon’s struggle to subdue Spain. The King also appeared to have responded well to the different political groups after 1815 such as the Ultras, Republicans, Bonapartists and the demands of the liberal reformers. The domestic policies of Louis XVIII appeared to be effective and it was only after the murder of the Duc de Berri in 1820 that he started to come under more pressure from the Ultras. From 1820 to 1824 the Ultras dominated the Chamber and government, introducing press censorship in 1821, as well as giving the clergy more influence over education. In 1822 Villele became chief minister and carried out important financial reforms but his support for the Ultras made him unpopular. By the time of his death in 1824, Louis XVIII was starting to become unpopular as he battled to resist the growing demands of the Ultras which led to the emergence of radical opposition

to the monarchy in this period. Overall Louis XVIII appeared to have dealt well with most problems he faced but deep divisions remained over the role of the monarchy, role of the Church and it was difficult to keep the various political groups content by 1824. 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.

- 2 (i) Explain the domestic problems Charles X faced when he became King of France in 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]–[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 domestic problems facing Charles X in 1824. 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 domestic problems facing Charles X in 1824, e.g. the political demands of the Ultras. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail referring, for example, to the issue of the *Pays Legal*, the role of the Church, the threat of the Ultras and the role of the press. There was also growing public discontent and a revival of radical republicans inspired by the work of Saint Simon. 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 domestic problems facing Charles X when he became King in 1824. By this time there was growing friction between the moderates and the Ultras, whilst France was experiencing social and economic problems. 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 Charles X's religious policies 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 in 1830. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms to what extent Charles X's religious policies were responsible for his downfall in 1830. The answer will have supporting evidence. Answers at this level 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 Charles X's religious policies and assess the extent to which they were responsible

for his downfall in 1830. Charles X had strong links with the Catholic Church and he restored the influence of the Jesuits, as well as extending the control of the Church over education. However, other aspects of Charles X's domestic policies also contributed to his downfall in 1830 such as the decision to compensate the Émigrés. Charles X managed to lose the support of the different shades of political opinion in France with unpopular policies and his choice of ministers, e.g. Polignac. By 1830 the close association of the King with the unpopular Ultras led to the Ordinances of St. Cloud and the overthrow of the monarchy. Good answers will refer to the effects of his religious policies and other relevant factors, e.g. economic problems and how they contributed to the downfall of Charles X in 1830. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their arguments with specific evidence and present a sustained evaluation about to what extent Charles X's religious policies were responsible for his downfall in 1830. Good responses could refer to how people feared that he was trying to restore the Ancien Regime, his opposition to political reforms and the growing criticism of his government despite press censorship by July 1830. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain how the economy in France developed between 1830 and 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]–[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 economic developments in France during this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure 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 developments in France between 1830 and 1848, e.g. growth of 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, for example, they could refer to how some areas of France experienced rapid industrial development. The French government was reluctant to intervene in the economy. In the early 1830s and late 1840s many ordinary French people experienced the effects of economic hardship. During this period agriculture developed and by the 1840s 20 million people in France (about 60% of the total labour force) were still dependent upon agriculture. Industry also continued to develop after 1830 and helped by railways the 1840s were years of record industrial growth for France. French industry tended to concentrate upon consumer goods and by 1848 about 50% of French exports were specialised luxury goods e.g. Lyon silks. 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 economic developments across this whole period. In this period the population of France grew steadily and many towns developed rapidly, especially Paris. By 1851 five French cities had more than 100,000 inhabitants. Compared with other countries such as Britain and Germany, France had only experienced limited industrialisation by 1848 and at that time 75% of the population still lived in rural areas. Answers may also refer to the acute economic crisis that France was experiencing by 1847. The French economy suffered from a lack of investment and railway growth was limited by 1848. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Louis Philippe’s downfall was due to his own weaknesses rather than the strength of his opponents.” To what extent would you agree with this statement?

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately **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 start to assess in general terms the reasons for the downfall of Louis Philippe in 1848. They may refer to his weaknesses or the strength of his opponents. However, there will be gaps in knowledge and development of the answer will be limited at times. 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 role played in the downfall of Louis Philippe by his weaknesses and the strength of his opponents. Answers should refer to some examples of the weaknesses of Louis Philippe, such as his foreign policy, perceived as too timid, as in the Mehemet Ali affair, and too subservient to Britain. In addition, his refusal to extend the franchise, his loss of political support and his unwillingness to take firm action left him insecure and out of touch with the political situation by 1848. Political opposition had grown with a series of political banquets and the increase in anti-establishment newspapers and journals but there was not a clear revolutionary leader by 1848. 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 present a sustained evaluation about the extent to which Louis Philippe's downfall was due to his weaknesses rather than the strengths of his opponents. Answers develop further many of the points outlined in Level 3, mentioning aspects of Louis Philippe's foreign policy, which although it made for peace, was seen as a catalogue of missed opportunities and capitulations, e.g. over Belgium and the Mehemet Ali affair. Even his conduct of the Spanish Marriages question offended those mercantile interests which above all sought good relations with Britain. There should be awareness of other factors, such as the failure of the harvest of 1846–1847 which led to food shortages and unemployment. Yet the King and his government did little to try and overcome these problems. By 1847 there was a growing dissatisfaction with the King and his chief minister Guizot, who together refused to extend the franchise and this led to reformers organising political unrest and this, combined with the social and economic crisis that France faced in 1847–1848, led to the downfall of Louis Philippe. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain why the Second Empire in France fell 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]–[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 why the Second Empire fell in 1870. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons for the fall of the Second Empire in France in 1870, e.g. the role of the war with Prussia. 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 could refer to some of the following points: the errors of Napoleon III in foreign policy, weak ministers, e.g. Olivier, growing public discontent in France and growing social unrest in 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 a range of reasons why the Second Empire fell in France in 1870. Napoleon III was suffering ill health and his political blunders led to war with Prussia and after the French army collapsed at Sedan, the Emperor was captured, leading to the collapse of the Second Empire itself. France appeared stable at the start of 1870 but discontent was growing, the government was weak and divided and it lacked support from the working and middle classes. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Napoleon III enjoyed more success in his foreign than domestic policy between 1852 and 1870.” How far would you accept this verdict?

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately **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 and domestic policies of Napoleon III. 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 to what extent Napoleon III had more success in his foreign policy than his domestic policy between 1852 and 1870. Answers could refer to how Napoleon III stabilised his regime before creating a liberal empire between 1859 and 1870. In foreign policy Napoleon III was successful throughout the 1850s up to 1863; after this date France experienced failures in foreign policy, e.g. defeat by Germany in 1870. The answer will have supporting evidence. Answers at this level 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 whether Napoleon III enjoyed more success in his foreign rather than domestic policy in this period. In foreign policy, Napoleon III restored France as a major power and enjoyed successes in the Crimean War and in Italy against the Austrians in 1859. However, from 1863 onwards French foreign policy experienced a series of failures, e.g. Napoleon III misjudged the Austro-Prussian crisis. Napoleon III governed France with a “carrot and stick” approach with press censorship and political groups suppressed, whilst government and army officials were well paid. The Church also supported the new regime and gained many benefits from the new Emperor at first. During this period France experienced economic progress in key areas such as banking, urban renewal, spread of railways, industrialisation and the impact of free trade policies. These measures boosted the popularity of Napoleon III from 1852 to the early 1860s, when political opposition and social unrest started to develop, leading to a public meeting in Paris in 1869 against the Emperor. By 1870 France was diplomatically isolated before declaring war upon Germany in July 1870. This led to defeat and the downfall of the Emperor and the Second Empire itself. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their arguments with specific evidence. As late as 1870 almost 90% of French voters supported the Second Empire but it was his foreign policy errors such as declaring war upon Germany which led to Napoleon III’s downfall by September 1870.

Overall, answers at this level must cover the whole period and analyse the success/failure of both his foreign and domestic policies and reach substantiated judgements. From coming to power in 1852 up to the 1860s, Napoleon III enjoyed success in both his foreign and domestic policies. However, in the 1860s France was embarrassed over the Mexican adventure. The army remained weak and Napoleon III misjudged Prussia, leading to war and defeat. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

Option 4

AVAILABLE
MARKS

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Option 5: Russia 1903–1941

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain why Stolypin introduced land reforms in Russia between 1906 and 1911.

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 and analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[2])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions as to the reforms introduced by Stolypin. 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 may recall, select and deploy historical knowledge with greater 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 Stolypin's reforms regarding the peasants such as land purchase, withdrawal from communes, the move away from strip farming or the move towards hereditary land ownership. At this level, candidates may merely discuss the reforms and not explain why they were introduced. 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 should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers should be more detailed and show an awareness of why the reforms were introduced as opposed to merely discussing what they were. Candidates may refer to how Stolypin viewed solving the peasant question as key to building up support in both the Duma and the countryside. Mention could also be made of how the peasant class was growing rapidly and how Stolypin realised that the Tsar needed their support. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level should 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 in Level 3, answers may show an awareness of how Stolypin was at heart a reformer and grasped the fragility of the Tsar's and indeed Russia's situation after 1906. He aimed to create a class of wealthy peasants, encouraging them to improve their land, try different farming methods, improve the agricultural sector and, most importantly, provide a new solid support-base for the Government. 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 October Manifesto of 1905 was responsible for the survival of the regime of Tsar Nicholas II between 1905 and 1914.” 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 and analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[5])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Tsarism in the period 1905–1914. 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, assessing in general terms some basic reasons for the Tsar's survival. Answers may focus on either the weakness of organised opposition or how the Tsar contributed to his own survival with the introduction of the October Manifesto and the Fundamental Laws, but will probably not assess both aspects. Answers at this level 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 should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more detailed and try to assess specific ways in which the Tsar aided his own survival and also how the weakness of the opposition helped to ensure the survival of the Tsar's regime. The Tsar for his part introduced the October Manifesto, dividing the opposition and giving the illusion of reform, whilst using the Fundamental Laws of 1906 to maintain his autocracy and the status quo. However, the opposition to Tsarism was also weak after 1905 and was made up of mostly disparate groups with no unified leadership or aims. Candidates could discuss how the peasantry had never mobilised *en masse* in 1905, hindering any attempt to have a coherent opposition up to 1914. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers should be more comprehensive, well informed and clearly assess how both the actions of the Tsar and the weakness of the opposition allowed his regime to survive. The Tsar had reluctantly introduced some reforms post-1905 under the advice of Stolypin. These reforms in industry, agriculture and education went some way to appeasing the masses, even if only temporarily, and weakened the calls for revolution. The secret police, the Okhrana, had also been ruthless and efficient in dealing with opposition to the Tsar and the return of loyal troops from the Far East after the end of the war with Japan also helped Nicholas remain in control. In addition, however, candidates should show an awareness of how Nicholas was aided in his survival by the weakness of his opposition. The unrest of 1905 had been largely spontaneous and had caught the revolutionary groups off guard, meaning that they were unable to capitalise on the discontent even after 1905. No opposition group could harness the unrest from 1906 onwards and provide effective leadership as too many opposition groups were involved, all wanting different things. The partial economic recovery caused by the end of the war with Japan and the Tsar's reforms also decreased their support within society. Although there were strikes between 1906 and 1914, they were usually about working conditions and not overthrowing the Tsar. Answers 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 short-term causes of 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 and analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[2])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the short-term causes of the Revolution of February 1917. 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 may recall, select and deploy historical knowledge with greater relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to explain in general terms the short-term causes of the Revolution of February 1917 such as the impact of World War One. Candidates may discuss how this caused the Tsar's support to dwindle and the loss of his support bases. Answers at this level will only begin to explain specific economic causes. 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 a range of reasons that helped to bring about the February Revolution. The role of the Tsar and his poor leadership could be discussed as well as the heavy losses in the war, transport difficulties and the problems caused by the harsh winter of 1916–1917. The war also caused serious economic difficulties such as prices rising by up to four times, causing more political and social unrest. Nicholas's decision to become Commander-in-Chief in 1915 led to him being held directly accountable for Russia's humiliating losses, costing him more support. The role of the Tsarina and Rasputin in undermining the situation at home 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 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. In addition to the points outlined in Levels 2 and 3, responses could mention how, through his leadership and the actions of the Tsarina and Rasputin, the Tsar had lost both his vital support bases of the aristocracy and the army which had helped him survive the Revolution of 1905, but would not do so this time. The anger of the people could also be discussed and how this was now firmly directed personally against Nicholas, over heavy losses in the war, inflation, tax increases and heavy borrowing from abroad. The apparent ignorance of the Tsar regarding the situation brought events to a head in February when a series of strikes led to the overthrow of the entire Tsarist regime. 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 lack of unity amongst their opponents was the most important reason for the success of the Bolsheviks in the Civil War in Russia between 1918 and 1921.” To what extent would you accept this statement?

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and 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 or typically be characterised by generalisations and poor understanding, giving little more than a narrative about Bolshevik success in the Civil War. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms how the Whites lacked overall direction and had no clear purpose, unlike the Reds. They also suffered from having no coherent or unified leadership and their tendency to fight regionally rather than nationally also

hindered their progress. Candidates may assess in general terms some of the other reasons for Bolshevik success in the Civil War, such as Lenin's contribution. Lenin appointed Trotsky as Commissar for War, a job he was exceptional at. He also worked furiously, albeit away from the front lines, on the economic policy of War Communism which kept the workers working and therefore the Red Army fed and armed. The effectiveness of the Red Army and Trotsky as a leader in comparison with the White forces could also be discussed. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and try to assess not only the lack of unity amongst the Whites, but some of the other factors that led to Bolshevik success in the Civil War. In addition to the points mentioned for Level 2, answers may explain the divisions amongst the Whites and also the strengths of the Reds that led to Bolshevik victory. The Whites were deeply divided in their political and economic views and their armed forces were poorly organised, trained and equipped. Their loss of allied help after 1919 made any sustained effort on their part almost impossible. Candidates should then also go on to consider other reasons for the Bolshevik victory in the Civil War, such as the role of Lenin. He worked on a furious propaganda campaign against the Whites which helped turn support away from the Whites and towards the Reds. His appointment of Trotsky as Commissar for War also showed immense leadership on Lenin's part, realising as he did Trotsky's suitability for the post. The role of Trotsky as Commissar for War could be raised and how he transformed the Red Army into a well-disciplined and ferocious fighting force of over five million. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and, in addition to the points mentioned for Level 3, should show a clear awareness of not only the roles of Lenin and Trotsky but also both the divisions amongst the Whites and the strengths of the Reds and reach a judgement over which was the more important in leading to Bolshevik success. The use of the Cheka and the Red Terror also led to the Bolsheviks assuming the upper hand as well as the fact that they always had control of the railway network and the important industrial centres, keeping their supply and

transportation routes open at all times. The policy of War Communism and how it transformed the economy in order to deliver success in the Civil War should also be discussed. Excellent answers will engage fully with all aspects of the question and present a coherent and well-argued response. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 3 (i) Explain why Bolshevik economic policy changed from War Communism to the New Economic Policy in 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 give little more than a narrative outline of the policies of either War Communism or the New Economic Policy (NEP). Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers may outline how the policy of War Communism had only one aim which was to win the Civil War and so when that was achieved, the policy had in many ways become redundant. They could also discuss the terrible cost the policy had exacted from the people and the country, making it likely that it should be changed. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and, in addition to the points mentioned above, could discuss how the policy of War Communism had cost the Bolsheviks a lot of support and so it was a wise choice to change the policy. Industry had ground to a virtual standstill, food

production had fallen to two thirds of the 1913 figure and the fact that food production had halted in many areas, coupled with the breakdown in the transportation and distribution systems, had resulted in widespread famine. The devastating economic impact could also be discussed with the value of the currency totally collapsing and inflation running at around 1 000 000% by 1922. This level of inflation removed any incentive to work or produce goods for sale, contributing furthermore to the downward economic spiral. Answers at this level may begin to address the specifics of the NEP in addition to the problems with War Communism. If the answer deals very well with either the problems of War Communism or the benefits of the NEP, then award to the top of Level 3. 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 discuss both the failings of War Communism and the reasons why the NEP was needed. Russia had witnessed a sharp fall in industrial output following the fall-out from the revolution and the Civil War. Lenin realised that in order to compete economically and survive politically, economic reform was needed. The unpopularity of War Communism amongst the peasantry came to a head in 1920–1921 in a series of anti-Bolshevik risings, the most notable being the Tambov Rising. This was only suppressed by 50 000 Red Army troops. The Kronstadt mutiny could also be discussed as the key factor leading to the change in policy, when the sailors outside Petrograd mutinied. This was a very worrying sign for Lenin and the Bolsheviks as the sailors had previously been a mainstay of the Revolution. The NEP also helped the Bolsheviks regain a lot of the support they had lost due to the harshness of War Communism. There were therefore economic and political reasons for the change in economic policy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The success of the Bolsheviks in October 1917 was mainly due to the mistakes made by Kerensky.” 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 a narrative or be characterised by generalisations and poor understanding, giving little more than a narrative about the mistakes of Kerensky or the Provisional Government between February and 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 may begin to refer to the mistakes made by Kerensky between February and October 1917. He was one of the main advocates of continuing Russia's involvement in World War One which would prove a disastrous decision, losing what little support and goodwill there was for the Provisional Government. He also took the decision to arm Trotsky's Red Guards in order to crush the Kornilov Coup which then increased the chances of the Bolsheviks overthrowing the Provisional Government. Answers may refer to some other mistakes of the Provisional Government or strengths of the Bolsheviks but may not assess both parts of the question. 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 both the mistakes made by Kerensky and those made by the Provisional Government. Kerensky had also been responsible for the great push in the war with the summer offensive which went so disastrously wrong. He was also guilty of greatly underestimating the Bolsheviks which would ultimately lead to their seizure of power. The Provisional Government delayed the elections to the new Constituent Assembly, making it look as if it was prolonging its time in power. It also had from the start been a power-sharing government formed from a provisional committee from the Duma and the Petrograd Soviet and this was always a counter-productive situation. The Bolsheviks for their part were also highly organised and able to appeal to a wide cross-section of society in gaining support. Mention could also be made of the important roles of both Lenin and Trotsky in ensuring Bolshevik

success. Answers 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 and 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 refer to the mistakes of Kerensky and the Provisional Government, as well as the strengths of the Bolsheviks. In addition to the points outlined in Levels 2 and 3, 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 also delayed a decision on the crucial land reforms which would have brought it goodwill and support and it was also seriously discredited over the Kornilov revolt, from which it never truly recovered. The Bolsheviks, on the other hand, were able to read the situation perfectly and capitalise on the re-emerging unrest; they provided solid leadership in the forms of Lenin and Trotsky. Lenin's return in April boosted their morale and his April Theses gave them a rallying point. His promises of peace, bread and land crucially galvanised support from soldiers, workers and peasants behind their party. Trotsky successfully infiltrated the Petrograd Soviet and provided leadership for the Red Guard which numbered 10 000 by October. Trotsky's skilful and meticulous planning of the October Revolution could also be mentioned. The Bolsheviks also employed the skilful use of propaganda to rally people behind them. No other opposition group could provide all this in October 1917. Answers should be able to achieve a low Level 4 mark for dealing well with the mistakes of the Provisional Government and the strengths of the Bolsheviks in leading to the October Revolution even if Kerensky has not been dealt with directly. Answers which focus specifically on Kerensky's failings, the mistakes of the Provisional Government and the strengths of the Bolsheviks should be awarded in the mark range 19–22. 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 Stalin carried out the purges between 1934 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 be typically inaccurate, superficial and offer unclear descriptions relating to the purges. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons for the purges. For example, they were a means to control society at a time when Stalin faced much opposition from many areas. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and may show an awareness of other reasons for the purges such as Stalin attempting to prevent any opposition to his policies, especially those which were failing such as the 5 year plans. Particular mention could be made of the Kirov murder and how Stalin used this as a means to start the Great Purges after 1934. Kirov was targeted as he was becoming too popular with the populace in general and with the party moderates in particular. He had called for a more conciliatory approach in the Politburo, thereby posing a threat to Stalin's economic policies. Kirov was also party leader in Petrograd as well as being dominant in the Politburo and Stalin was concerned about him building a powerbase. Stalin subsequently started to see him as a direct threat to his leadership and in the aftermath of his death, used complicity in Kirov's assassination as a false charge with which to accuse and execute his other rivals. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 reasons outlined above and may also discuss aspects such as Stalin's attempts to destroy all opposition to his leadership in the wake of his failing and unpopular policies. This opposition came from all areas such as the left, the right, from party officials, the Red Army and finally from the Secret Police whom Stalin

had used to crush all other opposition. He then had to do the same to them, fearing they had become too powerful and were also posing a threat to his leadership and position. The Great Purge was also in part to rid all opponents to Stalin personally and after 1935/1936, nearly all the “old” Bolshevik leaders were arrested on trumped up charges, usually linked to the Kirov murder, the famous show trials orchestrated and they were executed. The victims included Zinoviev, Kamenev, Radek, Rykov and perhaps most importantly Bukharin. This was all a sign of Stalin’s increasing paranoia about internal and external threats and the USSR not being ready to face them. Stalin also used the removal of these men as a method by which to implicate Trotsky in a supposed fascist plot to overthrow the USSR and further discredit him both at home and abroad. 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 success in the power struggle in the period 1922–1929 was due solely to the mistakes of his rivals.” 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 and analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer is in narrative form, with limited understanding, explanation, analysis and judgement. Answers will be characterised by generalisations and poor understanding, giving little more than a narrative about the power struggle between 1922 and 1929. 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, assessing in general terms some basic aspects of how Stalin won the power struggle over his rivals. They could refer to his role as General Secretary of the party or the unpopularity of Trotsky. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will be more detailed and try to assess specific reasons why Stalin was able to defeat his rivals in the power struggle. Candidates could refer to some of the mistakes made by his rivals, such as the decision to suppress Lenin’s testament in May 1924 which condemned Stalin as well as his rivals. The party in 1924 also saw Trotsky as more of a danger than Stalin. Stalin was also able to exploit divisions and disagreements amongst his rivals in order to isolate and defeat them. He had also succeeded in presenting himself as the heir of Lenin, starting at his funeral where Stalin was chief speaker and mourner. Trotsky, on the other hand, was noticeably absent which increased suspicion about his motives. Stalin had also laid the foundations of his political power before 1922 when he became General Secretary of the party and gathered an immense amount of knowledge and power within the party. He then oversaw the expansion of the party and filled posts with his followers. As such, during Lenin’s illness and incapacitation, it was already Stalin who was largely running the USSR. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers should be more comprehensive, well informed and debate clearly the extent to which Stalin’s victory in the power struggle by 1929 was due to the mistakes of his rivals. Good responses could refer to how Stalin exploited the ban on factionalism which made his policies difficult to challenge within the party after 1924. The party was also divided over whether to continue with the NEP or opt for Socialism in One Country and Stalin was able to exploit this division. Stalin outmanoeuvred his rivals, including Trotsky, Kamenev and Zinoviev, who were divided into the left which was defeated once and for all by 1927 when Trotsky was expelled from the party. By 1929, Stalin had isolated and defeated Bukharin and the Right opposition. Top level responses could also discuss some other reasons for Stalin’s success such as control over the party as well as going into detail on the mistakes of his main rivals, Trotsky and Bukharin. 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 5

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Option 6: Italy 1914–1943

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain why Italy decided to enter the First World War in 1915.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about why Italy decided to enter the First World War in 1915. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why Italy decided to enter the First World War in 1915. Answers could refer to the Nationalist desire to gain glory in war and so remove Italian feelings of national inferiority. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, showing some awareness of a range of reasons why Italy decided to enter the First World War in 1915. Answers could refer to the impact of the Treaty of London which promised large amounts of Southern Austria and a large portion of Dalmatia to Italy. Nationalists like D'Annunzio saw the war as an opportunity for Italy to assert itself and win glory. Syndicalists, republicans and anarchists encouraged entry into the war as it might create circumstances favourable to revolution leading to the destruction of the monarchy and capitalism. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear understanding of the reasons why Italy entered the war in 1915. They may discuss how Liberals feared remaining neutral as victory for Germany and Austria–Hungary would leave their country prey to powers angry at Italy’s betrayal of the Triple Alliance. Likewise, if the Entente powers were victorious the Liberals feared losing out on territorial gains in the Mediterranean. The Prime Minister, Salandra, hoped for a short war which would strengthen the Liberal state. Italy also had imperialistic ambitions to gain colonies, especially in the Horn of Africa. Level 4 answers must refer to the territorial gains Italy was promised in the Treaty of London. 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 Italian war effort between 1915 and 1918 was successful.” 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 be typically characterised by generalisations and poor understanding, giving little more than a narrative about Italy’s war effort. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of the government’s handling of the Italian war effort. 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 Italian war effort and start to make a judgement about the level of success Italy experienced in the First World War. They could also examine the impact of war militarily, economically, politically and socially to decide whether Italy, despite being on the winning side, really was successful in the First World War. Militarily, although Italy was on the winning side, the Italians suffered massive casualties between 1915 and 1918. The government could be blamed for mishandling the war effort as the leader of the Italian military, General Cadorna, used ineffectual tactics and blamed military failings on the weak government. However, the army did experience the much publicised success with the victory of Vittorio Veneto. Economically, the national debt increased due to the government spending 148 billion lire to finance the war. Inflation rose sharply yet there was a major expansion of industries such as metallurgy, engineering, shipbuilding and vehicles. Politically neither the Socialists nor the Catholics took any part in government and even the various liberal leaders remained divided over the conduct of the war. Wartime governments were therefore politically weak and failed to rally strong national enthusiasm for the war. Socially, the war did produce some discontentment with 50 killed as a result of bread riots in the summer of 1917. 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 supported with specific evidence and present a sustained evaluation about the extent of success in the Italian war effort. Good responses could refer to the disaster at the battle of Caporetto. This was a complete humiliation to Italy and was used to weaken the credibility of the Liberal State after the war. It resulted in the replacement of General Cadorna and the government's promise of major social reform after the war. Answers could additionally point out that, although Nationalists viewed the peace treaties as a betrayal and a "Mutilated Victory", Italy in fact made more territorial gains than any other victorious nation. By gaining Trentino, South Tyrol and Istria, nationalist claims for Italia Irredentia were met. Dalmatia, however, was claimed by the new state of Yugoslavia. 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 Mussolini consolidated his political power in Italy in the period 1922–1928.

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 how Mussolini consolidated his political power in Italy up to 1928. 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 used by Mussolini to consolidate his political power by 1928, for example, the methods he used to take advantage of the Matteotti crisis. 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 demonstrate some awareness of a range of methods used by Mussolini to consolidate his political power in Italy by 1928. They could refer to the emergency powers which were given to Mussolini by the Chamber of Deputies in November 1922 to reform the administration and tax system, only three weeks after he became Prime Minister. They may also comment on the Legge Fascistissima of December 1925 which greatly strengthened central government's political control by banning all opposition parties, strengthened control over the press, made Mussolini head of the Government, set up a new secret police service and took greater control over local government. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of the methods used by Mussolini to consolidate political power in Italy by 1928. In addition to some of the points outlined above, answers may refer to the electoral success of 1924, the introduction of press censorship in July 1924, the creation of the Fascist Grand Council and militia and the new electoral law of 1928. They could also refer to the Acerbo Law of 1923, the law giving Mussolini the right to issue personal decrees in January 1926. The murder of Matteotti can also be discussed as this led to the Aventine Secession in June 1924 when the opposition deputies left Parliament allowing Mussolini to strengthen his political power. This event also highlighted the importance of his control over the press and the use of propaganda. Answers could also refer to the increase in control over local government with elected municipal councils eliminated and mayors being replaced by podestas. 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 political problems responsible for the collapse of Liberal Italy 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]–[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 on the collapse of Liberal Italy and the rise to power of Mussolini. 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 the importance of political problems in the collapse of Liberal Italy such as the advance of Socialism from 1919. 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 role that political problems had in the collapse of Liberal Italy. Answers could refer to the growth in popularity of Socialism with the growth of unions and strikes between 1919 and 1920 which worried the King and the Church. They could refer to the effects of Proportional Representation (PR), 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. Some answers may also begin to refer to other causes of the collapse of Liberal Italy such as economic causes with increasing inflation continuing to undermine people’s living standards but this may be in an incomplete manner. 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 supported with specific evidence and present a sustained evaluation about the reasons for the collapse of Liberal Italy. The war had increased the problems facing the new Italian democratic governments, which also had to deal with long-term problems, such as the role of the Church and the North–South divide. The three main political parties would not work together, whilst 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. In addition to assessing the role of political problems, answers at this level should evaluate the role of other factors in the collapse of Liberal Italy, such as the growing social and economic unrest in Italy after 1918, fears of a communist revolution and the role of the Church. The role of Mussolini could also be discussed as he exploited the deep political divisions and was also helped by support from the King and Church who feared the left more than Fascism. Finally, Mussolini threatened to “March on Rome” and it was this threat that led the King and Salandra to invite him to take power in 1922. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 3 (i) Explain Mussolini's aims for Italian industry and agriculture between 1922 and 1939.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about Mussolini's aims for Italian agriculture and industry between 1922 and 1939. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of Mussolini's aims for Italian industry and agriculture between 1922 and 1939, e.g. to achieve Autarky. 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 an awareness of Mussolini's aims for Italian industry and agriculture by 1939. They could refer to some of the following points: to improve agricultural production, boost industrial development and try to make Italy economically self-sufficient and less dependent upon imports. Mussolini's Battle for Grain in 1925 was intended to reduce the volume of foreign wheat imports and ensure that Italy would have enough food in the event of war. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of Mussolini's economic objectives for Italian industry and

agriculture by 1939. Answers could discuss the points outlined above as well as the role of the IMI and the IRI in trying to protect Italian industry and the effects of the Great Depression. Mussolini wanted a strong economy to consolidate support for his regime as well as using his “Battles” such as the Battle for Land to get the Italian economy ready for war by 1939. Good answers may also refer to the corporate state as a means of controlling industry. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Mussolini’s use of the arts and the media was the most important means by which he attempted to control 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 a narrative about the use of the arts and media by Mussolini to control 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 how Mussolini used the arts and media to control Italy in the period 1922–1943, e.g. through the Ministry of Popular Culture which promoted Fascist ideals and culture. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be

more detailed and attempt to reach a judgement about the extent to which Mussolini's use of the arts and media was the most important means by which he attempted to control Italy in the period between 1922 and 1943. Mussolini, as a former journalist, realised the importance of media and propaganda. Censorship was also used and after 1926 newspapers were under Fascist control. By the 1930s the regime made greater use of radio and cinema to promote Fascist ideas, reinforcing the message with posters and rallies. The personality cult of Il Duce was also important to glorify his role. Answers may refer to the state's organisation of art exhibitions and commissioning of new buildings in classical style. Some responses at this level will begin to assess the importance of other factors used by Mussolini to control Italy in this period, e.g. the OVRA, the Corporate State and the strong centralised government under Fascist control. However, this may be carried out in an incomplete manner. While using organisations such as the OND and ONB, Mussolini used repression and the creation of an authoritarian state to control Italy, aiming to create a Fascist society loyal to him and his ideals. Answers may lack balance at times with some gaps in knowledge or argument or they may omit the period 1940–1943. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will assess whether Mussolini's use of the arts and media was the most important means by which he attempted to control Italy in the period 1922–1943. Answers could observe that the OVRA did not really create a regime dominated by force and terror after Mussolini had consolidated his power by 1928. Answers could refer to the lack of opposition to Fascism before World War II or the various agreements made by Mussolini with the Church, King and Army. During World War II the powerful propaganda machine became less convincing and people lost faith in the state controlled radio, instead listening to broadcasts from the neutral Vatican City or even the BBC. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the aims of Mussolini's foreign policy in the 1920s.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about the aims of Mussolini's foreign policy in the 1920s. 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 aims of Mussolini's foreign policy in the 1920s. They may refer to the desire to make Italy into 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 show an awareness of the aims of Mussolini's foreign policy in the 1920s. They may discuss the desire to spread Fascism, the desire to achieve dominance in the Mediterranean and expand Italian influence over Corfu and Fiume. Mussolini also aimed to expand Italian influence in Africa and to have more influence in the Balkans, e.g. Albania. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed and demonstrate a clear awareness of the aims of Mussolini's foreign policy in the 1920s. He wanted to redress the grievances Italy had with the Peace Treaties at the end of the First World War and to re-create the glory of the Roman Empire. Mussolini aimed to portray himself as a major international statesman, as demonstrated by his signing of the Locarno Pact and his role in the League of Nations. He also aimed to gain prestige and respect for Italy as a major European power. This was demonstrated with the signing of the Locarno Pact in 1925 and the Kellogg–Briand Pact in 1928. This could be seen as Mussolini wanting to adopt a pro-British approach to foreign policy in the late 1920s. 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 Mussolini's closer relations with Hitler after 1936 responsible for the failure of his foreign policy by 1943?

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 typically be characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini's relations with Hitler between 1936 and 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 how Mussolini's closer relations with Hitler in this period contributed to the failure of his foreign policy by 1943, e.g. Italy's entry into World War II in 1940. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more comprehensive and start to make a judgement about the extent to which closer relations with Germany after 1936 led to the failure of Mussolini's foreign policy by 1943. They could discuss whether Italian foreign policy appeared successful until Mussolini developed closer links with Hitler from 1936 onwards. After the Italian invasion of Abyssinia, the subsequent collapse of the Stresa Front and the involvement of both Italy and Germany in the Spanish Civil War, Italy became increasingly at odds with Britain and France. This pushed the two dictators closer together leading to the Rome-Berlin Axis of November 1936. Answers could discuss how Italy became increasingly

dependent on Germany in the late 1930s through the Anti-Comintern Pact and the Italian withdrawal from the League of Nations. On the surface Mussolini's role at the Munich Conference seemed to be a success but his subsequent territorial demands alienated France even further and forced him ever closer to Hitler. The Pact of Steel in 1939 could be seen as Mussolini trying to take advantage of German territorial gains in Europe but it also made the prospect of war against Britain and France a distinct possibility. Despite declaring neutrality in September 1939, Mussolini decided to enter the war by June 1940 since he was afraid of missing out on the spoils of war. This was a major error as the Italian armed forces and economy were not ready for war. This decision led to Italy's defeat and the downfall of Mussolini by 1943 as the war was also unpopular. Answers may lack balance at times with some gaps in knowledge or argument or they may omit the period 1940–1943 or 1936–1939. 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 ([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 evaluation about the extent to which Mussolini's closer relations with Hitler led to the failure of his foreign policy by 1943. In addition to discussing the role of Mussolini's relations with Hitler, answers should evaluate the role of other factors in assessing the failure of Mussolini's foreign policy by 1943. The Italian armed forces and economy had been badly damaged by Spain and Abyssinia. This left the Italian armed forces in a position where they were completely under-prepared for war. Mussolini also misjudged Italy's resources and strength. Very little effort had been made to defend Italy from aerial attack and Italy possessed no aircraft carriers. In addition, Mussolini's leadership of the Italian armed forces was inadequate, making strategic errors such as the decision to send aircraft to take part in the Battle of Britain which were not up to the task. His "fatal friendship" with Hitler forced Italy into a war it could not win, leading to the downfall of Mussolini and Fascism itself in 1943. 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]

Option 6

Total

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60

60