



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2012**

History

Assessment Unit AS 2

[AH121]

MONDAY 23 JANUARY, AFTERNOON

MARK SCHEME

Level of response mark grid

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

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

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

AO2 In relation to historical context:

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

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

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

Option 1: Spain and Europe 1556–1592

AVAILABLE
MARKS

- 1 (i) Explain the causes of the Perez affair.

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 superficial and offer an unclear explanation of the causes of the Perez affair. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify some of the causes of the Perez affair. 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 a sound awareness of the causes of the Perez affair. These may include Perez's manipulation of his position as Philip's most powerful secretary. As leader of the Eboli faction, Perez sold state secrets and may have been conducting secret negotiations with the Dutch and Portuguese. These threats to Philip were heightened by his knowledge of the murder of Juan de Escobedo. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of the range of problems which led to the Perez affair. Answers will develop the causes identified in Level 3 by considering links to other internal difficulties. A focus on the Aragonese revolt will show Perez's continued threat, after his escape in 1590, and Philip's need to take action. The factional rivalry encouraged by Philip created

violent conflict between officials that led Perez to take action which eventually caused the crisis. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent did Philip II create an absolute monarchy 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]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess 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. Level 3 answers will provide a more detailed knowledge and understanding of to what extent Philip II created an absolute monarchy. Philip's centralisation of power in Castile and his distrust of advisors points towards absolutism. Philip controlled all things through his council system and his personal control, linked to the decline of the Cortes, seems to support the idea of absolute government. Some historians point to Philip merely improving a system and this contradicts the question. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling,

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

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess to what extent Philip II created an absolute monarchy in Spain. Level 4 answers will cover the points mentioned in Level 3 but will extend and develop them. Greater focus on Aragon will identify Philip's coronation as a sign of absolutism and his limitation of the Justicia supports this assumption. Philip's creation and manipulation of factions allowed his power to increase. Philip was limited by powerful nobles like the Duke of Medina Sidonia and poor communications with his Empire further hampered his power. One historian argued that, "Absolute monarchy is to be judged not by what it looked like but how it worked". Philip's power was limited by the weakness of Spanish 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. [22]

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- 2 (i) Explain how Philip II funded his government of 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 typically be inaccurate, superficial and offer an unclear explanation of Philip's sources of income. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify a variety of sources of income. 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 a greater awareness of some of the sources of Philip II's income. These should include the selling of Juros (bonds) and a series of taxes such as alcabata, servicio, excusado and crusada, thus increasing taxation by 430% in the period 1559–1598. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of the range and variety of the means used to raise finance. Philip obtained funding from his overseas possessions but at a lower level than Castile. The Church posed an excellent source of income as did the sale of lands and influence, although these actually led to a decrease in income. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far would you agree that the Spanish economy was successful 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. Level 1 answers may provide a narrative or recall little more than a few details about the Spanish economy. 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 in general terms assess to what extent the Spanish economy succeeded in the period 1556–1592. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent of success of the Spanish economy. Answers will consider the inflationary impact of the American bullion, with a fourfold increase in its value from 200 000 ducats in the 1560s to 800 000 ducats in the 1590s. Population increase supported a strong Spanish economy, especially agriculture, in the early years of Philip's reign. However, by the 1580s wheat had to be imported. A lack of investment, due to more beneficial returns from Juros, led to a weakening economy, despite superficial success in areas like Seville. A focus on pirates and plague might be used to analyse how the Spanish economy overcame its difficulties. 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 build upon factors identified in Level 3 to show how Philip's policies aggravated economic weaknesses. Poor government structure overburdened industry with government regulations. The dispersal of the Moriscos had a negative effect on the economy. War overstretched the Spanish economy and taxation, especially Juros, led to a weakening economy, despite superficial success in areas like Seville. 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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- 3 (i) Explain the impact of the Counter-Reformation on Spanish culture 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 superficial and offer an unclear explanation of the impact of the Counter-Reformation on Spanish culture. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify the impact of the Counter-Reformation on Spanish culture. 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 a greater awareness of the impact of the Counter-Reformation on Spanish culture. Answers might focus on church reform and its impact on Spanish society. Much of the culture was focused on the Catholic faith and censorship, along with bans on foreign study for students, led to an insular state. Philip II's support for the Counter-Reformation and for the arts coincided with Spain's development into a cultural stronghold. 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 cultural development in this period by developing Level 3 answers. Responses might consider the mystical traditions created by Saint Teresa or Saint John of the Cross. Architectural development of palaces, like the Escorial, had major religious influences. Leading Spanish cultural figures like Cervantes, Lobe de Vega and El Greco all developed in this period. By contrast the Inquisition limited cultural development by forbidding the cultures of Conversos' Mudejars and Moriscos. 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 main aim of Philip II’s religious policy in Spain in the period 1556–1592 was to strengthen Catholicism.” How far would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall a number of details 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. Level 2 answers will answer in general terms what Philip II main religious aims were. 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 Philip's aims and try to assess to what extent Philip II's religious policy in Spain aimed to strengthen Catholicism. Answers should emphasise his support for the Council of Trent and the impact this had on the church in Spain. Philip's support for the Inquisition and its actions against non-catholic elements within Spain show how religion was a driving factor in many of his policies. By focusing on the Moriscos, answers may show that religious motivation outweighed stability and economic development. By contrast responses might consider foreign policy where peace with the Turks showed that support for a religious crusade had not been inherited from his father. 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 develop points made in Level 3 and assess to what extent the strengthening of Catholicism in Spain was the main aim of Philip II's religious policy. Relations with the Papacy should be considered. Philip's control of the Church in Spain was also about the financial benefits that such control granted him. A discussion of the Dutch revolt might require a consideration of religious motivation against dynastic, political and economic elements to Philip's 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. [22]

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- 4 (i) Explain the aims of Philip II's policy towards France in the period 1556–1592.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will offer an unclear explanation of Philip's policy toward France. Meaning

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify the aims of Philip II's policy towards France in this period. 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 an awareness of the main aims of Philip's policy. Answers should refer to some of the following points: to defend Spain against his long-term enemy, to improve his position in Italy at France's expense and to keep France politically divided but religiously united. Initial conflict was resolved with the Treaty of Chateau Cambresis and the outbreak of the French Wars of Religion reduced France's threat to Spain. Relations began to decline in the 1570s and threatened French support for the Dutch rebels increased tension. In 1584 Philip signed a treaty at Joinville with the French Catholic League to limit the threat of the Protestant Henry of Navarre, and so became involved in internal French politics. By 1589 Philip had invaded France to stop Henry of Navarre becoming King and to place his own daughter on the throne. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of the range of aims of Philip's policy towards France. Philip II seemed determined to keep France weak to stop it threatening his dominions and the strategic interests of Spain. Initial goodwill between the two nations had turned into conflict by 1589 as Philip intervened for religious and dynastic reasons. 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) “In spite of their best intentions, Philip II and Elizabeth I were dragged into a war in 1585 which neither of them wanted.” 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 recall a series of facts which led to an Anglo-Spanish conflict. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the factors which caused the Anglo-Spanish conflict. Responses might consider that both monarchs wished to avoid war and that Philip proposed to Elizabeth. A focus on the Netherlands as the main cause of conflict will reveal that both monarchs had cause for complaint at the actions of the other. Although they sought to avoid war, the actions of each monarch seemed to drag them towards it. A mention of both Nonsuch and Joinville would reveal the spark for war. Answers should consider some of the earlier causes such as: Philip’s interference in rebellion in England; invasion of England from the Netherlands; support for the Sea Beggars; clashes in the Americas and the assassination of William of Orange. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess the reasons for the outbreak of war. Responses might consider Elizabeth’s fear of a Catholic crusade and to what extent Philip had such intentions. Parma’s successes in the Netherlands together with Philip’s involvement in the revolt of the Northern Earls, and the Ridolfi and Throckmorton plots, seemed to prove Philip’s aggressive intentions. Elizabeth’s theft of the Genoese silver ships in 1568 which led to a series of tit for tat reprisals might be used to show how tensions grew but that war could have been avoided if each monarch had tried to understand the other. Clashes in the New World greatly increased the likelihood of conflict but could show that a growing English expansion was always likely to lead to war. Elizabeth’s positive attitude to English expansion was always likely to cause war despite her desire to avoid it. Finally, answers might consider religious differences which contributed to the 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.

[22]

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Option 1

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

AVAILABLE
MARKS

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

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, providing a general account of the events of the war and its aftermath. The response may contain some explanation of the immediate results of the conflict. The terms of the Treaty of Aix-la-Chapelle, May 1668, 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, dealing perhaps with the precise terms of the Treaty which compelled Louis to return Franche-Comte while retaining the French gains in the Spanish Netherlands, including Douai, Charleroi, Oudenarde and Lille. Louis's army had displayed its strength to Europe and expanded French territory through a series of carefully orchestrated sieges. Answers may explain how Louis was angered by the attitude of the Dutch, who had formed a Triple Alliance with England and Sweden, and ordered his army to launch an attack on Holland that culminated in the Dutch War, 1672–1678. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be better informed and may elaborate upon Louis's anger with the Dutch attitude and his determination to teach the "maggots" a lesson. Louis set out to further secure his north east frontier by ordering Vauban to fortify the seized towns and planning further expansion into Holland. Good answers may note Louis's tentative negotiations with Leopold about partitioning the Spanish empire. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The formation of the Grand Alliance was the most important reason for the outbreak of the Nine Years' War in 1688." 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 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 outbreak of war. The formation of the defensive League of Augsburg in 1686 and its development into a full Grand Alliance enabled the Allies to react to the actions of the French King. Louis XIV was annoyed that the archbishopric of Cologne was granted to the brother of the Elector of Bavaria and that he had been thwarted by the Diet of the Holy Roman Empire when it granted the Electorate of the Palatinate to William of Neuberg. The war began when French troops

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how the formation of the Grand Alliance was central to the outbreak of war and address the other factors which led to the outbreak of war. Without the strength in numbers the Alliance provided, it is unlikely that any single enemy of Louis would have declared war on France alone. France was involved in a long-standing quarrel with the Papacy which had been heightened by Louis's seizing of Avignon and the events in Cologne. England and the Dutch were alarmed by the Revocation of the Edict of Nantes in 1685. England was also concerned at how Louis had supported James II in his attempt to recover his throne with a campaign in Catholic Ireland. Louis XIV's expansionist policies had impinged upon the interests of Austria, Spain, England, the United Provinces, Brandenburg, Saxony and Bavaria. 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 formation of the Grand Alliance was responsible for the outbreak of the Nine Years' War. Answers may show some understanding of the long-term build up of grievances to explain the coming together of a diverse group of countries united only by their fear of France and their mutual desire to halt Louis's expansionism. Louis's actions and attitude had played a crucial role in provoking opposition. A more detailed analysis may also be made of the relationship between Louis and William of Orange. The answer will be well informed about the circumstances of 1688 and 1689 that enabled France's opponents to make a united stand against French expansion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the impact of the Truce of Ratisbon (1684) on Europe.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or make some unsupported statements about the events surrounding the Truce of Ratisbon. 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 surrounding the signing of the Treaty. The response may contain some explanation of the position of France in relation to the other leading nations of Europe in 1684. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail observing, for example, that France had dominated the War of the Reunions with Spain. The taking of the strategically significant towns of Strasbourg and Luxemburg strengthened the vulnerable north eastern frontier of France. Through the victories in this war and his wider reunion policies, Louis had expanded French territory and improved his country's defences. Courtrai and Diksmuide were restored to a demoralised Spain. Austrian assistance had failed to help Spain halt French expansion and the Truce represented the height of French ascendancy in Europe. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

are very well developed and substantiated. Louis's expansionism may have gained him territory but it had also gained him enemies. His successes in the run up to the Truce of Ratisbon had been while his enemies were distracted by other concerns and only Spain felt able and willing to stand up to France. After Ratisbon the situation in Europe was to be transformed as Louis was to face united opposition in the form of the League of Augsburg and the Grand Alliance. The French position in 1684 was not as impregnable as it may have appeared and good answers may note that Ratisbon was a truce rather than a treaty, meaning Louis's gains were not all permanent. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Only the Dutch could be satisfied with the results of the Nine Years' War." To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or make generalised assertions about the result of the war and whether Holland was the only country satisfied with its outcome. 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 response providing limited analysis of how satisfied each opponent was, perhaps focusing exclusively on the Dutch. Answers at this level may communicate some knowledge of how, on balance, the Dutch saw their war aims met by defending their territory during the conflict and seeing Louis surrender many of the gains he had made on his north-east frontier. The satisfaction of some of the other Allies may be addressed. 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 Dutch and the other nations involved in the Nine Years' War. During the war Louis enjoyed notable victories at Fleurus, Steenkirk and Neerwinden, threatening the security of the Dutch. However, the conflict in the Spanish Netherlands became a stalemate and was reduced to a series of sieges. While the Dutch succeeded in defending their territory, they never came close to defeating the French. The terms of the Treaty certainly favoured the Grand Alliance. The Dutch benefited from acquiring the barrier fortresses and seeing Spain restored most of the territory lost to France in the Netherlands. Louis was also forced to recognise William as King of England which arguably strengthened the Dutch position in Europe. France conceded the Palatinate to William of Neuberg, Cologne to Prince Clement of Bavaria and Lorraine to its original owners. Austria also secured territory and had played a crucial role in the Allies' overall aim of halting the expansionism of Louis. All that France got out of the war was Strasbourg and Alsace, while retaining its earlier conquests of Metz, Toulon, Verdun and Franche Comte. 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 Dutch were the only people satisfied by the results of 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, recognising that many countries had reason to be satisfied. It may be acknowledged 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. Even Louis could arguably be satisfied by his position in 1697. 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 causes of the War of the Spanish Succession.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported statements about the events leading up to the outbreak of the 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. Louis's rejection of the Partition Treaty and acceptance of the Will provoked a reaction from his opponents. Louis's actions over the next number of months were to formalise this opposition into a Grand Alliance against him. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation 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. William of Orange and Leopold were outraged and alarmed by this expansion of Bourbon power yet war was far from inevitable. Level 3 answers will explain some of the actions of Louis that provoked its outbreak. In December 1700 Louis reaffirmed Phillip's right to the French throne raising the possibility of a future uniting of France and Spain. In February 1701 Louis seized the Dutch barrier fortresses, in the name of his grandson, and, later that year, secured the right for French companies to trade in the Spanish Empire. On the death of James II, Louis recognised the Old Pretender as James III of England, raising the possibility of another Jacobite invasion of England. Louis's opponents formed themselves into a Grand Alliance to restrict the growing power of France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Louis's acceptance of the Will and series of blunders will be explained. Good responses may note the role of other countries in the outbreak of war, notably Austria. 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) “After its defeat at the Battle of Blenheim, France had no possibility of winning the War of the Spanish Succession.” How far would you agree with this verdict?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Responses will be characterised by generalisations and poor understanding, relying mainly on a narrative account of the War of the Spanish Succession. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, providing a limited analysis of the impact of the Battle of Blenheim, perhaps focusing on the events of the battle itself and its immediate consequences. Responses may communicate some knowledge of other significant Allied victories in the war, for example, Ramillies, Oudenarde and Malplaquet. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the significance of the Battle of Blenheim and make clear judgements about the impact it had upon the war. 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. The battle devastated the Franco–Bavarian army and led to the withdrawal of Bavaria from the war, making a French invasion of Austria impossible. Louis’s plans for dominating Europe had been dealt a fatal blow. The Allies secured

crucial victories in the north of Europe, at Ramillies, Oudenarde and Malplaquet, each of which played an important role in weakening France. France was also weakened by increasing economic problems as the war progressed and by 1709 Louis was actively seeking peace. It is arguable that, after Blenheim, France still retained the ability to win the war and it was the events elsewhere in Europe, and the New World, that cemented Louis's need to seek peace. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the defeat at Blenheim meant France had no possibility of winning the War of the Spanish Succession. While the confidence of both armies was transformed by Blenheim, and the battle was pivotal in one theatre of war, it was by no means the end of the French war effort. France enjoyed notable successes in Spain and the New World and even at Malplaquet displayed the capacity to fight on. The other successes of Marlborough and the economic and military weaknesses of the French war effort also played their part in Louis's failure to secure victory. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the reasons for Marlborough's victory at Malplaquet.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the reasons for Marlborough's victory at Malplaquet. His personal command on the battlefield was crucial, utilising his customary tactic of deception. He also worked effectively with the other Allied commanders. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail observing, for example, that Marlborough deceived the French by attacking the enemy's flanks, causing a fear of encirclement. Having weakened their defences, Marlborough launched his main attack, led by the Earl of Orkney, through the centre with the cavalry playing a decisive role. Marlborough worked effectively in partnership with Prince Eugene, with both men providing personal leadership on the battlefield. Despite the high casualty figures, he maintained control on the battlefield and deserves credit for so effectively leading an army of varied nationalities. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated knowledge of the reasons for Marlborough's victory, providing detail on the Allied successes and French weaknesses. It may be noted that the French performed admirably at Malplaquet and the Allied victory was not as impressive as in previous battles. 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 terms of the peace agreements at the end of the War of the Spanish Succession represented 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 offer a description of the terms of the treaties or make generalised, unsubstantiated comments about the benefits for the Grand Alliance. 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 to what extent they represented a triumph for the Grand Alliance. Answers may be focused solely on the benefits of the treaties for a single country, e.g. England, rather than the Grand Alliance, or include some analysis of the benefits for the Grand Alliance, and for France, but lack precise detail to support its conclusions. 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 benefits of the Treaties for the Grand Alliance. England gained Newfoundland, Hudson Bay, St. Kitts and Nova Scotia and the rights to the Asiento. It also gained Gibraltar and Minorca in the Mediterranean, securing valuable naval bases. Louis also recognised the Hanoverian succession. Philip retained Spain although he had to renounce his claim to the French throne. Namur and Charleroi were returned to the Elector of Bavaria. Nice was restored to the Duke of Savoy, who was

also awarded Sicily. Lorraine was restored to its Duke. Austria secured substantial territory including Naples, Sardinia and Milan. It also took control of the Spanish Netherlands, which benefited Holland and England as Austria was not a trade rival. Holland retained the defensive barrier fortresses in the Low Countries and the closing of the Scheldt ruined Antwerp as a commercial rival to both Amsterdam and London. The Elector of Brandenburg was recognised as King of Prussia and received Spanish Gelderland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will 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 be well informed and reach relevant conclusions about the benefits of the treaties for the Grand Alliance. Austria, although reluctant to accept peace, made substantial territorial gains, as did the rising power of Brandenburg-Prussia. Holland, too, benefited from the treaties although it was to enter a period of commercial decline. In the long run, England was indeed to gain most with the treaties providing the foundations for its future empire building. France did not come out of the war well; however, the terms of the treaties were much better than Louis had offered in 1709 and a Bourbon did remain on the Spanish throne. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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Option 2

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Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKS

- 1 (i) Explain the tactics used by Daniel O’Connell in his campaign to achieve Catholic Emancipation.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding and analysis. Responses will be inaccurate, offering limited and unclear comments about O’Connell’s tactics. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will give a partial account of O’Connell’s tactics. He enrolled the support of the Catholic Church and established a Catholic Association to act as an organising body for the campaign. 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 a range of tactics used by O’Connell seeking emancipation. The Catholic Church helped O’Connell by ensuring order at mass rallies and during election meetings. Clergymen collected the penny rent and used the chapel to spread news about O’Connell’s campaign. The Catholic Association organised rallies, provided literature, supervised the details of electioneering and provided a structured framework for co-ordinating all activities. The use of the penny rent was a masterstroke, serving the dual purpose of creating a fighting fund while creating a bond of harmony and unity for those who contributed. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed, showing a clearer understanding of O’Connell’s tactics. The use of rhetoric was designed to increase the pressure on the government. The electoral strategy enabled O’Connell to provide a channel for his organising and a means of highlighting the importance of the emancipation question. Victory in the Waterford election of 1826 was a testimony to the role of the Catholic Association, the impact of the clergy and O’Connell’s leadership. Moreover, there followed pro-emancipation electoral victories shortly afterwards in Louth, Monaghan and Westmeath. Money from the penny rent was allocated for compensating the 40s freeholders who defied their landlords, for the building of chapels and houses for the Catholic clergy, press coverage for the campaign and for the upkeep of Catholic schools. An extensive premises, the Corn Exchange, was purchased as headquarters for the Catholic Association. O’Connell skilfully presented emancipation to the masses as a cure for all socio-political grievances. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Daniel O’Connell failed to achieve his political objectives in the years after 1829.” How far would you agree with this assessment?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with little understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative, mentioning some basic points about O’Connell’s career after 1829. Answers at this level will characterise 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 more relevance and clarity, though with occasional lapses. The answer contains some explanation, analysis, and judgement. Level 2 answers will identify in a limited way some of the successes and

failures of O'Connell's career. For example, he failed to secure the repeal of the Union in the 1830s, while his liaison with the Whigs had mixed success. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level will recall and select historical knowledge more relevantly and effectively. Explanation, analysis and judgements will be substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which O'Connell was successful after 1829. His immediate objective after 1829 was the repeal of the Union, yet his motion for repeal was rejected in Westminster in 1834. However, his agreement with the Whigs, known as the Lichfield House Compact, attempted to address other objectives. For example: ending Peel's minority government; bringing about social and professional advancement for Catholics, and introducing much needed reforms. Answers should reflect on the extent of satisfaction which O'Connell received from the work of Thomas Drummond, tithe reform, changes to municipal corporations and the Poor Law. Drummond's short-lived administration brought about a more impartial application of the law and greater fairness in judicial appointments. For example, by an act of 1836 the entire police force came under the control of an inspector-general, Dublin Castle recruitment was made on a non-sectarian basis and professional training for the police commenced. O'Connell opposed the establishment of workhouses under the Poor Law of 1838, arguing instead for a programme of state-aided emigration, public works and a tax on absentee landlords. There should be some tentative attempt to examine his career after the Compact ended in 1840. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge more relevantly, clearly and effectively. Explanation, analysis and judgements will be substantiated. Level 4 answers will be more comprehensive, fully assessing the extent to which O'Connell achieved his political objectives after 1829. There should be a more complete discussion about the relative merit of the key changes which arose out of the compact with the Whigs, with answers at liberty to reflect upon where the balance of satisfaction lies. The second key phase of O'Connell's career is his quest for repeal, which ultimately ended in failure. Good answers may discuss the causes of O'Connell's disappointment. His repeal campaign followed the predictable path of his previous emancipation crusade, which meant that the Prime Minister, Sir Robert Peel, was fully prepared. O'Connell allowed his contempt for Peel to cloud his judgement, while his public row with the

Young Irelanders undermined the Repeal Association. Peel cleverly showed firmness by banning O'Connell's great climatic meeting at Clontarf in 1843, and followed this by a skilful programme of conciliatory reforms to assuage Catholic grievances and blunt any enthusiasm for changes to the Union. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; and there is very good use of specialist vocabulary. [22]

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- 2 (i) Explain the problems facing the pre-Famine economy in Ireland between 1824 and 1845.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with more relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will give a partial account of the problems of the pre-famine economy. For example, there was a lack of industrial development outside north-east Ulster, while the increase in population placed great pressure on agriculture. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed about the economic problems which faced pre-Famine Ireland. While the north of Ireland enjoyed its own regional economic development, this was notably absent in the remainder of the country. Industries such as the linen and woollen industries offered workers what their contemporaries in the rest of Ireland lacked: cash income, which spared men and women from

dependence on the land, from the constraints imposed by land availability, and from the fear of certainty. One of the main problems facing the poorer classes in rural Ireland was not so much unemployment as underemployment, the summer months being especially difficult, when labourers had neither enough work nor potatoes to purchase other food. Ireland's economic problems were also compounded by the absence of a strong middle class of entrepreneurs, and an inadequate transport system. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar accuracy; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed, showing a clear understanding of Ireland's economic problems. Agriculture presented a host of problems. The upsurge in population led to more competition for land. Those who owned small pieces of land tended towards the practice of subdivision, which in turn contributed to a unique dependence on the potato. There was a lack of investment from landlords. Tenants lived in fear of eviction for rent arrears. Many absentee landlords left their tenants to be exploited by middle-men. The lack of security of tenure meant that peasants had no incentive to improve their holdings. Farming methods were primitive. Government intervention was forestalled by the dogma of laissez-faire. There were no initiatives, such as a special tax on absentee landlords or any attempt to buy up tracts of wasteland and lease it to tenants who could reclaim it. Answers at this level will be characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The economic impact of the Famine on Ireland up to 1867 was more significant than its social and political effects." To what extent would you accept 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 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form, with limited understanding, explanation, analysis and judgement. Level 1 responses will provide a narrative, mentioning some generalised points about the impact of the Famine. Answers at this

level will be characterised throughout by unclear meaning, due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may address in a limited way the effects of the Famine, perhaps focusing on one of the headings in the proposition. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar, at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding regarding the effects of the Famine, perhaps addressing two of the aspects of the proposition in more detail. The Famine had notable **economic effects**. For example, there was an acceleration in the emergence of a more balanced farming system in which there was less concentration on tillage, and especially potato cultivation, and more on pastoral farming. Thousands of the old landlord class were badly affected economically by the Famine as the result of the extra financial burdens imposed on them in the form of labour and poor rates. Nearly 10 per cent of landlords went bankrupt, and for legal reasons could not easily dispose of their estates. The Encumbered Estates Act of 1849 facilitated the sale of land. **In social terms**, the most dramatic consequence of the Famine was the rapid decline of the population due to a combination of deaths, and the subsequent reduction in birth rates and emigration. The Famine also accelerated the trend of emigration. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, assessing fully the social, political and economic effects of the Famine, and making some judgement as to **where the greatest impact lay**. The Famine brought about a decline in the numbers of labouring classes in rural Ireland, and by 1900 farmers outnumbered labourers. The decline in population, by reducing the pressure on resources in Ireland, also led to an improvement in average living standards. Labourers' wages rose, housing standards improved, and Ireland became a more literate and a more urbanised society. This was the result of the building of more

schools, and the growth of Irish towns at the expense of the countryside. ***There was a strong link between economic and political effects of the Famine.*** Those emigrants who fled to the USA brought with them an intense anti-British feeling which was to manifest itself in a determination to provide assistance to both constitutional and physical force nationalists in the years to come. 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 there was a sharp increase in the population of Ireland in the years before the 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 this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will be vague about the reasons for the rise in population. Meaning may not always be clear due to illegibility, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response and lapses in grammar.

Level 2 ([3]–[4])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. Answers will contain some explanation and analysis. Answers will mention some of the reasons for population rise. For example, they may refer to early marriages and the rise in the birth rate. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. Few countries in the world experienced a higher population rise than Ireland, due to an increased birth rate, decreased death rate and the abundance of cheap food in the form of the potato. Ireland's population rose from 5 million in 1780 to 8 million in 1845. There was a general improvement in health and diet that occurred in the relatively prosperous years of the later 18th

century. This prosperity was the result of high prices for Irish agricultural produce in England, where the population was also increasing rapidly. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a comprehensive explanation of the causes of population rise. Such an upsurge in population led to intense competition for land, and so the increased population was sustained by the practice of sub-division, whereby farmers who themselves rented smallholdings were prepared to “sub-divide” their land in order to help their families. The population rise was sustained by the fact that the potato was easy to grow and was nutritious. Early marriages were also another reason. The need to rear large families to help work on the land was also a factor. The absence of any state-aided emigration schemes played a role in the sharp increase in population. Answers at this level will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) How far was laissez-faire ideology responsible for the limited success of government relief measures during 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]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers will contain some basic points about the response of the government of either Peel or Russell to the Famine. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there will be occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may address the response of either Peel or Russell or provide a partial account of both. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge more relevantly, clearly and effectively. Explanation, analysis and judgements will be substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the impact of laissez-faire ideology on the response of both Peel and Russell, with some lapses, or give an account which has a clear imbalance. Answers may comment that laissez-faire was the traditional philosophy of government at the time, and that government only intervened in society with reluctance. For example, the Labour Rate Act put pressure on landlords to either provide work or pay a “labour rate”. The Whigs also encouraged private charities to contribute. It is acceptable for answers to briefly address some of Peel’s actions. Peel established food depots and sub-depots, public works were created, funds were made available for soup kitchens, while £100,000 worth of American Indian corn was purchased in mid-November 1845. Peel went to the limits that circumstances allowed, bearing in mind the political environment in which he operated, and sacrificed his political career in order to secure the repeal of the Corn Laws. Moreover, the ***prevailing philosophy of laissez-faire limited the extent of Peel’s relief efforts***. For example, £40,000 was sanctioned for relief efforts in 1845–1846, with the money allocated to assisting private charity. It is a tribute to Peel that nobody died of Famine during his administration, yet the Famine was in its early stages and on a much smaller scale than that which confronted the Whigs after 1846. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will provide a balanced assessment of the efforts of both Peel and Russell in the context of dogmatic restraints. Russell established a Board of Works to provide employment, and by the spring of 1847 about 750 000 men were employed on public works. Food was provided through local food depots and direct relief from soup kitchens, which served about 3 million people by August 1847. The treasury spent a total of £8 million on Famine relief, much of it in the form of

loans to the Irish Board of Works or Poor Law authorities. Laissez-faire dogma was not the only influence on Russell. The Famine was on a far greater scale than that faced by Peel. Russell was in ill health, had a weakened parliamentary majority and led an inexperienced cabinet. There was the additional restraint of the belief that the Irish landlord class should bear the main burden of famine relief. Laissez-faire dogma decreed that it was not the role of government to interfere. For Trevelyan at the treasury, adherence to doctrine was rigid. He believed that it was not the role of government to either provide charity or to solve the problems of Irish poverty. The Whigs rejected suggestions for government aid for land reclamation and railway construction. While the government believed that sufficient funds had been provided for Famine relief, nearly £70m was later spent on the Crimean War. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the objectives 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. Responses will be vague and superficial about the objectives of the Fenians. Meaning may be unclear because of illegible text, inaccuracies in spelling, grammar and/or punctuation, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will, for example, provide some limited explanation of the Fenians' economic and political objectives. The Fenians' main political objective was the achievement of total separation of Ireland from Britain and the establishment of an Irish Republic by force. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

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

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will explain how the Fenians aspired to economic reform after the predicted success of their rebellion, and believed that the problems of Irish agriculture, such as land tenure and high rents, could never be resolved in the framework of the United Kingdom. The year 1867 was chosen as the best time to achieve their political objectives because the Fenians believed that the international situation was favourable for their prospects of support from either France or the USA, where anti-British feeling was still strong after the Civil War. It was also a belief of some Fenian leaders that, even if their revolution failed, it would provide an inspiration for 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]

- (ii) “The Fenian Rising of 1867 was more of a grand gesture by its leaders than a serious attempt to overthrow British rule in Ireland.” To what extent would you agree with this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will, for example, describe some of the reasons which made the Fenian revolt unlikely to succeed. The Fenians were weakened by divisions in their leadership both in Ireland and the USA, as well as inadequate planning. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical information more relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed understanding of the motivation and circumstances in which the Fenian revolt took place. Fundamental problems in their leadership and shortcomings in their plans for a rising rendered success unrealistic. The Fenians lacked a central organisation, which made coherent leadership difficult. There were tensions between Stephens and O'Mahony. James Stephens proved to be a most difficult and at times dictatorial head. Factions emerged in the USA leadership. One faction, led by John O'Mahony, wished to channel all available funds into an Irish insurrection. Another wing, impatient with postponements and failures in Ireland, began to plan for an Irish-American invasion of Canada. Firm action by the British government undermined the Fenians. Dublin Castle spies penetrated Fenian plans for a rising, while there was no co-ordinated help from the USA. Answers may make reference to other reasons for the virtually inevitable failure of the Fenians, such as the lack of widespread support in Ireland or the opposition of the Catholic Church. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling and grammar; the style of writing is appropriate, there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, and examine the proposition with more conviction. The words “grand gesture” and “serious attempt” may be interpreted widely. For example, it could be argued that, by the time of the outbreak of the rebellion, inadequacies in planning and shortcomings among its leadership had reduced the aspirations of the Fenians to nothing more than a **grand gesture**, in which there would be a legacy for future generations. This, in consideration of other factors, meant that the revolt of 1867 could not be regarded either politically or militarily as a **serious attempt** to end British rule in Ireland. For example, the Fenians were weakened by their lack of widespread support, as they failed to win over the vast majority of the Catholic population, Presbyterians and landowners. The opposition of the Catholic Church significantly weakened the Fenians. Cardinal Cullen actively set out to dissuade Catholics from joining any secret society, and asserted that membership of the Fenians was incompatible with the Catholic faith. Inadequate planning undermined the Fenians’ prospects of success. Godfrey Massey, charged with setting the rising in motion, was arrested upon arriving in Ireland. Decisive government action, such as the use of spies and selective arrests, thwarted Fenian plans. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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Option 3

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Option 4: France 1815–1871

AVAILABLE
MARKS

- 1 (i) Explain the problems facing Louis XVIII when he came 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. Answers will be vague and superficial about the problems initially facing Louis XVIII. 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, for example, deal with Louis' inability to prevent the Hundred Days. 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 fact that Louis was obliged to flee when faced with Napoleon's return and was only restored because the Allies fought his cause. The Second Treaty of Paris reduced still further the country's boundaries, and in addition to a 700 million franc indemnity, France was obliged to accept an army of occupation. The King's reintroduction of elaborate Court ceremonial and his replacement of the tricolour only served to alarm those who feared a return to the ancien regime. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 acknowledge Louis' reliance on foreign power to defeat Napoleon after the Hundred Days, as well as his own ignominious flight. There was resentment at

the harsh terms of the peace treaty, which included an indemnity and a one million strong army of occupation, billeted on the populace, and which reduced France to something less than it had been at the outbreak of the Revolution. Even the plundered art treasures had to be returned, a reversal of the position after the first Treaty of Paris. Many in France still favoured a republic or a Napoleonic regime, and they were alarmed by the heavily symbolic reintroduction of the fleur de lys and the compulsory retirement or reduction to half pay of many army officers. The return of émigrés seeking the restoration of their land, influence and position was another source of worry to the pays legal, as was the spirited revival of the Church. The Charter, however liberal, was ostentatiously imposed rather than the result of consultation, and contained inconsistencies, notably concerning the ambiguity of the position of the press, and of the Roman Catholic Church. The King was well aware of the difficulties of attempting to superimpose an aristocratic reaction on the foundations of a Napoleonic system, much of which would have to remain. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent did Louis XVIII's domestic and foreign policies change during his reign?

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 of some of the events of Louis' reign without analysing how his policies changed. 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 recognise that Louis' original intention of resisting the Ultra-Royalists was undermined by the assassination of the Duc de Berri and that he was obliged to appoint Villèle as Chief Minister, conceding much of his power to the Comte d'Artois in his later

years. 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 Louis' initial acceptance of the need to adapt to the reality of his situation. Thus, he issued a Charter which was surprisingly liberal, accepted the revolutionary land settlement and maintained Napoleon's administrative structure. Seeking centrist governments, he utilised Richelieu and Decazes as chief ministers, thereby rejecting the claims of the Ultras. But the murder of the Duc de Berri forced the King to the right, and he introduced the Law of the Double Vote and was obliged to appoint Villèle. Old and weak, he handed too much power to his brother Artois, the Ultra figurehead, and sanctioned an expedition to Spain to restore an authoritarian king. 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 recognise not only the change of direction undergone by the regime after the Duc de Berri's assassination, but also the ambiguities present in the Charter and the need to offer some sops to the returned émigrés. The Charter was a recognition that there could be no wholesale return to the ancien regime, but its granting by a king who still believed in Divine Right and the ambiguities of the clauses regarding freedom of the press and the "special" position of the Church in a state where freedom of religion was guaranteed suggested Louis did not accept all the gains of the Revolution, while the removal of up to 50 000 former officials suggested a vindictiveness that sat uncomfortably with a fresh start. Certainly the king tried to moderate the worst of the White Terror, but his appointment of Decazes in place of Richelieu suggested a monarchical rather than a parliamentary regime. The murder of Berri was nevertheless a clear turning point and an unwell Louis ceded too much power to Artois, who reintroduced press censorship and the Law of the Double Vote, clear signs of a rightward shift. As the centre crumbled, the Ultra Villèle was appointed President of the Council. The power of the Church was increased, with strict laws against sacrilege and the questioning of Divine Right, and the handing over of secondary education to episcopal control. The plans to compensate emigres for lost properties, although sensible, were perceived as further evidence of a lurch to the Right. Louis' foreign policy, initially constrained by France's status as a defeated and

occupied power, gradually became more confident as the foreign troops left when the indemnity was paid off, and in 1823 a military expedition restored the King of Spain to full power. But despite the regime pointing to the contrast between this success and Napoleon's difficulties in Spain, many preferred the hitherto peaceful policy of the Restoration, and saw the support for Ferdinand VII's tyrannical regime as a backward step. Thus, although there was a clear watershed after the 1820 assassination, there were also earlier signs that Louis' regime was not as clear a break with the pre-1789 past as many had hoped. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain why France experienced economic and social problems between 1815 and 1830.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and unclear about French social and economic problems between 1815 and 1830. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers may refer to poor urban living conditions, a failure to industrialise and the economic slump of the later 1820s. 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, understanding that French industry was less developed than that of Belgium and Britain, relying too much on the workshop rather than larger units of

production, and that living conditions for the urban working class were poor even by the standards of the early 19th century. There will also be more detail on the depression which began in 1826 and which only intensified such conditions. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will explain that, although wartime taxation could now be relaxed, the paying of the huge indemnity took 700 million francs of potential investment out of the country, and that the billeting of the occupying armies on ordinary households was a burden on the poor. The removal of 50 000 officials by the new regime was a problem and, throughout the Restoration, discontent simmered among the educated sections of the population which had no work, especially among students and graduates. France's economy has been perceived as lagging behind those of its main competitors. Although the peasant usually owned his farm, it was frequently too small for him to risk new agricultural methods, while across a France which, without Paris, had only seven towns with a population of over 50 000, there were far too many small workshops and too few factories for innovation for economies of scale to come into effect. Despite a population increase of 2.5 million between 1815 and 1830, there was very little increase in productivity. In 1826 a crop failure sparked off a depression. Many small private banks collapsed, the better off classes spent less and unemployment rose in urban areas, just as food prices were rising. Paris had traditionally attracted migrants, and as this trend now intensified, conditions worsened, with tens of thousands facing near-starvation. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far would you agree that Charles X's reign was a total failure?

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 of a few events from

Charles' reign, perhaps only dealing with his loss of power 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 perhaps see only failure, dealing predominantly with Charles' efforts to reign as an ancien regime king, favouring the nobility and the Church and ignoring the wishes of parliament. 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' adherence to the letter, if not the spirit, of the Charter. They will deal with the governments of Villèle, Martignac and Polignac, as well as the King's refusal to acknowledge the extent of parliamentary opposition, seen particularly in the Ordinances of St. Cloud. His treatment of the press and favour to the Church may be covered, as may the land settlement. Villèle's financial ability may be acknowledged. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should make it clear that, despite a series of misjudgments which eventually cost him the throne, Charles X could point to a number of significant achievements. Nonetheless, the failure to adapt to a changed France must be counted a failure, compounded by a determination, unlike his brother Louis, to head the government himself, thus leading to his being too closely associated with an unpopular government. He failed to read the anti-clerical feelings of much of the *pays legal*, not only indulging himself with a medieval-style coronation at Reims but handing over responsibility for teaching appointments in primary schools to the Church, leading to a growing belief that the Jesuit Congregation exerted a malign influence over the government. The monetary compensation he granted for lost land was seen as too little by many of the dispossessed emigres, amounting to 1377 francs per person each year, but from the opposite viewpoint

there was also bourgeois disquiet at the 1% cut in government bond interest rates needed to fund the project. Nonetheless, it was a real achievement of the regime to have ended the uncertainty over the revolutionary land settlement. The other genuine achievement of these years was Villèle's financial work – imposing a system of proper budgets and spending that would serve France well for many decades. But this was forgotten as Charles, refusing to make any compromise with the liberal opposition, bizarrely, if within the letter of the constitution, appointed Polignac to head the government, something widely seen as an attempt to subvert the constitution, with the newly freed press turning on the King. The spectacular victories in Algiers, paving the way for the French North African Empire, had little effect on the *pays legal*, who voted 2–1 for the opposition in the 1830 elections, but Charles rejected the result, introducing the repressive St. Cloud Ordinances, which called fresh elections, cut the number of voters by 75% and reintroduced curbs on press freedom. He shortsightedly failed to take sufficient military precautions to prevent trouble after what amounted to a royal coup. The revolution which followed ended his reign. 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 there was political opposition to Louis Philippe in the period 1830–1848.

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 vague and lack detail on the groups opposed to Louis Philippe. 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 mention republicans, Bourbon supporters, Bonapartists and possibly the Reform Banquets, but will typically lack detail. 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 attempts by disaffected republicans, thwarted by the political coup which snatched a republic away from them in 1830, to assassinate Louis Philippe. Bourbon supporters rallied around the Duc de Berri's posthumous son, while Louis Napoleon attempted unsuccessfully to seize power in an era when the glory days of the Empire began to attract nostalgic sympathy. The unenfranchised section of the middle class organised a series of Reform Banquets which culminated in the overthrow of the regime. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 deal with the republicans, whose revolutionary efforts in 1830 had overthrown Charles X, but who then found themselves outmanoeuvred by the Orleanists. The depression, which continued until 1835, gave them hope that discontent might still give them a chance of seizing power, with many of the poor equating republicanism with social justice. The Lyons risings of 1831 and 1834 owed much to the silk weavers' sense of injustice. Some groups of the bourgeois, i.e. with selective memories of 1789, and influenced by a number of sympathetic histories of the Revolution, began to perceive it and the idea of a republic more sympathetically. Supporters of the previous regime were few but influential, and benefited from a growing romantic movement which hankered back to the Middle Ages and gave a boost to what was left of the Bourbon cause. In the same way that distance lent enchantment to the revolution, Thiers' "History of the Consulate and Empire" stressed the merits of those years, and attracted those who found Louis Philippe's foreign policy insufficiently exciting. The removal of the Emperor's remains to *Les Invalides*, and even the embarrassing failures of Louis Napoleon's 1836 and 1840 coups, kept Bonapartism alive as a potential alternative to the Orleanist monarchy. Finally, the regime met serious opposition from those members of the middle class whose pleas to receive the vote met with a contemptuous reply from Guizot. Angry at the government's refusal to enfranchise even the moderately wealthy, they organised a series of Reform Banquets to protest. 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 foreign policy was more successful than his economic policy in the period 1830–1848.” To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will be aware of France’s involvement with, for example, Belgium, Mehemet Ali and the Spanish marriages, and may refer to railways and the economic crisis of the late 1840s. An attempt will be made to analyse which policy area was the more successful. 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 King’s wish for peace and aversion to policies which would upset Britain. Examples may be chosen from Belgian independence, the Mehemet Ali affair, and Tahiti. Economically, the government followed a laissez-faire policy which allowed the predominantly workshop-based French economy to meander along, lagging behind its industrial rivals. There was an attempt to stimulate railway building, but no solutions to the great economic crisis of the late 1840s were forthcoming. It is likely that there will be more material on foreign than on economic matters, which is acceptable so long as both areas are covered and the question is 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 ([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 look in some detail at both areas of policy before coming to an informed judgement. In foreign policy the naturally cautious Louis Philippe recognised that the Great Powers would not allow France to pursue a vigorous foreign policy, and sought particularly to remain on good terms with Britain. Thus, he withstood the temptation to take unilateral action over Belgium, and co-operated with Britain to ensure Belgian independence. Those who regretted the lost opportunity to secure a French King of the Belgians were similarly piqued when the King sacked Thiers, who wanted France to go right to the brink to back Mehemet Ali, its Egyptian ally whose ambitions greatly alarmed the other powers. An amicable arrangement with Britain over Tahiti was reached, but Louis Philippe's desire for peace was categorised by some as weak, a growing number lamenting the lack of "glory". When the King defied British wishes in order to marry his son to Queen Isabella of Spain's sister on the same day as the Queen married, he may have satisfied some of his critics, but annoyed others who preferred good relations with Britain. Better answers may perceive a link between foreign and economic policy in that the mercantile classes preferred peacetime conditions in which trade could flourish. But most of the electorate was from the landowning class, and few ministers were greatly interested in economic matters, taking little action to stimulate industrialisation. Although the population was increasing, productivity was not, with only 10% of manufacturing establishments employing more than ten workers, and average wages dropping to the level of the 18th century. During the reign, iron production doubled and coal output tripled, but these modest increases paled beside the giant strides made in Britain and Prussia. The government was slow to see the potential of railways, but in 1842 agreed to supply the land if private capital paid for the track and the rolling stock. When a short-lived railway mania ended it brought in its wake a financial crisis. A series of poor harvests in the late 1840s led to an industrial slump and a major economic crisis, but Louis Philippe's laissez-faire attitudes meant that nothing was done by government to ameliorate the situation. It is possible that economic matters will be discussed in less detail than foreign policy. This is acceptable so long as the question is fully addressed and judgements supported by the evidence are made. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the reasons for the failure of the Second Republic by 1852.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically offer a vague narrative of the years 1848–1852, with little analysis. 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 aware that from the outset the Second Republic exhibited signs of division which Louis Napoleon exploited to become Emperor. 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 pointing out that, although dissatisfied with Louis Philippe, France as a whole did not necessarily desire a republic, the peasant majority seeking only to enjoy its land in safety. The spectacle of the “army of unemployed” seen in the National Workshops, the tax on land needed to pay for the scheme, and the June Days combined to alarm property owners at all levels. They wanted, not anarchy, but a strong government which Louis Napoleon, appealing to the right but also to the poor, offered to provide, and his ambition put paid to a republic which had become outmoded. 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 recognise that the early decision to grant manhood suffrage created a largely peasant and conservative electorate. All landowners, great and small, were alarmed by developments in Paris, where the Constituent Assembly had created the National Workshops, attracting even more unemployed to Paris. The landowning classes resented paying taxes for this, and as unease mounted the Workshops were ended. The resultant June Days rising, bloodily suppressed by Cavaignac, confirmed much of the electorate in their fear of the underclass. With the republicans thus divided along class lines, a conservative figure such as Louis Napoleon appealed to those seeking stability and strong leadership, his campaign stressing that he was “above party”. But he also appealed to the poor, Catholics and those seeking a more adventurous foreign policy, and he was overwhelmingly elected President. The Loi Falloux and Oudinot’s expedition to restore the Pope further cemented his position with Catholics. Seen initially as politically naïve, he confounded his opponents when sacking Barrot’s government and replacing it with his own supporters. In December 1851 the President meticulously planned and carried out a peaceful coup, extending his term of office to ten years, and a year later established the Second Empire, both decisions approved by plebiscite. In the elections of 1848 there had been no majority for a republic, and Napoleon III had successfully put forward a successful alternative. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent did Napoleon III achieve his objectives in domestic policy in France between 1852 and 1870?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall of some of events of the period 1852–1870, with insufficient analysis of Napoleon III’s objectives or how far they were met. 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 perhaps acknowledge Napoleon III's desire to provide political unity and economic growth. They will offer some account of the change from authoritarianism to a more liberal Empire, mentioning, for example, the growth of railways, the establishment of free trade and the rebuilding of Paris, and make some effort to compare objectives with achievement. 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 Napoleon moved from an authoritarian ruler to one who presided over one of the most liberal regimes in Europe, only to lose a crucial war and his throne as the Liberal Empire was beginning. Allusion will be made to the series of reforms which changed the nature of the regime. Answers should also deal with Napoleon's drive for free trade, his encouragement of railway building and his creation of a number of banks to offer cheap, easily available credit. There should be an attempt to consider whether these achievements fulfilled, or failed to match, his aspirations for domestic policy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will closely analyse the extent to which Napoleon's achievements matched his aspirations. Promising firm government, he eventually changed the regime from a virtual dictatorship to parliamentary liberalism without major upheaval. The Senate and *Corps Legislatif* were merely advisory bodies after 1852, and there were mass arrests and press censorship, but in 1861 the Corps' powers were slightly extended, and in 1867 Napoleon relaxed press restrictions and allowed the Corps to closely question ministers. In 1869 and 1870 he made ministers responsible to an Assembly with real legislative powers, retaining for himself only the power to appoint or

remove ministers, offering a balance of authority and freedom, which was approved by the electorate in plebiscites. The 1863 elections gave 10% of the seats to the opposition, a figure that rose to 43% in 1869 and answers may debate whether Napoleon III genuinely wished to liberalise the regime or whether he bowed to pressure from the electorate. The best answers may note that he may have needed such proof of the desire for change in order to convince his sceptical Court that he really was prepared to work with anyone who accepted the regime, and eventually had as his Prime Minister the republican Ollivier. His time in Britain had convinced him of the advantages of free trade and, although it was not necessarily suited to a France which exported comparatively little, he took a more global view, believing it would increase wealth for all. A series of nine international free trade treaties were signed, most notably with Britain in 1860. A St-Simonian, he believed in the creation of wealth which would percolate down to the poor, and bypassed the existing ultra-conservative banks to create cheap, easily available credit via banks such as the *Credit Mobilier*. To create a national railway system he guaranteed a minimum rate of interest for those prepared to build in the more sparsely populated parts of the country, seeing total French mileage increase tenfold during his reign. His urban renewal included commissioning Baron Haussmann to rebuild much of Paris. But Haussmann's work, however grandiose, was a facade only one street deep, with no sewage provision, and entailed the displacement of thousands of small businesses to the suburbs. The *Credit Mobilier*, which eventually collapsed, lent little to agriculture or industry, and France remained held back by the large number of small workshops rather than factories as the basic unit of 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. [22]

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Option 4

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Option 5: Russia 1903–1941

AVAILABLE
MARKS

- 1 (i) Explain why the Bolsheviks and Mensheviks split in 1903.

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 as to why the Bolsheviks and Mensheviks split in 1903. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail mentioning, for example, how Lenin wanted the party to be composed of a small group of dedicated revolutionaries, whereas the Mensheviks wanted membership to be more open. Answers could also mention that the split was also very personal and in many ways a clash of personalities. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers may in addition to the points mentioned for Level 3, illustrate the clear ideological divide between the two groups, primarily concerning the role of the future revolution and how Lenin thought they should fight for it now, whilst the

Mensheviks believed the revolution to be far off. There was also disagreement on decision-making with Martov advocating open debate and free votes, whilst Lenin advocated “democratic centralism”. They also differed over the perceived role of the party with Lenin saying it was to seize power on behalf of the workers, whilst the Mensheviks argued for educating the workers to take part in the future revolution. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far were economic problems responsible for the outbreak of revolution in Russia in 1905?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall, giving little more than a narrative about economic discontent as a cause of the 1905 Revolution. 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 how economic problems led to the 1905 revolution. Answers may mention the discontent amongst the peasants caused by poor agricultural standards, general poverty and even redemption payments. Answers could also show an awareness of the economic slump that led to mass unemployment in the cities, bringing the industrial workers out against the government as well. Answers at this level will probably not introduce other reasons and 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 relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and, in addition to dealing with the economic causes, start to refer to other reasons for the outbreak of revolution. They may mention the poor working and living conditions endured by the workers in the cities as well as the poor living standards of the peasants. The overall lack of political reform and the repressive measures of the government also helped to galvanise the working classes against the Tsar. The failure of the war with Japan could also be discussed including the food shortages caused by the war and how this exacerbated the problems at home. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and clearly demonstrate that there were a range of factors leading to the outbreak of the revolution. The economic factors should be discussed at length, as well as the other factors outlined for Level 3. Answers at this level should also discuss the significance of Bloody Sunday as the catalyst for the revolution. Top-level candidates may even be able to discuss long-term, short-term and immediate reasons for the outbreak of the revolution. They may argue that the demands of the people were not actually revolutionary in the political sense as they did not wish to overthrow 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 mistakes made by the Provisional Government between February and October 1917.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be inaccurate, superficial and offer unclear descriptions about the fall of the Provisional Government. 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 in which the Provisional Government led to its own downfall such as its disastrous decision to continue with the First World War. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, starting to show an awareness of a range of reasons why the Provisional Government lost power by October 1917, such as its decision to delay elections to the Constituent Assembly, delays over land reform and the problems of power-sharing with the Petrograd Soviet. For some, the Provisional Government was not that much of a change compared to the Tsar's Duma and overall it lacked authority and leadership. Answers 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, in addition to the points mentioned for Level 3, show an awareness of how the errors of the Government helped Lenin in October 1917. Kerensky had failed to move against the Bolsheviks even after the failure of the July Days and he was in fact forced to ask for their help during the Kornilov Revolt, taking the fateful decision to arm the Red Guard, all of which set the Bolsheviks up as a valid successor to the Provisional Government. Answers at this level will be consistently characterised throughout by clarity of meaning 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 the actions of Tsar Nicholas II during the First World War responsible for the events that led to his downfall in the Revolution of February 1917?

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

Level 1 ([0]–[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, giving little more than a narrative about the Tsar and his downfall in February 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 and will be better informed, starting to assess in general terms how far Nicholas was responsible for his own downfall by February 1917. At this level answers may simply focus on the impact of the First World War and Nicholas' poor leadership and decisions during it, alienating his key support bases of the Army and Aristocracy. 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. They may refer to Nicholas' decision to enter the First World War which led to heavy defeats, the humiliation of the Russian military and shortages of weapons and food, as well as the resulting inflation which would become a major problem. Answers could also discuss the effects of the Tsar's decision to appoint himself as Commander in Chief of the Armed Forces in 1915. It led to more defeats for which he was now held personally responsible and his poor leadership alienated the army which had been one of his pillars of support. Mention could also be made of the domestic situation in the Tsar's absence and how his

refusal to return home to deal with the Rasputin situation undermined him further in the eyes of the aristocracy, his other pillar of support. Nicholas also ignored all advice and took the ill-fated decision to suspend the Duma in 1915. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and show a clear awareness of not only the role of Nicholas II but also the importance of other factors. Top-level candidates could discuss Nicholas' personal failings and how his poor style of leadership was derived from a weak personality and an unsuitability to rule as an autocrat. Other factors such as the extremely harsh winter of 1916–1917 could be discussed in terms of how it increased the hardship being suffered at home in the cities, as well as in the countryside, by the peasants and on the front lines. In addition, the build up of years of lack of meaningful reform contributed to the calls for the Tsar's removal. The Tsarina's actions at home could also be discussed in terms of how she hired and fired a succession of ministers, undermining both the war effort and the Tsar's autocracy. Ultimately the Tsar's decision to enter the First World War accelerated his downfall as it simply added to the already considerable problems that Tsarism was enduring. 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 economic aims of the Bolsheviks for Russia between 1917 and 1924.

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 as to what the Bolshevik's economic aims were. 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 specific economic aims.

After 1917, the Bolsheviks needed to build support for the party and attempted to use economic policy to do this as in the case of the land decree, designed to secure peasant support. Lenin also advocated economic co-operation and peaceful co-existence with the west.

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 start to show an awareness of the whole period from 1917 to 1924. From 1917 onwards, economic aims were uncertain apart from building up support and trying to strengthen Russia's economic standing. Lenin also supported economic co-operation and peaceful co-existence with the west. In the period 1918–1921, during the Civil War, the economic policy of War Communism advocated nationalisation and centralisation on a mass scale in order to win the Civil War. In the period 1921–1924, the Bolshevik's U-turn with the NEP was designed to win back support and raise industrial and agricultural production. 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, in addition to the points mentioned for Level 3, show a clear awareness of not just the economic policies of the Bolsheviks but of specific aims within those policies. At this level responses must also deal with the period 1917–1924 in its entirety. Top level answers could point out that the Bolshevik's economic policies often had political and not just economic aims as with War Communism and winning the Civil War and the NEP and regaining lost support. 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) “Trotsky made a more important contribution than Lenin to the Bolshevik consolidation of power in Russia in the period 1918–1924.” 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 Lenin or Trotsky or both. 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 make an attempt to discuss the role of Trotsky and/or Lenin and begin to assess their contributions to the Bolshevik consolidation of power. Trotsky was the master strategist and military leader in the Civil War. He trained the Red Army to be a ruthless military group and led them to victory. Trotsky travelled the country to keep control of the Army and boost the morale of its soldiers. Some details about Lenin may also be included such as how he used the Red Guard to sweep aside the Constituent Assembly after 1918, his role in devising the economic policies of War Communism and the NEP to maintain support. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the roles of both men and will attempt to reach a reasoned judgement as to who played the more important role. Trotsky insisted on using ex-Tsarist officers to train and control the men in the Red Army and, along with his ideas of strict discipline within the army, he proved vital in retaining support from the Russian people and loyalty from his men. He was a better military leader by far than anyone on the opposing side and this gave the Red Army an edge over its opponents. Lenin’s strong

leadership was vital in the consolidation of power. He possessed the political insight and determination to hold the party together in pursuit of its aims despite not being as charismatic as Trotsky. Lenin's ruthless and determined leadership also kept the party unified in the wake of several crises, including the fallout after the Treaty of Brest-Litovsk when the party was in danger of fracturing. Answers at this level may restrict discussion to the Civil War 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 deal fully with the contributions of both men and address the period 1918–1924 in its entirety. Answers may discuss how Trotsky was completely dedicated to the Bolshevik cause, always leading from the front and travelling huge distances to lead and inspire his men aboard his armoured train. Trotsky also masterminded the Bolshevik success in the Civil War and this was the ultimate tool in the Bolshevik's consolidation of power as it had wiped out almost all opposition to the Bolshevik regime. This victory made the Bolsheviks look strong and boosted their membership. Lenin was the real architect of the new Soviet constitution which suppressed nationalism, a real threat to the Bolsheviks. He created the USSR, advanced the ideas of the classless society and was also better at appealing to the people than the White leadership, leading to increasing support and the view of the Bolsheviks as defenders of Russia. Lenin's contribution through War Communism should also be discussed as well as his instrumental role in guiding the NEP in an attempt to undo the damage of War Communism and improve the USSR's economic situation. Answers should present a sustained argument for both men before arriving at a relevant and informed conclusion as to who was the more pivotal figure. 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 cultural features of Stalinist Russia.

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 the cultural features of Stalinist Russia. 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 discuss how Stalin followed Lenin's efforts in controlling culture, enforcing rigid control in this area. The Cultural Revolution of 1928–1932 used the arts and popular culture in an attempt to root out all elements of bourgeois culture and construct a new Soviet culture which reinforced socialism and the ideas of the government. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and could discuss how the state encouraged writers to produce work that promoted the ideas of the proletariat and the government. Writers who would not do this were not tolerated or published. There was also increased interference in the state press and the papers carried less real information and a narrower range of views; they became almost a propaganda tool for the government, quoting successes of the five-year plans. 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 features of Stalinist culture. In addition to the points mentioned above, answers could also discuss the use of "Stalinist baroque" architecture such as the Moscow University or the Moscow underground, buildings which were further used to promote the socialist ideas of Stalin. By the 1930s Stalin had also started to embrace the use of film to produce a record of Soviet history from 1917 and again to promote socialism by focusing on workers and their lives, thereby encouraging his belief in socialist realism. However, increasingly as the 1930s progressed, the emergence of a cult of personality around Stalin became the key focus of cultural attention. 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 succeeded in improving Soviet industry but failed to improve Soviet agriculture in the period 1929–1941.” How far would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms some of the basic characteristics of collectivisation, industrialisation and the Five Year Plans and make a partial attempt to assess the relative success of these policies. Collectivisation was largely a failure and the cost on the peasants was huge, the Kulak class being all but wiped out, severe food shortages and many being forced to enter collectives. Under industrialisation, the economy became imbalanced and the workers paid a heavy price. 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 will try to assess the positives and negatives of Stalin’s economic policies. In addition to the failures outlined for Level 2, answers at this level should argue that the policies had both successes and failures. Collectivisation did produce some successes, e.g. a communist system of landowning was achieved and the industrial workers and Red Army were fed. Industrialisation is

generally regarded as having been more of a success, with industrial output increasing steadily between 1929 and 1941. The USSR was also transformed into a modern industrial state. However, the Five Year plans led to massive changes in population, whilst the working conditions and wages of workers failed to improve by 1941, despite the claims of Stalinist propaganda. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and clearly assess both the failures and successes of Soviet economic policies before reaching a valid judgement. The economic policies had successes and failures but collectivisation had many more failures such as agricultural production actually falling due to a peasant backlash. Collectivisation failed to meet its targets in terms of food production and it led to food shortages for peasants as many resisted the forced changes as food was requisitioned to be sent to the towns or exported to provide vital foreign revenue. It did meet some of Stalin’s ideological aims such as imposing a communist system of landowning and farming. Industrialisation and the Five Year Plans, although exacting a huge price from the workers, did turn the USSR into a superpower with a modern economy which would help it survive the attack from Nazi Germany. Russian GDP doubled between 1929 and 1941, heavy industry expanded rapidly, the urban population doubled, as did the proletariat. The USSR was better able to exploit its natural resources and the nation was spared the worst effects of the Great Depression of the 1930s. Responses at this level may be able to discuss who the policies of collectivisation and industrialisation were successful for, showing awareness that any successes were usually for party and state and any losses were usually endured by the people. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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Option 5

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Option 6: Italy 1914–1943

AVAILABLE
MARKS

- 1 (i) Explain the attitudes of the Neutralists and Interventionists to Italy's entry into the First World 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. Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about why interventionists supported Italy's entry into the First World War and/or the neutralists were against it. 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 interventionists advocated the entry of Italy into the First World War or why the neutralists were against Italian participation in the war. Some answers may provide a partial explanation of both the interventionist and the neutralist point of view. 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 start to identify some of the territorial and colonial ambitions nationalists had to justify why Italy should enter the First World War. They could refer to the attitudes of the nationalists, syndicalists, republicans and anarchists. They could also begin to explain the views of Giolitti and like-minded Liberals, the Socialists and the apathy of the mass of the population. It is acceptable for answers to include much more detail on either the interventionists or the neutralists at this level. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear awareness of the different attitudes of the interventionists and the neutralists. Many Italians felt dissatisfied because they had never gained all the lands they claimed on their north-east borders – *Italia Irredenta* – and hoped that participation in the war might lead to territorial gains from the Austro–Hungarian Empire. Nationalists believed that entry into the First World War would establish Italy as a great power and remove feelings of inferiority. To also rival the great powers of Europe Italy had imperialistic ambitions to gain more colonies, especially in the Horn of Africa. Answers may refer to the terms of the Treaty of London of April 1915 with Britain and France to illustrate the aims of the Italian nationalists. On the extreme left there were syndicalists, republicans and anarchists who encouraged entry into the war since it might create circumstances favourable to revolution which might destroy the monarchy and capitalism. Neutralists such as Giolitti felt that Italy was militarily unprepared for war, while socialists openly condemned the war as a capitalist or “bosses” war. The German government attempted to keep Italy neutral by holding secret meetings with Giolitti, offering territory from the Austro-Hungarian borderlands and future grants of territory from the British and French empires. At this level answers should demonstrate an understanding of the attitudes of both the interventionists and the neutralists, although one may predominate. 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) “Italy’s disappointment with the terms of the Paris Peace Settlement was unjustified.” 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. Answers will be typically characterised by generalisations and poor understanding, giving little more than a narrative about the Paris Peace Settlement. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will start to assess in general terms some aspects of Italian disappointment with the Paris Peace Settlement. 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 comprehensive and start to make a judgement about the level of justification of the Italian disappointment with the Paris Peace Settlement. Responses may refer to the “Mutilated Victory”, as the peace terms of 1919 were seen as a betrayal of the Italian victory. However, it could be argued that all of Italy’s nationalist claims to *Italia Irredenta* were met, as it gained Trentino, South Tyrol and Istria. In addition, Italy gained 200 000 German speaking Austrians who were living in territory given to Italy. This can be seen as more than what would be justified on strictly nationalist grounds. Answers could also examine the impact of the war militarily, to decide whether Italy, despite being on the winning side, really was successful in making a valid and worthwhile contribution to the overall victory in the First World War and therefore was justified in its disappointment. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be able to support their argument with specific evidence and present a sustained evaluation about the extent of justification for the Italian disappointment with the Paris Peace Settlement. Good answers could additionally point out that, although nationalists viewed the peace treaties as a betrayal and a “Mutilated Victory”, Italy, in fact, made more territorial gains in Europe than any other victorious nation. Answers could discuss the terms of the Treaty of London which were largely in line with what Italy actually gained in the Paris Peace Settlement, although it did not receive Dalmatia. 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 impact of the Lateran Pact of 1929 on church-state relations in Italy up to 1939.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the main terms of the Lateran Pact such as the Concordat which regulated church-state relations. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and start to identify some of the main features of the Lateran Pact such as the Lateran Treaty which recognised the independence of Vatican City as a sovereign state and in which the Pope recognised Rome as the Italian capital. Answers could also refer to the Concordat which recognised Catholicism as the sole religion of the state, introduced RE into secondary as well as elementary schools and included state acceptance of Catholic Action. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear awareness of the main terms of the Lateran

Pact and its impact on church-state relations. They could refer to the Financial Convention, with the government giving the Church 750 million lire plus 1000 million lire in bonds as compensation for lands lost in the unification of Italy. Answers could also discuss the terms and impact of the Concordat with the state being given a veto over major church appointments, church marriages recognised by the state and the church given control of divorce. Answers could explain how the Lateran Pact served to end the tensions that had always existed between the church and earlier liberal regimes and made general acceptance of the fascist regime much easier. Any possibility of the Catholic Church leading an official or underground movement against the fascist regime was ended. 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 impact of the First World War on Italy is the most important reason for Mussolini’s rise to power by 1922.” 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 will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the impact of the First World War on Italy. 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 importance of the effects of the First World War in explaining Mussolini’s rise to power such as the Liberal government being blamed for the “mutilated victory” and for failing to stand up for Italian interests. 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 start to make a judgement about the importance of the impact of the First World War on Mussolini's rise to power. The war and its aftermath created new problems in Italy. The divisions among the ruling elite between those who had supported the war and those who had opposed it made cooperation against a common enemy almost impossible. The war also raised hopes for land and social reform with many demobbed soldiers expecting recognition as saviours of the nation. As they returned home, they added fuel to the unrest in the industrial towns and the land hunger in the countryside. The Liberal government was also blamed for the "mutilated victory" and for failing to stand up for Italian interests. In addition to the discussion of the main proposition in the question, answers at the top of this level will begin to discuss other factors which led to Mussolini's rise to power such as the growing political crisis of 1919–1922, the introduction of Proportional Representation and the effects of an increased electorate. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess whether the effects of the First World War were the most important reason for Mussolini's rise to power by 1922. Public discontent over the war, the "mutilated victory" and disappointment over the lack of Italian gains in the peace treaties, all of which weakened Liberal Italy, should be discussed and explained. In addition, the role of the King and the Catholic Church could be examined as their fear of the left-wing threat made them willing to support Mussolini by October 1922. Answers could argue that the fear of civil war also prompted the King not to introduce martial law and instead invite Mussolini to be Prime Minister. Answers could discuss the importance of some of the following – the growth of Socialism, more strikes (Biennio Rosso), agricultural problems and unrest. The fractious nature of the coalition governments between June 1919 and October 1922 could also be examined with the leading parties being unable to work together. In 1921 the Fascists were included in the Giolitti Government's list of election candidates which gave them and Mussolini respectability. 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 Mussolini used propaganda as a means of control in Italy in the period 1922–1943.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **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 how Mussolini used propaganda as a means of control between 1922 and 1943. 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 in which Mussolini used propaganda as a means of control between 1922 and 1943, perhaps referring to press censorship and his use of the radio. 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 demonstrate some awareness of a range of ways in which propaganda was used as a means of control in Italy between 1922 and 1943. The main features of Fascist propaganda could be examined such as promoting the cult of "Il Duce", the Press Censorship Law of 1924 and the creation of the Ministry of Popular Culture in 1937 which subsequently undertook large building projects to demonstrate the power and stability of the regime. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

are very well developed and substantiated. Answers will show a clear awareness of the main ways in which propaganda was used as a means of control in Italy between 1922 and 1943. In addition to the points outlined above, answers might also consider the use of radio to broadcast Mussolini's speeches, such as the radio broadcast of December 1942 which attempted to make light of the bombing damage in Italian cities and attempted to focus the Italian people on Italy's military successes. Answers could discuss the use of the cinema with LUCE set up in 1924 to produce documentaries and newsreels promoting Mussolini and his 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) How successful was Mussolini in dealing with Italy's domestic problems in the period 1922–1943?

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **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 Mussolini's domestic policies in the period 1922–1943. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of Mussolini's attempts to deal with the domestic problems in Italy in the period 1922–1943. They may refer to how Mussolini avoided the full effects of the economic depression due to the role of the IMI (Istituto Mobiliare Italiano) and IRI (Istituto Per La Ricostruzione Industriale). Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more comprehensive and start to make a judgement about how effectively Mussolini's domestic policies dealt with Italy's problems in the period 1922–1943. Mussolini's policies tried to improve agriculture and industry through a series of "Battles" which often failed to meet their targets. He also tried to create a Corporate State but in reality the large industrialists and landowners remained influential. In 1927 the Lira was revalued, which damaged the export of Italian industrial goods. Mussolini also tried to protect Italy from the effects of the great depression, setting up the IMI in 1931 to support banks and the IRI in 1933 in industry and agriculture. From 1940 the Italian war effort was hampered by a shortage of raw materials and inadequate power supplies. Answers may also assess Mussolini's policies towards women, youth movements and education. For instance, they could refer to the Battle for Births with Mussolini hoping to increase the number of young men able to fight for their country, although his campaign largely failed. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess the extent to which Mussolini successfully dealt with the domestic problems in Italy between 1922 and 1943. Answers could give examples of success such as improved roads and railways, whilst electrification became more widespread. Answers should be able to refer to a range of domestic problems such as the North-South divide and rural poverty, which Mussolini had failed to solve by 1939. He also made an unsuccessful bid to build a war economy, while during the war the Italian people experienced shortages of food, domestic fuel and essential consumer goods. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain how Mussolini's leadership between 1940 and 1943 contributed to Italy's failure in the Second World 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. Answers will be typically inaccurate, superficial and offer unclear descriptions about Mussolini's leadership in the Second World War. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to explain in general terms how Mussolini's leadership was to blame for Italy's defeat in the Second World War. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and demonstrate some awareness of a range of ways in which Mussolini's leadership was to blame for Italy's defeat in the Second World War. Answers could refer to the fact that Mussolini held all the key posts in relation to the war – Commander-in-Chief, War Minister and Minister for the Army, Navy and Air force – but failed to coordinate an effective war plan. Also, his strategic errors could be highlighted, such as making no attempt to capture Gibraltar or Malta. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of how Mussolini's leadership was to blame for Italy's failure in the Second World War. Good responses could refer in more detail to some of the points outlined above regarding the role of Mussolini, perhaps additionally considering the impact of his health problems on his leadership, his failure to create an economy that could sustain a war, and strategic errors such as sending Italian forces to participate in Operation Barbarossa and declaring war on the USA. 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 most successful involvement in foreign affairs came at the Munich Conference in 1938.” To what extent would you agree with this assessment of Mussolini’s foreign policy in the period 1922–1939?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or make no reference to the Munich Conference. 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 Mussolini’s role at the Munich Conference was his finest moment in foreign affairs in the period 1922–1939. 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 attempt to reach a judgement about whether Mussolini’s role at the Munich conference represented his finest moment in foreign affairs in the period 1922–1939. Answers should be able to identify other episodes in Mussolini’s foreign policy that possibly have greater merit than Munich: the Italian conquest of Abyssinia, while acknowledging its longer-term costs; the acquisition of Fiume, which went some way to addressing the problem of the “Mutilated Victory”; or the prevention of the *Anschluss* in 1934. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed, presenting a more selective and sustained evaluation of the extent to which Munich represented Mussolini’s finest moment in foreign affairs in the period 1922–1939. Responses should refer to specific examples of what they regard as successes in Mussolini’s foreign policy. In addition to the points already referred to, answers could also note Mussolini’s diplomatic successes at Locarno (1925) and in the Kellogg-Briand Pact (1928), while acknowledging that, although Mussolini was hailed as the saviour of European peace at Munich, it was another superficial success and in fact he was largely following Hitler’s line. 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