



Rewarding Learning

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

History

Assessment Unit AS 2

[AH121]

TUESDAY 12 JUNE, MORNING

MARK SCHEME

Level of response mark grid

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

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

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

AO2 In relation to historical context:

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

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

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

Option 1: Spain and Europe 1556–1592

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the external problems Spain faced on the accession of Philip II to the Spanish throne in 1556.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear explanation of the external problems which Spain faced in 1556. 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 external problems Spain faced in 1556. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show an awareness of some of the external problems Spain faced when Philip II became King in 1556. They should refer to some of the following points: the Turkish threat to mainland Spain or its Mediterranean and North African possessions; the English threat or religious challenges. 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 external problems such as the threat to

Spanish territories in the Low Countries and Northern Italy, as well as the expansion of the Ottoman Empire. Consideration of the growing English threat and the spread of Protestantism should be considered. 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 Spain's economic problems in the period 1556–1592 due to the impact of war?

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

Level 1 ([0]–[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 details of the economic impact of war on Spain in the period 1556–1592. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will attempt to consider how far Spain's economic problems were due to the impact of war. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the difficult economic position Spain faced during the reign of Philip II. Answers should assess whether war was the main factor in causing economic problems. Throughout the period Spain faced many economic difficulties such as a large foreign debt, loss of trade monopolies, a high tax burden and dependence on the importation of American

bullion. Problems with agriculture, lack of investment, inflation and a duty system which damaged trade may be identified as being the cause of Spain's economic difficulties, rather than the impact of war. However, Philip's inability to deal with financial difficulties was a major factor in Spain's economic decline. Answers may conclude that the financial pressure Spain faced was caused by overspending and that this was mainly due to the impact of war. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will consider material mentioned in Level 3 in greater depth. A lack of investment might be considered as the basic cause of Spain's economic problems and Philip's use of juros was an avoidable cause. With Philip being at war for all but seven years of his reign, it is inevitable that this increased the financial pressure on Spain, as war placed the greatest strain on sixteenth century economies. Spain's involvement in war bled the country of capital as many of the products needed to maintain military action were imported into Spain. Spain's dependence on the export of raw materials and inability to maximize success in the Americas limited growth and this was a critical problem in its economy. Answers will consider that many of Spain's economic problems were avoidable if investment had been made by Philip in Spain's economic infrastructure. The revenue to achieve this was available to Philip but his maintenance of war left a budget deficit which exacerbated, rather than cured, these problems. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the features of the conciliar system of government in Spain in the period 1556–1592.

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

Level 1 ([0]–[2])

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

generally offer unclear descriptions of Philip II's conciliar system of 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 features of the conciliar system of government under Philip II. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, and show an awareness of the main features of the conciliar system of government. They should refer to some of the following points: each council exercised executive, legislative and judicial functions; they kept Philip informed on a daily basis; considerable power rested with their presidents and secretaries. Even though this system seemed centralised, it was in reality an *ad hoc* system with Philip at its centre. By 1588 there were six territorial councils and eight departmental councils. 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 features of the conciliar system under Philip II, as outlined above. Philip made an attempt to unify these councils and treat them as separate bodies responding only to Royal command. The two most important councils were war and state but the *Junta del Noche* became more important as Philip's reign progressed. 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.

- (ii) “The revolt of the Moriscos was the most serious internal political problem Philip II faced as ruler of Spain in the period 1556–1592.” To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will consider the details of revolts and attempt to consider which was the most serious Philip II faced 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 seriousness of each of the revolts. Answers will consider the revolt of the Moriscos, the Perez affair and the revolt in Aragon. The Morisco revolt took place between 1568 and 1570; this turned into a civil war which Philip’s armed forces struggled to deal with and it cost over 60 000 Spanish lives. Philip II regarded the Moriscos revolt as a national disgrace and his failure to deal with it encouraged rebellion in the Netherlands. In 1578 Philip II and Perez were involved in the murder of Escobedo which led to the arrest of Perez in 1579. However, in 1590 Perez escaped from Madrid and fled to Aragon where he started to reveal details about Philip’s involvement in the murder of Escobedo. This resulted in Perez stirring up a revolt in Zaragoza as he tried to turn Aragon into a Venetian style republic. Philip acted immediately and sent

14 000 troops to the border of Aragon who crushed the revolt in only two weeks. Responses will attempt to compare these events and the differing threats they posed to Philip II. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess to what extent the revolt of the Moriscos was the most serious internal political threat Philip II faced in this period. Responses should consider the different times taken to overcome the risings, comparing two years to two weeks. Answers might compare the different type of threat posed by Perez and Philip's failure to deal with it. Very good answers might consider a range of other internal difficulties such as the role of factions, the inefficiency of Philip's government or the financial problems of Spain. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain Philip II's relationship with the Papacy.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will offer unclear explanations of Philip's relationship with the Papacy. 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 different elements of Philip II's relationship with the Papacy. 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 outlining a variety of ways in which Philip dealt with the Papacy. Answers should identify that Philip II had certain powers in relation to the Papacy: he could reject Papal Bulls, deny appeals to Rome and appoint Church Officers. Clashes with the Pope on foreign policy issues might be considered. Philip II's positive attitude to the Jesuits in Spain could be used to emphasise his support for Catholicism. Philip's support for the Council of Trent could be contrasted with his desire not to see Papal power increase. 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 relationship between Philip II and the Pope. Answers will be developed by considering foreign policy in more detail. There may be a discussion of the Pope's role as an Italian Prince, whose interests often led to clashes with Philip II who also had major Italian possessions. Pope Paul IV's anti-Spanish record of 1556 and Sixtus V's opposition to Philip II's actions in France in the 1580s support this. Philip's own actions often influenced relations such as his arrest of the Jesuit Marceu of Toledo. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Philip II was responsible for the cultural developments in Spain in the period 1556–1592." How far would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall detail about cultural

developments in Spain during the period. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will be more detailed and try to assess how far Philip II helped cultural developments in Spain in the period 1556–1592. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of cultural developments in the period. Much of the development in Spain reflected Philip's own attitudes to culture. Philip loved books, collected paintings and was a sponsor of what he called Spain's "Golden Age of Culture". His support of the Counter-Reformation helped to nourish the Spanish mystical tradition of Teresa and St. John of the Cross.

Answers will also consider the importance of some of the following: Cervantes, Lope de Vega and El Greco and how far Philip II's support helped them. Some focus on architectural development under Juan de Herrera could be considered. Responses might consider how many cultural developments in Spain happened despite the actions of Philip II. Philip's banning of large numbers of books could be said to limit cultural development but most scholars overcame these restrictions. Cervantes' successes occurred despite opposition from Philip to some of his writings. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will assess the importance of Philip's contribution to cultural developments and discuss whether he acted as a hindrance to some forms of development. Consideration of the Inquisition and how censorship cut Spain off from mainstream European culture and created a Counter-Reformation stronghold in Spain could be used to support or oppose the proposition. With Spanish students forced to return home and with many books forbidden, some elements of culture

were restricted by Philip's rule. Candidates should contrast these negatives with the positives of Philip's patronage to other arts. Responses could consider that many of the cultural developments in Spain began without Philip's assistance and his help encouraged their later progression. The wealth of Spanish nobles such as the Duke of Medina Sidonia allowed them to be patrons of the arts and this was another cause of cultural development. With an empire which spread across the world, many Spaniards travelled widely in its service returning with ideas which greatly developed culture in Spain. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 4 (i) Explain how the Treaty of Nonsuch (1585) affected Anglo-Spanish relations.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate and offer unclear explanations of the Treaty of Nonsuch. 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 implications of the Treaty of Nonsuch on Anglo-Spanish relations. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, giving the reasons for England agreeing to support Dutch rebels against Spain. Answers will consider how this affected Philip II and the almost

immediate declaration of war, which was to outlast both Philip II and Elizabeth I. Spanish support for a Catholic revolt in England, aiming to replace Elizabeth and put Mary, Queen of Scots on the throne, might be seen as a result of Nonsuch. The coming of the Armada, which threatened England's very existence, also shows the deterioration of Anglo-Spanish relations. 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 further develop points made in Level 3 and will consider the fear that each nation had of the other. The Treaty of Nonsuch was a reaction to Philip's signing of the Treaty of Joinville and its suggestion of a Catholic Crusade. Answers may suggest that Anglo-Spanish relations were already in decline and that the Treaty of Nonsuch merely accelerated hostility. 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 outbreak of the French Wars of Religion in 1562 was the most important turning point in Philip II's foreign policy in the period 1556–1592." To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

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

judgement. Level 2 answers will be better informed and begin to consider the impact that the French Wars of Religion had on Philip's foreign policy up to 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 whether the outbreak of the French Wars of Religion in 1562 represented the most important turning point in Philip II's foreign policy in the period 1556–1592. Responses should consider the long hostility between France and Spain. The Habsburg-Valois dynastic wars had been the major focus of Europe's foreign policy for most of the sixteenth century. The beginning of civil war in France removed a threat from Spain and allowed Philip to develop his foreign policy. Answers might suggest that Philip II's foreign policy focus on the Turks and then on England was able to happen because of France's decline in international affairs and so the beginning of the French Wars of Religion was a major turning point. Responses might reverse this point and argue that Turkey was the most important factor and that the turning point in Philip II's foreign policy was his successes against the Turks which allowed him to sign a peace treaty in 1580. 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 further some of the points mentioned earlier. Philip's interference in the French Wars of Religion could be used to show that France still played a major role in Philip II's foreign policy. Clearly Philip's focus on war with the Turks in the 1560s and 1570s was as a direct result of the French Wars of Religion and as such this was a turning point. Conflict with England was possible because of France's decline. Philip had said in 1558, "Better a heretic on the English throne than a French woman." By the 1580s Philip was supporting that same French woman as the claimant for the English throne, hence substantiating the idea of the French Wars of Religion as a major turning point. Philip's interference in France in the 1580s, his signing of the Treaty of Joinville and his attempts to keep Henry of Navarre from gaining the French throne were all brought about by internal religious conflict in France. Answers might suggest that the Dutch revolt, the rise of a strongly Protestant Elizabethan England, Elizabeth's refusal of marriage to Philip or the execution of Mary,

Queen of Scots were more important turning points. Answers might suggest that Elizabeth I's refusal of marriage was a significant turning point as Anglo-Spanish relations began to decline in the decades which followed. Elizabeth's signing of the Treaty of Nonsuch in 1585 might also be considered a turning point. Good responses will consider a range of major factors but will emphasise that many of these came about because of the French Wars of Religion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

Option 1

AVAILABLE
MARKS

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

AVAILABLE
MARKS

Answer **two** questions.

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

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, providing a general account of the events leading up to the war. The response will contain some explanation of the reasons for the French invasion. 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 complexity of the tense relationship between Louis XIV and the Dutch. The collapse of The Triple Alliance, the tariffs placed upon French exports and the satirical rhymes poking fun at the French King may be dealt with. Louis XIV intended a quick, overwhelming attack to teach the Dutch a lesson and ensure that they never interfered in his affairs again. Through victory in the war, Louis hoped to strike a fatal blow to Dutch trade interests. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

- (ii) "It was the actions of William of Orange which were the most important reason for the outbreak of the Nine Years' War in 1688." How far would you accept this judgement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, providing a general account of the actions of William of Orange at the time. William's decision to invade England and his leadership of the Grand Alliance set him against Louis XIV's expansionist France. William had voiced his opposition to Louis's persecution of the Huguenots and had made clear his determination to resist any French threat towards his native Holland. Conflict between the two men, and their respective countries, had existed since the Dutch War of 1672–1678. 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 William contributed to the outbreak of war and also examine other factors that played a role. William's clash with Louis XIV had begun during the Dutch War and was motivated by religious, political, economic and personal rivalry. Yet many of William's actions were defensive and the expansionism of France was crucial in creating war. Louis was involved in a long-standing quarrel with the Papacy which had been heightened by his seizing of the state of Avignon and was brought to a head by the events in Cologne. His Revocation of the Edict of Nantes in 1685 had resulted in 250 000 Huguenots emigrating, bringing reports of religious persecution. Louis XIV's expansionist policies had impinged upon the interests of Austria, Spain, England, the United Provinces, Brandenburg, Saxony and Bavaria. The formation of the defensive League of Augsburg in 1686 united some of Louis's opponents and enabled them to react together after his invasion of the Palatinate. William was to play a leading role in the Grand Alliance's war effort. 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 William's actions were responsible for the outbreak of the Nine Years' War. Candidates may show some understanding of the long-term build up of tension between Holland and France and the personal antipathy between the leaders. After the Revocation of the Edict of Nantes, many French Protestants fled to William's native Holland, or to his new Kingdom England, providing a religious motivation for William's opposition to Louis. William was concerned by Louis's welcoming of the exiled Catholic King of England, James II, and the possibility of an invasion of England, to recapture the throne, through Ireland. There was also considerable trade rivalry between Holland and France. It could be argued that Emperor Leopold also played a significant role in the outbreak of war. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain the aims of the Grand Alliance at the beginning of the Nine Years' War (1688–1697).

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported statements about the aims of the Grand Alliance. 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 aims of the Grand Alliance. The response may contain some explanation of some of the precise aims of the Alliance. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail; for example, fear, hatred and distrust of France lay at the root of the Grand Alliance's aims. The belligerents were united in their determination to halt the expansionism of Louis XIV. Territorially, they hoped to reverse some of his recent gains and restore the boundaries in Europe to their position at the Peace of Westphalia. Individual countries within the Alliance also had their own agendas and some, but not all, may be examined. For example, Holland was determined to defend its own territory and protect its trade strength. England saw this as the "King's War" and was mainly concerned about preventing the return of the Catholic James II. Many of the lesser German princes had been affected by the reunions and hoped to see their land restored, or at least French expansionism halted. Spain fought to defend its land in the Netherlands and prevent the Bourbons supplanting Hapsburg influence in Europe. Austria, too, fought for dynastic reasons and Leopold resented how

Louis had taken advantage of his conflict with the Turks. Cologne, of course, was a flashpoint of Austrian and French rivalry. Other smaller states such as Savoy and Brandenburg/Prussia fought to improve their own position 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. The Grand Alliance, by its very nature, had a wide variety of aims. Although individual countries fought for their own reasons, they were agreed in the need to halt the growing power of and threat from France. Many had suffered directly from Louis XIV's actions and feared that his expansionism would continue until France dominated Europe. They believed that the time had come to stand against Louis. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The Peace of Ryswick was an unsuccessful attempt to deal with the problems facing Europe in 1697." To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging

with the question on its own terms, providing limited analysis of how successful the Peace of Ryswick was in dealing with the key issues at the time. Answers at this level may communicate some knowledge of the terms of the peace settlement and how, on balance, most of France's opponents saw their aims met. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which the Peace of Ryswick resolved the problems of Europe. France made major territorial concessions to its opponents which helped to restore the balance of power in Europe and appease some of the countries feeling aggrieved by Louis XIV's expansionism. For example, Spain regained Luxemburg, Charleroi, Mons, Courtrai and Barcelona; Holland received the barrier fortresses as a buffer against future attack and England was reassured by Louis's withdrawal of support from James II. All the Allies were relieved by the halting of French aggression and Louis's willingness to surrender virtually all his gains since the Truce of Ratisbon. While France's enemies may have been satisfied by their gains at Ryswick, it was still the dominant force in Europe and Louis was able to resume his expansionism shortly after the war. The Peace of Ryswick had not resolved the dynastic tension between the Bourbons and Hapsburgs, the territorial disputes on France's north-Eastern frontier, the trade and colonial disputes in the New World or even the personal rivalry between Louis and William and between Louis and Leopold. 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 Peace of Ryswick had been a flawed attempt to resolve the problems in Europe. Many of the religious, dynastic, personal and economic issues which had provoked the conflict in the first place remained unresolved. Louis only saw the Peace as temporary and was positioning himself for the imminent carving up of the Spanish Empire. It could even be argued that after nine long years of war the settlement was designed to stop the conflict rather than try to resolve the underlying issues that had caused it to break out in the first place. The Peace of Ryswick did succeed in ending the war and most of the

belligerents were content with its terms. Good responses may note that major European conflict was to start again within five years and once more the actions of Louis XIV were to be the root cause. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the reasons for Louis XIV's acceptance of the will.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported statements about the reasons for Louis XIV's acceptance of the will. 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. Carlos II's will offered France a number of significant benefits and accepting the will was simply Louis acting in his country's best interests. 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. Having Philip on the Spanish throne would turn a long-term rival into an ally and secure Louis's vulnerable southern border. Furthermore, Louis's long-held ambition to defend his north eastern frontier would be achieved as a Bourbon would control the Spanish Netherlands. One of the conditions Carlos had imposed was that the whole inheritance would be offered to the Austrian Hapsburgs if the French rejected this offer. By not accepting the will, Louis would be helping to create Austrian hegemony in Europe. Responses may note

that Louis held a meeting with his top advisors, at Versailles, to discuss his options. The will represented the best deal on the table and accepting its terms offered huge strategic and economic benefits to France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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. By choosing the will, Louis certainly expected opposition but his choice would not inevitably lead to war and enforcing the Second Partition Treaty, in its place, might itself cause conflict. Louis was also aware that he could not rely upon William of Orange's military support if he chose to abide by the Treaty. Furthermore, the terms of the will offered Louis virtually everything he had fought for since his accession to the French 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. [8]

- (ii) "Louis XIV's declaration, in February 1701, that his grandson, Philip V of Spain, remained in line to the French throne was the most important reason for the outbreak of the War of the Spanish Succession." How far would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging

with the question on its own terms, providing a limited analysis of the causes of the war of the Spanish Succession, perhaps focusing on the decision of Louis XIV to declare, in February 1701, that Philip V was still in line to the French throne. Answers at this level may communicate some knowledge of Louis's acceptance of Carlos II's will and the reaction it provoked. Louis provoked further tension by creating direct trade between Spain and France, assisting Philip in expelling the Dutch from their barrier fortresses and declaring his support for the son of James II. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the causes of the War of the Spanish Succession and make clear judgements about the importance of Louis's declaration that Philip remained a potential future King of France. It may be noted that Louis never intended for the two thrones to be united, although his failure to make this clear to the rest of Europe and the fact that his action contradicted the terms of the will undermined his true intention and resulted in his enemies understandably viewing the declaration as an aggressive act. Louis's original acceptance of the will was critical in creating the circumstances for war, although it was his series of blunders that ensured its outbreak. The re-formation of the Grand Alliance was also of significance, enabling the enemies of France to act together against Louis. Indeed, the Alliance was to make the first aggressive move in the conflict. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Louis's decision to re-state Philip's right to inherit the French throne was the most important reason for the outbreak of war. Although this action certainly provoked criticism, war was not to break out until the following year and it is doubtful that this announcement alone could have caused the conflict. Certainly it inflamed an already tense situation and, combined with the other blunders made by Louis, provoked the Grand Alliance into action. A wider range of issues will be analysed with more detail on each side of the debate. 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 Ramillies.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the reasons for Marlborough's victory at Ramillies. His personal command of the battlefield and ability to work effectively with other Allied commanders, notably Count Overkirk, were critical. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail; for example, the French commander Villeroy had secured his position through nobility rather than ability and failed to react to Marlborough's initiatives. Marlborough deceived Villeroy by attacking the flank before focusing his main attack on the centre. Marlborough personally led his cavalry to deal the final blow. 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. Marlborough tricked Villeroy into committing his reserves on his left flank, then withdrew his troops from that section of the battlefield and attacked the vulnerable French centre. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The weakness of its military leadership was the most important reason for the poor performance of France in the War of the Spanish Succession." To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or make generalised assertions about the result of the war of the Spanish Succession and the reasons for France's poor performance. 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 consistently engaging with the question on its own terms, perhaps focusing solely on the weaknesses of French military leadership. Louis XIV's determination to retain the military control of the French war effort from Versailles restricted the effectiveness of his battlefield commanders and contrasted with the direct leadership of the Grand Alliance under the Duke of Marlborough. The commanders of the French army were divided and unable to make effective battlefield decisions. 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 weakness of French military leadership and also examine other factors which contributed to France's poor performance. At Blenheim the French commander, Marshal Tallard, overestimated his army's numerical advantage and expected France to dominate the battlefield. It could be argued that the defeat at Blenheim was, in itself, a crucial factor in explaining French weakness as it removed their Bavarian ally, decimated their army and destroyed their sense of invincibility. In the battle of Ramillies, the French commander Villeroi owed his position to his family background rather than any real military ability. Vendome and Burgundy openly quarrelled at Oudenarde and had little respect for each other. Only at Malplaquet, of the major battles, did French commanders perform adequately. The relative success of Villars and Boufflers only serves to emphasise the inadequacy of previous leaders. Only at Malplaquet did the commanders anticipate Marlborough's flank deception and centre attack. Indeed, the strength of the Allied leadership and tactics were crucial in explaining the relative weakness of France in the war. Economic factors were also significant in weakening the French war effort. 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 relative importance of the weak French military leadership in the war. Good responses may note that France did have some successes in the war and its leadership improved at, and especially after, Malplaquet. Economic factors and the undoubted strength of their enemy also contributed to the weaknesses of France. The harsh winter of 1708–1709 devastated the crops in France, causing starvation and widespread public disorder. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 2

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Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the reasons for the quarrel between Daniel O’Connell and the Young Irelanders.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail showing, for example, some awareness of O’Connell’s quarrel. The Young Irelanders were opposed to the Lichfield House Compact with the Whigs. They resented what they saw as opportunism by O’Connell, whereby he pledged his commitment to a parliamentary alliance in return for reforms. They also disliked what they regarded as his authoritarian control over the Repeal Association. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

informed about the quarrel. There was an ideological clash between the doctrinaire nationalism of Davis, leader of the Young Irelanders, and the political pragmatism of O'Connell. Davis, a Protestant, wanted religion kept out of the Repeal movement, but out of loyalty to his church and as an act of reciprocation for its support for the Repeal Campaign, O'Connell felt duty bound to support the Catholic bishops in their opposition to Peel's Colleges Bill. There was a clear gulf in age between O'Connell and the Young Ireland group. When in 1846 some of the latter justified the use of force to achieve repeal, they were either expelled from or left the Repeal Association. 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 role of the Catholic Association was the most important reason for the success of Daniel O'Connell's campaign to achieve Catholic Emancipation." To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will address in a limited way the success of O'Connell's campaign, such as his leadership and support of the Catholic Church. 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 are developed and substantiated. Level 3 answers will

provide a more detailed knowledge and understanding of the role of the Catholic Association in relation to other factors. The Catholic Association was formed in 1823 as a constitutional organisation for the achievement of emancipation. The introduction of the penny rent in 1824 enabled the Association to become a truly national organisation with strong roots among the peasantry. The Association collected the penny rent and organised election campaigns, while its headquarters at the Dublin Corn Exchange gave it the appearance of a Dublin “parliament”. The middle class used its professional skills to run the Association and provide funds. Answers may make limited reference to other factors in the emancipation campaign, such as O’Connell’s tactics and rhetoric. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will link the role of the Association to other factors. By making some Catholic clergy members, the Association was able to spread its message more widely. Catholic urban middle classes – especially lawyers – hoped to gain economically and professionally from emancipation, while the rural middle classes saw emancipation as bringing comparable benefits. The Catholic Church helped to collect the penny rent and spread news about the campaign from the pulpits. O’Connell skilfully used elections, such as Waterford in 1826 and Clare in 1828, to increase pressure on the government to acquiesce. The use of mass rallies and rhetoric was important, as he profited from instability in the Tory government following the departure of Lord Liverpool in 1827. 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 good use of specialist vocabulary. [22]

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- 2 (i) Explain why Daniel O’Connell and the Whigs agreed to the Lichfield House Compact.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail showing, for example, some awareness of the motives of both sides. O’Connell realised after the crushing defeat in parliament of his motion to repeal the Union in 1834 that any repeal campaign would be futile. For the Whigs, 1834–1835 witnessed Peel in power, albeit with a minority government. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed about the reasons for the Compact. In addition to abandoning plans for a repeal campaign, O’Connell was attracted to a liaison with the Whigs in order to bargain for much needed reforms for Ireland. He had longed for the Catholic professional classes to receive their fair share of recognition for their hard work and loyalty to the Crown, and aspired to seeing more promotions in the legal profession. Moreover, reform of the much-hated tithe was a long-held aim, along with the reform of municipal government and legislation to deal with poverty. For the Whigs, their precarious parliamentary position would be enhanced by the support of those 39 MPs loyal to O’Connell. The “Liberator” could use his influence to ease the title war and “pacify” Ireland. In these circumstances, the Whigs could concentrate on their domestic reform programme in England. 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) “It produced only disappointments for both Daniel O’Connell and the Whigs, as well as damaging their political fortunes.” To what extent would you agree with this assessment of the Lichfield House Compact?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the importance of the Compact for both sides, with some lapses in knowledge. O’Connell was pleased that the tithe was reduced. However, the tithe, much detested, still existed. He was dissatisfied with the Poor Law, believing that this represented the introduction of an “English” system of workhouses to deal with problems of Irish poverty. For the Whigs, they were pleased that the tithe war and the agitation associated with it had ceased. Between 1830 and 1832, there had been nearly 250 homicides. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed substantiated. Answers will contain breadth of understanding, linking the outcome of the Compact for both O’Connell and the Whigs and commenting on how it damaged their political fortunes. O’Connell enjoyed mixed success from the Municipal Corporations Act. The rule of Thomas Drummond, Under-Secretary at Dublin Castle, witnessed a brief period of benevolence towards professional Catholics, with many being promoted in the legal profession. Peel, whom O’Connell disliked intensely, had been ousted from his “100 Day” Ministry in 1835. By 1840, with the prospect of the Whigs losing office, O’Connell had become disillusioned with a Compact that had diverted his attention from his repeal motions in Ireland. This was reflected in the decline of the “O’Connell Tribute” and the waning of his own personal influence in Ireland. Moreover, his relationship with the Whigs contributed to tension with the Young Irelanders, who perceived this practical political move as a betrayal of principle. For the Whigs, relative calm in Ireland and the opportunity to steer through much-needed social reforms in England came at a price, and directly contributed to the decline of their political fortunes in the 1830s. O’Connell was loathed by many sections of English society, including Tories, the Established Church and many voters. In England, O’Connell was perceived as someone who had humiliated the British Government into the concession of emancipation in 1829 by his use of rhetoric and intimidating rallies. The Whig association with O’Connell contributed to their decline in seats at the general elections of 1837 and 1841, when Peel became Prime Minister with a majority of 76. 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 good use of specialist vocabulary. [22]

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- 3 (i) Explain why some parts of Ireland were more severely affected by the Famine than others.

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

Level 1 ([0]–[2])

Answers at his level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be vague about impact of the Famine. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or

grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show more awareness of the extent of the regional differences in the impact of the Famine. There were variations in the quality of agricultural land. In the west of Ireland, the potato blight had the greatest impact. Moreover, relief efforts partly depended upon geographical location and accessibility. Corn needed to be milled, and yet there were hardly any mills in the west. Famine relief was affected by the conduct of Irish food merchants, some of whom engaged in the speculation and hoarding of food. This practice was most common in the west and midlands of Ireland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed, showing a clearer understanding of the issues raised by the question. The extent to which there was some sort of industrial base was important. Urban areas such as Belfast and Dublin suffered less. There was a market economy on the east coast of Ireland and in the midlands. There were variations in the application of the Poor Law and the contribution made by charities. In some regions, there was an inability to keep pace with the demand for relief in any form. In Skibbereen, County Cork, there were a disproportionately high number of fatalities due to starvation. Other areas along the west coast suffered because relief was not available. Another factor in the provision of relief was the commitment and involvement of local gentry and clergymen, and in parts of Donegal this proved a decisive factor in the relief process. 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) “Lack of industrial development in Ireland was the most important reason for the outbreak of the Famine.” To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis or judgement. Level 1 answers may provide a narrative or contain some basic points about the causes of the Famine. 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 lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will address in a limited way the causes of the Famine. For example, they may focus on problems of agriculture, population rise and the role of landlords. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall and select historical knowledge more relevantly, clearly and effectively. Explanations, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the causes of the Famine. Answers will present a focus on the problems caused by a lack of industrial development, with a limited assessment of other causes of the Famine. With the exception of Ulster, Ireland had no industrial base. There was no significant middle class of entrepreneurs or an adequate transport system. Even the domestic work of spinning and weaving in their own homes, which assisted many smallholders and labourers in earlier years, was drying up as a result of the decline of the Irish woollen and domestic linen industries in the early nineteenth century. Brief reference may be made to other causes of the Famine, such as the lack of preventative action by government, the impact of the population increase and the problems associated with Irish land. 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, judgements and analysis are very well developed and substantiated. Level 4 answers will be more comprehensive, assessing the impact of the lack of industrial development in relation to other causes of the Famine. For example, the dogma of **laissez-faire** prohibited decisive government action to ease Ireland's economic problems. Successive governments ignored calls for a special tax on absentee landlords. No attempt was made to purchase large areas of wasteland and lease it to tenants who could reclaim it. There was a lack of inward investment from **landlords**, many of whom were absentee, leaving their tenants to the mercy of middlemen. The **system of land** holding discouraged any progress made by tenants, who found that their rent increased if they made any improvements to their holdings. Ireland's **population** rose from 5 million in 1780 to 8 million in 1845. With the intense competition for land came **subdivision**. The **over-dependence** on the potato invited the disaster of the Famine. The payment of **tithes** to the Church of Ireland was bitterly resented. A report in 1836 on poverty in Ireland noted that over 500 000 labourers with about 1.8 million dependants were **unemployed for 30 weeks** of the year. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate, and there is very good organisation with the appropriate use of specialist vocabulary. [22]

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

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical information in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be vague about the reasons behind the Fenians' rising. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater a degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will provide a partial focus on Fenian aspirations. For example, their basic aim was the creation of an independent Irish republic by force of

arms, and the severing of all links with Britain. Answers at this level will have lapses in meaning due to inaccuracies in 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 about the reasons for the Fenian Rising in 1867. For example, the use of physical force was not only a means by which independence was to be achieved but symbolised a rejection of constitutional agitation which had collapsed after the demise of O’Connell in the 1840s. A rising in 1867 would hopefully capitalise on a favourable international situation, when relations between Britain and the USA were strained, and Irish-American aid would be forthcoming. The Fenians believed that a successful revolt would see the creation of a two-chamber legislature governing Ireland, elected by universal suffrage. Like the USA, there would be a separation of powers, with almost complete church-state separation. A hatred of Dublin, the traditional seat of British power in Ireland, was illustrated by the Fenians’ desire to reseat the capital in Athlone and Limerick. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will reflect on the fact that the Fenians had some vague economic ideas, believing that only an Irish parliament could solve Ireland’s land problem. Their lack of discussion of social and economic issues was intended to ensure that the movement was not distracted from its single-minded political course. In 1867 some Fenians accepted the possibility of defeat. Nevertheless, their rising became a grand gesture to inspire future generations. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The failure of the Fenian Rising of 1867 can be explained by the role and influence of James Stephens and Cardinal Paul Cullen.” How far would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will, for example, comment on either the role of Stephens or Cullen, or provide a partial explanation of the roles played by both. For example, answers may comment that Cullen led the Catholic Church in Ireland in opposition to the Fenians, and his influence contributed to a lack of support for the movement. 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 contain a breadth of understanding, assessing the role of Stephens and Cullen with some reference to other factors. Stephens undermined the chances of Fenian success by falling out with other key leaders of the movement, such as James O'Mahony, as well as members of the American wing of the organisation. Constantly complaining that the Americans were not supplying him with the promised arms and money, Stephens made no secret of his poor opinion of the American Fenians. Paul Cullen was appointed Ireland's first Cardinal in 1866, and mobilised the clergy to take a robust stand against all revolutionary groups which not only threatened the established order but also recruited oath-bound members. In 1861, Cullen had issued a pastoral letter condemning all secret societies, and in the same year, he forbade the local clergy from presiding over the burial of T.B. McManus, fearing that the Fenians would try to make propaganda capital out of the funeral of a famous member of the Young Ireland movement. Some limited reference may be made to other reasons for the failure of Fenianism. While Presbyterians in Ulster had backed the 1798 rebellion, the Fenians failed to attract any Presbyterian radicalism in the 1860s. The vast majority of Catholics adhered to constitutional methods. They refused to support a revolt that had no hope of success, and were also suspicious of the conspiratorial nature of the Fenian

organisation. Fenian aspirations to restore land to the people, however defined, alienated landowners. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and link the role of Stephens and Cullen to a wide range of other factors. Cardinal Cullen led clerical condemnation of the Fenians, and actively and successfully dissuaded Catholics from joining the movement. The clerical view was that it was sinful for Catholics to join secret societies and use force to overthrow a legitimate government and that the Fenians’ hopes for revolt were unrealistic and doomed to fail. Encouraged by Cullen, leading clerics such as the Bishop of Ross and Bishop Moriarty of Kerry spoke out against the Fenians. The Vatican, undoubtedly encouraged by Cullen, played its part, though good answers may note the precedent for Papal disapproval of secret societies in 1826 and 1864. Stephens’ poor relations with the American Fenians directly undermined the Fenian plans for a rising. In 1865, when the Americans expected an Irish rising, T. J. Kelly arrived in Ireland only to find no evidence of the 85 000 members of which Stephens had boasted. Eventually, Kelly replaced Stephens. The firm response of the British Government, using spies, legislation, the military and the arrests of scores of Fenians, foiled the 1867 revolt. Fenians contributed to their own failure. Their rising was inadequately planned, with insufficient arms and a lack of support from USA, while the original plans were postponed from February to March – in the midst of a snowstorm. There was a lack of widespread support in Ireland. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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Option 3

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Option 4: France 1815–1871

AVAILABLE
MARKS

Answer **two** questions.

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

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will recall limited factual material on the Charter of Liberties. 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 offer some detail on the features of the Charter of Liberties, such as freedom of the press and the guarantee of individual rights. 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 of the Charter of Liberties are developed. Answers will have more detail referring, for example, to the creation of a parliamentary monarchy with two Houses, the Chamber of Peers, nominated by the King, and the Chamber of Deputies, elected by property owners, and equality of all in the eyes of the law. The King was not obliged to accept the Chambers' choice, but could select his own ministers. Mention could also be made of the recognition of the Catholic Church as the religion of the state and of freedom of the press. 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 of the Charter of Liberties are very well developed and substantiated.

Answers will give detail on individual rights which were now guaranteed, including equality in the eyes of the law, careers open to talent, the obligation of all to pay tax and freedom of religion. Political arrangements will also be covered, including those rights retained by the King, such as the right to choose his own ministers, initiate laws and have a veto over amendments. Anomalies in the Charter may be mentioned, such as the recognition of Roman Catholicism as the state religion, alongside freedom of religion. Again, press freedom was proclaimed as well as “laws to check abuse of this liberty”. Despite Louis XVIII’s “granting” of this Charter, it did concede most of the important changes brought about between 1789 and 1814, including a guarantee of their property for those who had bought confiscated Church property. 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 the domestic policy of Louis XVIII between 1815 and 1824?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to assess in general terms the success of Louis XVIII’s domestic policies between 1815 and 1824, such as the budgetary system. 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 what Louis XVIII set out to do in his domestic policies, and to what extent these were successful. Taking over the throne in the aftermath of a debilitating war, Louis stabilised France in both political and economic terms, gaining acceptance for the restored monarchy. In this he was aided by the Charter, which preserved liberty, equality and other major gains of the Revolutionary period. Demanding what amounted to a return to the days before 1789, the Ultras were, however, a threat in the background. Louis kept them at bay until the murder of the Duc de Berri. After that, his own increasing incapacity allowed the Ultras to make the running and thereafter their influence over government (e.g. in religious affairs) turned France away from Louis's earlier moderation and towards a less compromising monarchist stance. 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. The King sought to heal wounds through the Charter, which angered the Ultras but probably pleased the majority of Frenchmen. He was, however, unable to prevent the White Terror. He presided over a modest post-war recovery (except for a brief slump in 1817), oversaw the removal of Allied occupying troops, faced down the *chambre introuvable* and made sensible ministerial appointments, in the shape of Richelieu and Decazes. But republican gains in the 1819 elections followed by the assassination of the Duc de Berri helped to erode Louis's middle ground, and he was forced to accept the Ultra Villèle as President of the Council. Villèle's compromise plans to compensate the émigrés were sensible if unpopular, while his firm control of government finances proved far-reaching. More controversial were the concessions to the Church, including control of secondary education and tougher penalties for sacrilege. By this stage an ill Louis had conceded much of his power to the Comte d'Artois, and his own attempts to provide moderation and stability were cast aside. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

- 2 (i) Explain the political aims of the Ultras between 1815 and 1830.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to recall some of the Ultras' political aims, such as their ambition to recover their lost property and positions. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the aims of the Ultras, referring, for example, to their desire to return to the days of the *ancien regime*, with a powerful King who would no longer be hamstrung by the Charter, a Catholic Church which would recover lands lost as a result of the Revolution, as well as its influence over education, and a nobility which would regain its former privilege. The Ultras' long-term aim was to jettison the Charter. 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 of the Ultras' political aims are very well developed and substantiated. Answers will refer to the Ultra belief in Divine Right, and their conviction that the Charter was an affront to the dignity of the King. Ultimately they wanted to do away with it. They aimed to retrieve their own previous prominence, both locally and in the government and army. They wished

to reverse the policies of the previous twenty-five years by restoring the Church to a central position within the state, with its lands back and control over education. They also sought an adventurous foreign policy which would attract support for the regime and appease the newly disenfranchised. 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) “He might have retained his throne had it not been for the Ordinances of St. Cloud.” To what extent would you agree with this verdict on the downfall of Charles X in 1830?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall the events surrounding the issue of the Ordinances of St. Cloud. 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 as to whether the Ordinances were responsible for Charles X losing his throne. Answers will show some awareness of the multicausal nature of the fall of Charles X, mentioning, for example, the economic crisis which afflicted France in the late-1820s and the controversial religious policies of the King, as well as the Ordinances of St. Cloud. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

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

provide more detailed knowledge and begin to make a judgement as to whether the Ordinances of St. Cloud, dissolving the newly elected Assembly, cutting the electorate by three quarters, calling fresh elections and reintroducing censorship were solely responsible for the downfall of Charles X. The background to and consequences of the Ordinances will be explained, as will some other contributory factors. These could include Charles X's inability to handle a hostile press, the unpopular compensation scheme for émigrés and the King's efforts to increase the power of the Church, particularly in the realm of education. Charles' refusal to compromise with demands for reform and his government's inability to alleviate the widespread distress caused by the slump of the late-1820s may also be seen as contributory factors to his fall, as will his support for the unpopular Polignac, who shared the King's unwillingness to compromise. 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 place the Ordinances of St. Cloud in their context as the culmination of Charles' frustration with increasing opposition and his determination to hold on to Polignac. A judgement will be made as to the significance of the Ordinances in the King's overthrow, considering other contributory factors, including the loopholes which for the early part of his reign meant that controls on the press were a dead letter, followed by the abandonment of censorship and increased abuse from newspapers. The land settlement disappointed Ultras, while angering bourgeois bondholders, and his religious policy ignored the strength of anti-clericalism. The King's disbandment of the National Guard removed a body which might have saved him in 1830. Where Louis XVIII had tried to stay above politics, Charles X became too closely identified with his government's policies. Finally, the slump beginning in 1826 caused near-starvation, high unemployment and a flight to the already overcrowded cities. 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 social and cultural developments in France 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 and communicate knowledge and understanding of history in a clear and effective manner **AO1(a) and** demonstrate understanding of the past

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will offer a limited, general survey of some features of cultural and social developments in France between 1830 and 1848. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to offer more detail on social and cultural developments in France in the period 1830–1848, mentioning, for example, the decline in living standards for the urban poor, and the appearance of a group of writers greatly concerned with social conditions. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on social and cultural developments between 1830 and 1848, such as statistics relating to the increase in population, largely affecting Paris and other main towns, and an awareness of the plight of the working class in town and countryside, where 75% of the population still lived. The bourgeoisie dominated the regime, with the gradual disappearance of the aristocracy from public life. Novelists such as Victor Hugo will be seen as socially concerned, and St. Simon and Louis Blanc may be given as examples of thinkers who wished to reform France. Even though the Church was effectively disestablished, continuing tension between its supporters and anti-clericals may be noted. 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 of the social and cultural developments between 1830 and 1848 are very well developed and substantiated. Answers may note that the increase in the population occurred mainly in urban centres and this,

coupled with French industrial retardation, meant a fall in living standards and much distress, especially after 1846. In the 1830s the urban working class could still threaten public order, as the silk weavers of Lyon and the destructive Parisian anti-clerical mobs showed. Following a purge of the administration soon after Louis Philippe's accession, there followed a withdrawal of the aristocracy from public service. The new ruling class was portrayed in the novels of Balzac, while social concern could be found in the works of Victor Hugo and Eugene Sue. Criticism of the King was vividly expressed in Daumont's vicious caricatures, and sympathetic histories of the Revolution and Empire began to appear. Some writers proposed new economic structures, notably St. Simon, Proudhon and Louis Blanc, who advocated job creation. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent would you agree that economic factors were responsible for the downfall of Louis Philippe in 1848?

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

Level 1 ([0]–[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 economic developments during the reign of Louis Philippe, with little detail or connection to his downfall. 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 begin to consider other causes which may have led to Louis Philippe's downfall, as well as some of the economic factors involved. 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 economic factors played an important part in Louis Philippe's downfall, particularly the depression which followed the harvest failures of the late-1840s. The King and his government did not deal well with economic developments during the period, such as the financial crisis and a lack of capital. The laissez-faire policies of the government left thousands, most significantly in Paris, in a state where it would take little to bring starving mobs out on to the streets. Answers should note other reasons for the downfall of the regime, mentioning, for example, a lacklustre foreign policy, the refusal to extend the franchise and Louis Philippe's insistence on holding on to the unpopular Guizot. 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 on economic issues and their relation to Louis Philippe's downfall are very well developed and substantiated. The French economy lagged behind its rivals, while the harvest failures and consequent economic downturn of the late-1840s caused great distress. Neither the landowning electorate nor the government showed interest in industrialisation or the amelioration of the conditions of the poor. Nor did the government see the importance of railways, only belatedly (1842) providing the land for railway companies to build on. The short-lived railway mania which followed collapsed in 1846, followed by a financial crisis. Louis Philippe's foreign policy was seen as overly timid, the King too ready to defer to Britain over Belgium, Mehemet Ali and Tahiti. The derision of the press and of cartoonists undermined the position of an elected King. His throne depended upon the support of the middle class, yet the commercial bourgeoisie was excluded from the vote, its demands for franchise extension rejected. With growing radicalism alongside middle class disquiet, and the King's failure to secure the continued support of the National Guard, political and economic problems converged in February 1848 to result in the overthrow of Louis Philippe. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain why Louis Napoleon became Emperor of France in 1852.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to offer reasons why Louis Napoleon became Emperor in 1852, such as his capitalising on his position as President of the Republic. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on why Louis Napoleon became Emperor, such as his overwhelming election as President in 1848, offering “something for everyone”, his efficient coups of 1851 and 1852, and the approval given to these actions by referenda and the favourable election results of 1852. Mention could be made of the attraction of his family name, with its hint of “gloire”, his appeal to the anti-republican peasantry, and divisions among his opponents. He also cultivated the support of Catholics and had some radical ideas for addressing the problem of urban poverty. 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 of why Louis Napoleon became Emperor are very well developed and

substantiated. Answers will point to his already strong position after his landslide victory in the presidential elections of 1848. As President he set out to consolidate, replacing the Barrot government with a more Bonapartist one, and showing firmness in defeating the Red Republican rising of 1849. He cultivated Catholic support by sending General Oudinot to Rome to overthrow the Roman Republic, and by giving back a considerable degree of educational control to the Church. Faced with the refusal of the Assembly to extend his presidential period beyond the statutory four years, he held a meticulously planned coup d'état in late 1851, and followed it with a declaration of the Second Empire a year later. Answers may also point out that republicanism had little support among the newly enfranchised peasant majority, and that the monarchist cause was weakened by divisions between Orleanists and Legitimists. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) To what extent would you agree that Napoleon III's foreign policy failed to achieve its objectives between 1852 and 1870?

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

Level 1 ([0]–[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 partial or vague narrative or recall of Napoleon III's foreign policy. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to compare Napoleon III's foreign policy aims with its results, dealing with, for example, the Crimean War, the Italian campaign and Franco-Prussian War, but lacking the detail and analysis needed for higher levels. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the aims and achievements of Napoleon III’s foreign policy. He wanted to revise the Treaty of Vienna and return France to the position of a great power, without, however, having to fight a major war. There will be some treatment of French success in the Crimean War, with the prestige of being part of the only successful invasion of Russia in modern history, despite its often shambolic nature. In the Italian campaign of 1859, even though the professedly nationalist Emperor withdrew France from the war with the job only half-done, the reward of Nice and Savoy was nevertheless claimed. In the 1860s his intervention in Mexico was a disaster, while he found himself outmanoeuvred by Bismarck before and after the Seven Weeks War. Worried about Prussian expansion, his bluster and attempted brinkmanship ended in failure when he was pressurised into declaring war on Prussia in 1870. 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 examine the degree to which Napoleon III’s foreign policy aims were fulfilled. Although the Allies were ill-prepared, the invasion of the Crimea succeeded, and the Congress held in Paris – a clear triumph for France. Support given to Piedmont in 1859 was tarnished by premature withdrawal, and the unification of Italy went beyond the tripartite division of the peninsula originally envisaged. But France gained Nice and Savoy, and Napoleon could point to his contribution to nationalism. Yet in 1863 his support for the Polish rebels achieved nothing except offending Russia. In 1862 France headed an expeditionary force to Mexico, but the USA’s invocation of the Monroe Doctrine compelled its withdrawal. The Emperor’s belief that he could dictate terms after the Austro-Prussian War proved illusory, and demands for compensation failed. Outwitted by Bismarck, he was then goaded into war against Prussia over the Spanish Marriages, and suffered a crushing defeat. There may also be mention of imperial adventures in the Middle and Far East, and in Africa. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 4

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Option 5: Russia 1903–1941

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the short-term causes of the Revolution of 1905.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation and 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 as to the causes of the 1905 Revolution, perhaps mentioning the Russo-Japanese 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 refer to some of the short-term causes of the Revolution of 1905 such as how the Russo-Japanese War triggered the protests which led to “Bloody Sunday” and how Russia's defeat at the hands of Japan was a national humiliation leading to unrest at home. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the role of the Russo-Japanese War in causing the Revolution, possibly mentioning aspects such as how the war revealed the incompetence of the government and led to even more unrest at home when it had been supposed to extinguish this unrest. Answers may also discuss the poor harvests of 1904/1905, leading to agricultural problems at home with the peasants suffering food shortages and falling wages. In addition, the same period saw an increase in social problems as working and living conditions both in the cities and the countryside worsened due to the impact of the war with Japan. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling,

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

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers may, in addition to the points mentioned above for Level 3, discuss how Russia's dismal performance in the Russo-Japanese War led to a steady build-up of tension back at home which exploded when news of the defeat became public. The impact of Bloody Sunday and how this ruined both the public perception of the Tsar and led to a wave of popular strikes increasing discontent could also be discussed. Candidates could also refer to how this unrest led to a general strike and the re-emergence of the Soviets, making a tense situation worse. The economic situation also deteriorated, with increasing taxation and an inflationary crisis in part caused by the financing of the Russo-Japanese War. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent would you agree that the reforms of Stolypin after 1906 were responsible for the survival of the Tsar's regime until 1914?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about Stolypin's reforms after the Revolution of 1905. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will be better informed and will be able to explain not only what Stolypin's reforms were but also how they helped maintain Tsarism. Stolypin placed what he called "a wager on the strong", seeing peasants as essentially political conservatives. He established land banks to lend money to the peasants, allowing them to

buy their land and become landowners. This created a new social class known as the Kulaks, whom Stolypin hoped would now be loyal to the Government and Tsar. Answers at this level will probably not assess other reasons for the survival of Tsarism to 1914, 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 of not only how Stolypin helped Tsarism's survival but also the other forces that were at work. The creation of the Kulaks was supposed to provide a bulwark against the forces of revolution. This social transformation did indeed sap the strength out of the revolutionary support and helped to maintain Tsarism. The surrender in the Russo-Japanese war allowed Nicholas II to bring troops home quickly and put down the revolution at home. The Tsar never lost the support of either the army or the aristocracy and these were crucial in helping him survive. The revolutionaries themselves comprised many disparate groups with no effective leadership and the spontaneous, undirected revolution was easily crushed by Tsarist forces. 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, in addition to the points outlined above for Level 3, discuss in a clear and effective way not only the role of Stolypin but also the other factors that helped Tsarism survive until 1914. Stolypin's reforms, even though unfinished, did transform Russia and deprive the revolutionaries of mass peasant support. Therefore Stolypin's reforms do not account on their own for the survival of Tsarism up to 1914. The introduction of the October Manifesto divided the opposition groups from the Revolution since it promised political reform. This was clearly undone the following year with the introduction of the Fundamental Laws which did allow for the creation of a Duma but placed so many limitations on its existence as to render it powerless, meaning that the illusion of reform was there. The repression employed by the Tsar primarily through the *Okhrana* could also be discussed. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

- 2 (i) Explain how the mistakes of Tsar Nicholas II brought about the Revolution of February 1917.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, showing an awareness of not only Nicholas' military failings but also his refusal to listen to the pleas of the Duma regarding the Tsarina and Rasputin and the scandals and misgovernment at home. The Tsar had alienated both the Army and the elites from his cause, the groups who made up his support base and had helped him survive to this point. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. In addition to the points mentioned for Level 3, answers may discuss how Nicholas failed to

understand how enthusiasm for the war was waning at home. The Tsar had also placed the already weak Russian economy under intense pressure in order to fight the war. Answers may also show how the war had simply brought other tensions in Russia to a head and this, coupled with years of lack of reform, had created a situation where Tsarism was under threat. 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 change from War Communism to the New Economic Policy (NEP) was necessary for the economic and political survival of the USSR in the period 1918–1924.” To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative, describing the policies of War Communism and/or the NEP. 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 address the question in a more organised and coherent manner commenting on the characteristics of War Communism and how, although it had allowed the Bolsheviks to win the Civil War, it had exacted a huge price from the people and cost the Bolsheviks a lot of support. As such, a change to a policy that would be perceived as more popular was certainly necessary in order to claw back some of this lost support. Answers at this level may dwell on the negative aspects of War Communism and why the policy had to change with little analysis of how the NEP improved the situation or else may deal with either the economic or political aspect of the question but not both. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at time, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of both the economic and political dimensions of the question. In addition to illustrating how War Communism had damaged the economic and political situations, answers should show how the NEP began to rectify these problems. In economic terms, War Communism had damaged the economy greatly and both industrial and agricultural production had fallen sharply. The USSR was the only Communist nation in the world and Lenin realised that it had to have economic relations with other countries. The NEP placed emphasis on increasing both industrial and agricultural production. Economically this was needed to strengthen the USSR's economy in a hostile world and make life better for the Soviet population after the hardship the government had inflicted during the Civil War. By 1924, the NEP had proved a success economically as the USSR had started to recover and production was increasing, both agriculturally and industrially. This economic improvement helped to bring a return of support so easing the political problems and showing a government that had responded to the needs of its people. Lenin admitted that the NEP was less than ideal but described it as a necessary evil for both political and economic survival. 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 show the damage caused by the policy of War Communism, as well as how the NEP helped to address both the economic and political problems the USSR faced. In addition, top level answers will discuss details of both economic policies and how the change to a more “liberal and capitalist” policy was needed to undo the damage caused by War Communism. Answers may show an awareness of how the economic and political aims/needs of the NEP were inextricably linked: Economic recovery was needed to strengthen the USSR and bring back support to the Communists as they now needed to focus on consolidating their hard-won victory in the Civil War, thereby tackling the political problems as well. Lenin himself knew the shortcomings and undesirable nature of the NEP ideologically but was also enough of a realist to see that the change in policy was necessary. 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 cultural values of Lenin's Russia.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about some of the cultural values of Lenin's 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 will be better informed and start to explain in general terms some cultural values such as the attitude towards women and the (temporary) increase in their rights. Candidates may also explain the attempts to limit the power of the church and promote communism as the one true ideology for the masses. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and, in addition to the points outlined in Level 2 above, may discuss how Constructivism was to create a new proletarian culture based on the worker and industrial technology. Candidates may also discuss Futurism within art, promoting visions of the future in which new technology would allow society to be remodelled through a new emphasis on machines and technology. Mention could also be made of state control of both the radio and cinema to promote the revolutionary message. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers could mention how architecture was encouraged to embrace visionary utopianism, creating a new society based on communal living, how traditional “bourgeois” values were attacked and how art was encouraged that glorified either the peasant or the worker as these were the fundamental elements of the revolution. In addition, top level candidates may discuss how many of these cultural values were driven by practical ideological considerations such as attempting to mobilise a mass work force and promoting/reinforcing revolutionary ideals.

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 contribution of Trotsky was the most important reason for the success of the Bolsheviks in the Revolution of October 1917.” How far would you accept this verdict?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may be characterised by generalisations and poor understanding, giving little more than a narrative about the Bolsheviks or Trotsky. 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 better informed, starting to assess in general terms the role of Trotsky in the October Revolution. Trotsky was very much the organiser of the Bolsheviks and translated Lenin’s plans into action. He trained and led the Red Guard, planned where, when and how it would attack and led from the front, ensuring all key targets were taken. Answers may also start to discuss either other strengths of the Bolsheviks or the failings of the Provisional Government in a superficial

way. 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 may explain how Trotsky had infiltrated the Petrograd Soviet and been working at bringing down the Provisional Government from within. Answers will try to assess both the mistakes of the Provisional Government and the strengths of the Bolsheviks. The Provisional Government endured difficult circumstances power-sharing with the Petrograd Soviet, never really being able to gain any advantage over that group. Its attempts to gain allies abroad led to disastrous decisions such as continuing the war and launching the summer offensive. The Bolsheviks for their part were also highly organised and able to appeal to a wide cross section of society for support. Mention may also be made of the important role of Lenin in contributing to Bolshevik success. Lenin's return in April boosted the Bolsheviks' morale and his April Theses gave them a rallying point. His promises of peace, bread and land crucially galvanised support from soldiers, workers and peasants behind their party. 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, showing a clear awareness of not only the role of Trotsky but also the overall strengths of the Bolsheviks and failings of the Provisional Government. In addition to the points outlined in Levels 2 and 3 above, the Provisional Government was considered to be weak with little or no credibility or authority. By delaying elections, it was viewed as deliberately attempting to prolong its time in power and inevitable comparisons with Tsarism began to surface. The Provisional Government was also seriously discredited over the Kornilov affair, from which it never truly recovered. The Bolsheviks, on the other hand, read the situation perfectly and capitalised on the re-emerging unrest. They provided solid leadership in the forms of Lenin and Trotsky. The Bolsheviks also employed the skilful use of propaganda to rally people behind them. No other opposition group could provide all this in October 1917. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

- 4 (i) Explain the impact of Stalin's policy of collectivisation on the Soviet Union up to 1941.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about collectivisation. 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, explaining in general terms some of the basic characteristics of collectivisation. Collectivisation did produce some successes, since a communist system of landowning was achieved and the industrial workers were fed. However, the cost for the peasants was huge. 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. Collectivisation had many failures such as agricultural production actually falling and the backlash from the peasants as the Kulak class was all but wiped out and most ended up enduring severe food shortages and being forced to enter collectives. The social hardship it caused was also immense with peasants openly hating the policy and the government. The policy was only maintained through Stalin's totalitarian apparatus. 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 discuss how collectivisation generally failed to meet its targets in terms of food production and actually led to food shortages for peasants, as many resisted the forced changes since food was requisitioned to be sent to the towns or exported to provide vital foreign revenue. However, it did meet some of Stalin's ideological aims such as imposing a communist system of landowning and farming on the countryside and so the political and ideological impact was slightly more successful. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Stalin's cult of personality was the most important means by which he attempted to control the Soviet Union 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 and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation and analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will focus more on the cult of personality and the ways in which Stalin used it in his attempts to control the USSR. The cult of personality as practised by Stalin reached huge proportions by 1941. The cult began in the 1920s when Stalin presented himself as the heir to and disciple of Lenin. He assumed a hardworking image and fostered the illusion of a man of moderation. The city of Tsaritsyn was renamed Stalingrad in his honour in 1925, the first of what would be many grandiose gestures. From the late-1920s, Stalin used imagery a lot with his own portrait always shown with those of Marx, Engels and Lenin and by the 1930s propaganda reinforced the

cult, always portraying Stalin as a strong, caring leader. This was used to great effect to keep control during the disruption of the Five Year plans and the purges. 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 cult of personality, possibly linking it to both the widespread use of state propaganda surrounding the leader and using popular culture and the arts to reinforce the cult of personality and Soviet nationalism. This was used to great effect to keep control during the disruption of the Five Year plans and the purges. Candidates could also refer to the increasing use of terror in the 1930s through the purges to root out “enemies of the people” in both the military and the party, as well as the use of show trials to purge high profile members of the party such as the implication of Stalin’s key rivals in the Kirov murder. The ruthless use of the secret police could also be discussed. Answers at this level may discuss the cult of personality and the use of terror satisfactorily but will probably not introduce any other methods employed by Stalin to maintain control. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should be more comprehensive and well informed, clearly assessing both Stalin’s use of the cult of personality, as well as giving a sustained account of the other methods he used to maintain his power. The state direction of the arts and popular culture was also used as the party tried to root out all elements of bourgeois culture to create a new Soviet culture which reinforced socialist values and its own policies as the Cultural Revolution gathered pace. Socialist realism was also introduced to control the ideas, writings and literature to which citizens were subjected. Candidates could also mention the degree of personal power which Stalin had built up within the party and the sheer number of positions he held, which allowed him to deal effectively with challenges to his leadership. Stalin’s skill in outmanoeuvring his opponents could also be discussed. Answers at this level could mention the introduction of economic policies to create and maintain control such as collectivisation and industrialisation under the Five Year plans. Top level answers could also discuss the use of social and youth movements, as well as propaganda, in an attempt to achieve complete control of the Soviet 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; there is very good organisation and appropriate use of specialist vocabulary.

[22]

Option 5

AVAILABLE
MARKS

30

60

Option 6: Italy 1914–1943

AVAILABLE
MARKS

Answer **two** questions.

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

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will offer vague and unclear descriptions about Italy and the Peace Settlement. 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 start to refer to some of the reasons why Italy was dissatisfied with the Peace Settlement, possibly referring to the Italian feeling that the terms of the 1915 Treaty of London had not been adhered to. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

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

Level 4 ([7]–[8])

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

informed and show a clear awareness of the reasons why Italy was dissatisfied with the Peace Settlement. The Italian leaders and their people felt that the Peace Settlement of 1919 had not given them the territories or the colonies they had been promised in 1915 to join the war. In 1915 Italy had secretly been promised major territorial gains but this was during the era of secret diplomacy. The Peace Settlement was conducted in the context of President Wilson's Fourteen Points, the most important of which was national self-determination. This principle was applied to Dalmatia which was claimed by Yugoslavia rather than being granted to Italy. Prime Minister Orlando disagreed so strongly with the terms offered to Italy that he walked out of the peace negotiations in protest. This led to a growing belief among the Italian people that they had actually received a "mutilated victory" which was only highlighted further by d'Annunzio's seizure of Fiume in 1919. The dissatisfaction of the Italian people with the Paris Peace Settlement was reinforced by the heavy losses suffered during the war. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The most important effects of the First World War on Italy between 1915 and 1918 were political." How far would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to assess some of the effects of the First World War on Italy, although the answers may not be focused primarily on political effects. Answers could refer to the weakness of the wartime governments in Italy. Answers at this level will have some lapses in

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more detailed and start to make a judgement about the significance of the political impact of the First World War on Italy in relation to its military, economic and social effects. Italian politics was divided during the war years. The majority in the Chamber of Deputies had been against Italian intervention in the war and this division lasted the full course of the war. Neither the Catholics nor the Socialists participated in government during the war years and even liberal leaders remained divided over its conduct. Giolitti's neutralist stance led to him being politically isolated outside of his own group from 1915. Wartime governments were therefore politically weak and failed to rally national enthusiasm for the war. In addition to the discussion of the political effects of the war on Italy, answers will begin to discuss the importance of other effects of the war. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their argument with specific evidence and present a sustained evaluation about the extent to which the political consequences of the war were more significant than its military, economic and social results. In addition to the discussion of political effects, candidates could discuss economic consequences such as the increase in the national debt and the major expansion of industries linked with war production such as metallurgy, engineering, shipbuilding and vehicles which stimulated employment in a short-term boom. Candidates will also illustrate the importance of military factors such as the conscription of five million men, defeats such as at the Battle of Caporetto and the death of over 600 000 men. They could also refer to the success of Italy in the Battle of Vittoria Veneto in 1918. Socially, the war did produce some discontent with 50 killed as a result of bread riots in the summer of 1917. The purchasing power of workers' wages fell by 25% between 1915 and 1918. Top answers may note that some of the effects of the war were interlinked with political divisions widening as the economic situation worsened. Industrial workers flocked to the Socialist Party which advocated revolution and the overthrow of the Liberal state. 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 the Catholic Church supported Mussolini's rise to power in Italy in the period 1919–1922.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why the Catholic Church supported Mussolini during his rise to power such as the fear of the left. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show an awareness of the main reasons why the Catholic Church supported Mussolini between 1919 and 1922. They could refer to fears of socialism/communism and Mussolini's promises to restore law and order in Italy. By 1922 fascism was becoming more respectable with Mussolini gaining support from the King and the army. Mussolini won support from the Church with his promises to provide the Vatican with the material resources needed for schools, churches and hospitals. By 1922 he stressed to Church leaders that they had nothing to fear from fascism and his policies were designed to win support from the Church. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear understanding of the reasons why the Catholic Church supported Mussolini during his rise to power during this period. Good responses will refer to the points outlined above and also mention the support for Mussolini from the new Pope Pius XI who had blessed fascist banners. They could also refer to Mussolini publicly announcing his opposition to divorce and promising to heal the rift between the Church and State, the so-called “Roman Question”.

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 attempts to create a dictatorship in Italy between 1922 and 1943 were unsuccessful.” To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms the success or failure of some aspects of Mussolini’s attempts to create a dictatorship between 1922 and 1943 such as the aim of creating a Corporate State and the role of the Fascist Grand Council. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more detailed and start to make a judgement about how successful Mussolini was in his attempts to create a dictatorship in Italy by 1943. Good responses could refer to some of the following points: the role of propaganda, Mussolini's personal dictatorship and the cult of personality. Mussolini portrayed Italy as a totalitarian state, yet key groups such as the church, the monarchy and the army remained influential. Candidates could also refer to how Mussolini helped create a dictatorship by consolidating political power and removing political opposition between 1922 and 1928. At this level, candidates may omit the war years of 1940–1943. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be supported with specific evidence and present a sustained evaluation about the extent to which Mussolini was successful in creating a dictatorship in Italy by 1943. Candidates at this level could be more specific about the ways in which Mussolini created his dictatorship by 1928. They may refer to the Acerbo Law (1923), the Matteotti crises (1924), the Aventine Secession (1924) and the *Legge Fascistissime* (1925). By 1926 Mussolini was given the power to issue laws by personal decree and in 1928 the Fascist Grand Council was transformed from a party institution to a state institution. Answers at this level must cover the whole period of the question. By 1928 he had secured his dictatorial powers, making him the one central influence upon all aspects of government policy right up to the 1930s. Mussolini used propaganda and his control of the arts and the media to promote the cult of the *Duce* and glorify himself and Italy. He brought the economy under state control and used his secret police force to try to establish a dictatorship. However, it took until 1939 to complete the creation of the Corporate State and Mussolini had to compromise with many of the old structures of the Italian state such as the army, civil service and the King. When Italy entered the war in 1940 this exposed the weaknesses of Mussolini and the Fascist State which ultimately collapsed in 1943. 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 attempted to use the cult of personality as a means of control in Italy in the period 1922–1940.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation or analysis. Answers will, typically be inaccurate, superficial and offer unclear descriptions about how Mussolini attempted to use the cult of personality as a means of control between 1922 and 1940. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the ways in which Mussolini tried to use the cult of personality as a means of control between 1922 and 1940, perhaps referring to the use of cinema news bulletins. 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 the cult of personality was used as a means of control in Italy between 1922 and 1940. The main features of the cult of personality could be examined such as the role of the Ministry of Culture which controlled the arts, architecture and literature to promote the fascist State and its values. The indoctrination of the Italian people in the wisdom and qualities of the *Duce* became a central activity of the Italian state with the full resources of youth groups, newspapers, cinema bulletins and the radio being committed to this. 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 the cult of personality was used as a means of control in Italy between 1922 and 1940. In addition to the points outlined above, candidates might also consider the role of Fascist Party organisations such as the women's and youth leagues and the *Dopolavoro* that played an important role in promoting positive views of Mussolini from the late 1920s. The role of Ciano in taking control of the press office in 1934 could be discussed as could the focus on glorifying the nation's military adventures alongside the image of Mussolini in uniform. 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 enjoyed more success with his policies towards agriculture than industry in the period 1922 to 1943." How far would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of Mussolini's agricultural and industrial policies in the period 1922–1943, such as the Battles for Land and Grain. Reference may also be made to the Corporate State. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more detailed and start to make a judgement about the extent to which Mussolini's agricultural policies were more effective than his industrial policies in this period. Agriculture was dominated by Mussolini's ambitious plans to achieve autarky. The Battle for Grain of 1925 was intended to reduce wheat imports, whilst the Battle for Land of 1928 encouraged land reclamation, for example, the Pontine Marshes. Candidates may demonstrate that these agricultural policies were far from successful as wheat yields remained low yet the costs were high and by 1940 the Battle for Land had to be abandoned. Mussolini's industrial policies had been damaged by 1927 with the revaluation of the Lira. However, Italy had avoided the worst effects of the Depression as Mussolini set up the *Istituto Mobiliare Italiano* (IMI) in 1931 and the *Istituto per la Ricostruzione Industriale* (IRI) in 1933. These bodies used state subsidies to help protect Italian industry. It could be argued that by 1940 Mussolini's industrial policies appeared to be more effective than his agricultural policies, before the war exposed the weaknesses of Italian industry. Answers at this level may lack balance at times in knowledge and argument, or they may omit the period 1940–1943. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their argument with specific evidence and present a sustained evaluation about whether Mussolini's agricultural policies were more effective than his industrial policies across the whole period. In addition to the points outlined above, candidates may discuss how after 1935 Mussolini placed more focus on heavy industry to meet his military needs which affected production of consumer goods and increased the national debt. When war broke out in 1940, Italy could not feed its own people without food imports, despite Mussolini's policies since 1925 to achieve autarky. By 1940 even production of traditional items such as wine and olive oil had declined. During the war Mussolini struggled to feed the Italian people and Italian industry was unable to cope with the demands of war with steel production falling. The best responses will clearly assess the effectiveness of both aspects of policy across the whole period. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain what Mussolini hoped to gain by entering the Second World War in 1940.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about what Italy hoped to gain by entering World War II in 1940. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the gains Italy hoped to achieve by entering World War II in 1940 such as that Mussolini wanted to join Hitler and gain more territory. 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 a range of reasons what Italy hoped to gain by entering World War II on the side of Germany in 1940. They could refer to Mussolini's hope for territorial gains and the anticipated imminent collapse of France and Britain. Some Italians feared the power of the German Army after Italy decided not to join the war in September 1939. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear awareness of what Italy hoped to gain by

joining World War II in 1940, after refusing to back Hitler previously in 1939 despite the Pact of Steel. By June 1940, when Mussolini had changed his mind and joined the war, the Germans had already overrun Western Europe and France was only days away from defeat, leaving a neutral Italy in a German-dominated Europe in a weak position. As a result Mussolini was very keen to revive a close relationship with Germany to boost his prestige, as well as maintaining the great power status that Italy had in theory more than in practice. Italy declared war on Britain and France to redeem the honour of Mussolini and to win military glory and territory for Italy. Mussolini was also annoyed by Britain's naval blockades stopping German coal exports to Italy which had become dependent on Germany for some raw materials and industrial goods. Some responses could also refer to how he wanted to spread fascism, observing that, by entering the war, Mussolini hoped to distract the Italian people from their domestic problems. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) To what extent would you agree that Mussolini's invasion of Abyssinia was his greatest failure in 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 and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some of the details of Mussolini's invasion of Abyssinia. 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 foreign policy in this period and whether Abyssinia was an example of failure. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be

inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more detailed and start to make judgements about the extent to which Mussolini’s invasion of Abyssinia was his greatest failure in foreign policy between 1922 and 1939. Good responses at this level should be able to refer to other relevant examples of failure in his foreign policy, such as Italy’s involvement in the Spanish Civil War. Candidates could also argue that Mussolini’s closer links with Hitler after 1936 were a failure as this allowed Germany to take Austria in 1938, a country whose independence Mussolini had promised to defend in 1934. Answers at this level may lack balance at times with some gaps in knowledge or argument, or they may concentrate exclusively on the period 1935–1939 or 1922–1935. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will present a sustained evaluation about whether Mussolini’s invasion of Abyssinia was his greatest failure in foreign policy between 1922 and 1939. Good responses at this level must cover the whole period and be able to assess and compare other examples of failure in his foreign policy such as the Spanish Civil War and its disastrous effects on Italy. Between 1922 and 1935, Italian foreign policy appeared to be successful apart from Corfu in 1923, whilst Mussolini acted like an international statesman. After 1935 Mussolini pursued a more aggressive foreign policy, starting with his invasion of Abyssinia which led to the intervention of the League of Nations which pushed him towards closer links with Hitler between 1936 and 1939. The best responses will use relevant evidence across the whole period. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 6

Total

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60

60