



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2015**

History

Assessment Unit AS 2

[AH121]

FRIDAY 12 JUNE, AFTERNOON

**MARK
SCHEME**

Level of response mark grid

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

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

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

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

Option 1: Spain and Europe 1556–1592

AVAILABLE
MARKS

- 1 (i) Explain the external problems Philip II faced on his accession 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 of the external problems Philip II faced on his accession to the Spanish throne 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 of the external problems Philip II faced on his accession to the Spanish throne 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 on the range of external problems that Philip II faced in 1556. Responses should consider a number of issues such as: the long-running conflict with the Valois dynasty of France, the threat of Turkish expansion in the Eastern Mediterranean towards Naples and along the North Africa coast; the size and distance between the various elements of Spain's empire. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will develop further some of the points mentioned at Level 3. Responses could consider the nature of the French threat and the pressure that was placed on Philip II's possessions in the Netherlands and Northern Italy. Answers might develop the religious threat of the Turks and the spread of the Islamic faith, along with the growing threat of Protestantism towards the Netherlands. Responses could consider the link of a Turkish threat to the internal issue of the Moriscos. The raids of Barbary Corsairs might well be linked to this issue. Answers at this level will be consistently characterised throughout by clarity of meaning due to

legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Philip II’s response to the revolt in Aragon showed that he had learnt from the mistakes he made during the revolt of the Moriscos and the Perez affair.” 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 of how far Philip II learnt from his mistakes in dealing with revolts. 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 some understanding of how far Philip II learnt from his mistakes in dealing with revolts. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how far Philip II learnt from his mistakes in dealing with revolts. Answers might consider the mistakes that Philip II made in his handling of the outbreak of Dutch revolt in 1566 and use this as a basis to consider if he learnt from his mistakes. Responses will focus on the causes of the revolt of the Moriscos in 1568 and outline how Philip held much of the responsibility for these. Answers should mention the appointment of Pedro Guerrero as Archbishop of Granada, heavy taxation of the silk trade, the banning of Morisco culture in 1567 and the replacement of the Marquis of Mondejar by Cardinal Espinossa. All of these factors could be related to Philip’s inability to trust the Moriscos which led to his mistreatment of them. Answers could show that the cause of the Perez affair was his continued mistrust, as demonstrated in the assassination of Juan de Escobedo. Responses might counter that Philip’s handling of the Perez affair was far more positive than the revolt of the Moriscos. Answers could show that the revolt in Aragon did not begin until 1590 and that his measured approach towards the Kingdom showed that he had learnt from

his past mistakes. Responses could mention the appointment of a Castilian governor for Aragon as a repeat of his mistakes over government in Granada in 1568. 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 areas identified at Level 3. Responses could mention the failure of Philip II's forces to deal with the revolt of the Moriscos and how this led to a huge death toll. By contrast, when he sent troops into Aragon, his actions were quick and decisive. Yet Philip II had failed to deal with the Castilian domination of his government and his replacement of the Aragonese Perez in 1578 reinforced suspicions of his motives. The deployment of a Castilian army to the Aragonese border in 1590 further emphasises his continued mistakes. In both the Perez affair and the revolt of Aragon Philip II showed his preparedness, demonstrating that he had made improvements in his reaction to and handling of each crisis. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain the strengths of the conciliar system 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 have little knowledge of the strengths of the conciliar system in Spain in the period 1556–1592. 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 some understanding of the strengths of the conciliar system in Spain in the period 1556–1592. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have a more detailed understanding of the strengths of the conciliar system in Spain in the period 1556–1592. Responses should outline the nature of the system, with six territorial and eight department councils. The sound organisation of this should be emphasised and linked to the complexity of Spain's huge and diverse empire. Some explanation is necessary of the varying functions of each council, mentioning the executive, legislative and judicial roles of each. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will develop some of the points identified at Level 3. Responses could refer to the continuity of this system as Philip II inherited it from his father and simply continued with the good practice already in existence. The overlap of ministers between councils could be used to show that the system ran effectively due to the sharing of knowledge. The existence of dominant councils, War and State, allowed Philip to maintain his own personal control over the system and this was only improved with the later creation of the *Junta del Noche*. Philip II's desire for personal control, and for centralisation, was aided by the conciliar system. 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 absence of a Spanish national identity represented the most important reason for the ineffectiveness of Philip II's administration 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 little more than a few facts about what had the greatest impact on ineffective Spanish government. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess the question in general terms and give some detail about what had the greatest impact on the ineffectiveness of the Spanish administration under Philip 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 what had the greatest impact on the ineffectiveness of the Spanish administration. Responses should consider the difficulty placed on a unified Spain by the range of different Kingdoms within it. The existence of different parliaments (*Cortes*) passing different laws with different taxes and tariffs placed a huge strain on effective government. Answers might consider the role of Philip II, comparing his total commitment to his role with his lack of trust in his advisers. Philip II's centralisation of government in Madrid could be said to be a strength, yet its Castilian nature only emphasised the internal divisions. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will build on factors identified in Level 3 but develop them further. Answers might develop Philip's role in government and compare it to a bottleneck. Philip's need to monitor all activities slowed government and his distrust of his advisers further heightened these problems. The existence of two factions in the Spanish administration, which Philip deliberately maintained, damaged the effectiveness of Spanish government. Philip II's distrust of the Grandees led to a deliberate policy of misinformation or partial information which damaged government. Responses should identify that the main weakness in Spanish government was Philip but that his association with Castile built upon the lack of a single Spanish identity. 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 importance of cultural developments in Spain between 1556 and 1592.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, **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)**.

AVAILABLE
MARKS

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be superficial and offer unclear explanation of the importance of cultural developments in Spain between 1556 and 1592. 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. Answers will give some explanation of the importance of cultural developments in Spain between 1556 and 1592. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail considering a variety of important cultural developments. Responses should consider how Philip II's support of a range of areas and individuals led to a rich and vibrant Spanish culture. They may refer to Cervantes and literature, Lope de Vega and El Greco and painting, Juan de Herrera and architecture, Saint John of the Cross and Teresa of Avila in religious thinking as well as Philip's support for libraries and music. Philip II's level of spending on culture could be used to show its importance in Spain between 1556 and 1592. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Responses should expand upon the areas identified in Level 3 answers. Answers should consider how each of the developments in culture led to a distinctive Spanish culture appearing in the period 1556–1592. Much of this culture was distinctively Catholic in nature and excluded the culture of ethnic groups like the Moriscos. The use of censorship and the withdrawal of Spanish students from areas like the Netherlands led to restricted cultural developments which was very Iberian in nature. Responses could suggest that culture was vitally important in creating a distinctively Spanish identity. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Philip II’s religious policy in Spain in the period 1556–1592 was directed by the Papacy.” 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 a number of details about how far Philip II’s religious policy was directed by the Pope. 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 some understanding of how far Philip II’s religious policy was directed by the Pope. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how far Philip II’s religious policy was directed by the Pope. Answers should consider the nature of religion in Spain in this period. Unlike other monarchs, Philip had considerable powers in relation to the Church in Spain. He had total control of patronage in high church offices, was entitled to 50% of all church revenue, could ignore Papal decrees and stop any appeal to Rome by his subjects. Responses should compare this strong position with Philip’s own strong faith and devotion. As a participant in the Council of Trent, he supported the Pope with the Counter Reformation and this allowed the Pope to direct some of Philip II’s religious policy. Philip’s acceptance of the independent actions of the Jesuits in Spain shows how the Papacy did have an impact inside Spain. 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 areas identified in Level 3. Philip II’s power in relation to the Church is demonstrated by his rejection of a Papal Bull

outlawing bull fighting and how he denied Cardinal Corranza's appeal to Rome on heresy charges. In 1586 Philip had the Jesuit principal of Toledo arrested as he felt that this order was following Papal instruction rather than his own. After Papal pressure, the Jesuit was released and Philip failed in his attempts to control the order. Pope Sixtus V and Philip clashed due to the Pope's concern with Philip's power over the church. Responses could show that Philip blocked an increase in Papal power in the Council of Trent. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, **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 an unclear explanation of the aims of Philip II's policy towards France in the period 1556–1592. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will give some details about the aims of Philip II's policy towards France in the period 1556–1592. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more details of the aims of Philip II's policy towards France in the period 1556–1592. In 1556 Philip inherited a long and bloody dynastic struggle with the house of Valois. His initial aim was to see a successful conclusion to the fighting and the conflict ended on his terms. The Treaty of Chateau Cambresis saw Philip succeed in this aim, helped by the growing internal conflict in France. The period of the French Wars of Religion allowed Spain to ignore France until the mid-1580s. The Treaty of Joinville identified Philip's desire to stop the French monarchy falling into the hands of a Protestant. Philip's intervention in the French conflict in the 1580s supports this view. Answers at this level will be characterised by clarity of

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

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will develop further some of the points identified in Level 3. Answers should develop Philip's aims further. His policy towards France developed from total opposition in the 1550s, to a desire to maintain French weakness in the 1570s and 1580s. Elizabeth I saw Joinville as uniting French and Spanish Catholics in a crusade against her. Philip's desire to stop France becoming Protestant, by intervening to stop Henry of Navarre becoming King, looks hollow after Henry's conversion to Catholicism. Despite this Philip did not withdraw from the conflict as his real aim was to place his daughter, Isabella, on 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) To what extent was Spain responsible for the outbreak of war with England in 1585?

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 about the extent to which Spain was responsible for the outbreak of war with England in 1585. 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 present some discussion about the extent to which Spain was responsible for the outbreak of war with England in 1585. 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 of the range of reasons for the outbreak of war between England and Spain in 1585. Responses could begin by considering the cause of war in 1585 and link this to England's signing of the Treaty of Nonsuch, in support of the Dutch in the same year. Answers might suggest that Elizabeth I's support for rebels inside Philip II's empire forced him to act and so Spain cannot be blamed for causing the war. Responses could balance this argument by identifying Philip's actions in support of Catholic rebellion in England and his signing of the Treaty of Joinville as forcing Elizabeth into action. A range of other disagreements might be used to show how both countries were at fault such as the silver ships in 1568, San Juan del Ulua in 1568 or the 'Sea Beggars' in 1572. 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 the areas identified in Level 3. Responses might consider the religious influences on war. Philip's initial support for Elizabeth could be shown by his comment of "better a heretic than a French woman." With the decline of France, Philip opposed Elizabeth for religious reasons and the Treaty of Joinville supports the idea of Philip as a religious crusader. Answers should focus on the plots which Philip supported against Elizabeth but might balance this with English support for Don Antonio in Portugal. Clashes in the New World, religious enmity and a tit for tat revival could all be used to explain the war of 1585. Spain could be blamed for the war but Elizabeth and England must carry some of the responsibility. 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]

AVAILABLE
MARKS

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Option 2: The Ascendancy of France 1660–1714

AVAILABLE
MARKS

Answer **two** questions

- 1 (i) Explain the reasons for the outbreak 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 or recall some unsupported, generalised statements about the reasons for the outbreak of war. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, with the response providing a general account of the background to the Dutch War. The response may contain some explanation of the reasons for the French declaration of war. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about the improved military position of France. The breaking up of the Triple Alliance, the tariffs placed upon French exports and the rhymes satirising Louis XIV may be dealt with. He was intent upon teaching the Dutch a lesson and ensuring that they would never interfere in his affairs again. He intended to achieve a quick and decisive military victory. Louis also hoped to strike a fatal blow to Dutch trade interests and strengthen the French position. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Louis XIV took steps to break up the Triple Alliance by paying off the Swedes and negotiating the Treaty of Dover with Charles II of England. Louis XIV's belief in the divine right of Kings conflicted with the republican model used by the Dutch. As a committed

Catholic, he was also opposed to the Protestant faith of the Dutch. 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 should also 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) "Louis XIV's revocation of the Edict of Nantes in 1685 was the most important cause of the Nine Years' War." 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. These answers will be generalised. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the response providing a general account of the background to the Nine Years' War. Louis's revocation of the Edict of Nantes resulted in a reaction from the Protestant enemies of France. Those Huguenots fleeing France contributed to the anti-Catholic fears in parts of Europe during this period and their stories of persecution became a key part of anti-French propaganda in Holland and England. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how the revocation of the Edict of Nantes was important in increasing tension in Europe and also begin to address the other factors which led to war. The English and the Dutch were particularly alarmed at Louis's decision to reverse Protestant toleration in France. As a result of the revocation, approximately 250 000 Huguenots had emigrated from France taking with them their tales of religious persecution; many

joined the armies of France's enemies. Louis became involved in a long-standing quarrel with the Papacy which was brought to a head by the events in Cologne. In 1688, England was alarmed by Louis's welcoming of the exiled Catholic King of England, James II, and his willingness to support a campaign to regain the throne through an invasion of Catholic Ireland. Louis XIV's expansionist policies had resulted in his enemies forming the defensive League of Augsburg in 1686, enabling them to react together after his invasion of the Palatinate in 1688. 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 Revocation of the Edict of Nantes was the most important reason for the beginning of war. Certainly the removal of religious toleration alarmed Protestants in Europe. However, war did not start until 1688 and other factors also played a part in its outbreak. Candidates may display an awareness of the long-term build up of grievances against France and its expansionist monarch. William of Orange and Leopold also contributed to the outbreak of war by their willingness to fight against Louis. The answer will be well informed about the events of 1688 and 1689 that enabled France's opponents to make a united stand against French expansion. Candidates may identify the dispute over Cologne and the invasion of the Palatinate as important factors in the outbreak of the conflict. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain the effect of the reunion policies on Europe up to 1684.

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 make unsupported, generalised statements about the impact of the reunion policies. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

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

The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, with the response providing a general account of the events in Europe during the reunions. France had gained a significant amount of territory but Louis's actions had angered much of Europe. 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, perhaps noting that France secured its vulnerable north-eastern frontier by seizing territory in Flanders, Franche Comte, Metz and Alsace. Louis appointed Vauban to fortify these conquered towns and create a protective zone for France. However, Louis's actions not only affected his enemies such as Spain and the Dutch but also some of his traditional allies, including the German princes and Sweden. Louis was seen to be exploiting a temporary power vacuum in Europe to further his pursuit of *Gloire* and expand French territory. 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's exploitation of the treaties of Nymegen and Münster provoked huge opposition in Europe, even if most countries were unable to respond directly due to other pressing issues. The legally dubious methods Louis had employed made his actions all the more unpalatable. The taking of the free, Protestant city of Strasbourg in 1681 drew particular criticism. France's invasion of Luxembourg in 1683 resulted in the outbreak of the War of the Reunions with Spain. The short-lived nature of this conflict reinforced the success of Louis's reunion policies, although it had begun to crystallise opposition to the French King's expansionism and certainly contributed to the formation of the League of Augsburg in 1686. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The Nine Years' War resulted in a decisive victory for the French." 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 extent to which France had secured a decisive victory in the Nine Years' 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, with the response perhaps focusing exclusively on the French victories in the war. Answers at this level may communicate some basic understanding of the events of the war but fail to analyse the relative success of France as evidenced in the Treaty of Ryswick. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the French successes, such as those at Fleurus and Namur. Despite these victories, France was never able to decisively defeat the Allies in northern Europe. At sea, it secured victory at Beachy Head in 1690, although the Allies' success at La Hogue nullified this. France defeated Savoy and enjoyed significant, if not decisive, successes in the colonies. In Ireland, however, it was the Allies who achieved the decisive victory at the Boyne, securing the English throne for William. Ultimately, the war descended into stalemate with neither side able to secure victory. Good answers will also analyse the Treaty of Ryswick. Louis made concessions to the Allies, agreeing to restore territory he had taken since the Treaty of Nymegen, although France did retain Strasbourg. Louis acknowledged William as King of England, restored the Dutch barrier fortresses and surrendered Cologne and Lorraine. Although France made gains in the New World, Louis was compelled to give up most of his acquisitions. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which France secured a decisive victory in the Nine Years' War. Although it achieved significant military successes, they never proved decisive. In fact, the most decisive victory was in Ireland where the Allies won the pivotal Battle of the Boyne. Neither side was able to gain a decisive, strategic advantage and the

resulting stalemate took its toll. By the end of the war the French economy was in such a poor state that Louis was keen to seek a negotiated peace. The terms of the Treaty of Ryswick negated any French military successes. However, this could be seen as a diplomatic manoeuvre by Louis as he turned his attention to the Spanish Succession. He did not intend these concessions to be permanent and they were certainly not an acceptance of defeat in the war. Although Louis did not secure a decisive victory, he was certainly not defeated and France remained in a powerful position in Europe. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

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- 3 (i) Explain the impact of Marlborough's victory at the Battle of Blenheim.

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the impact of the Battle of Blenheim. It represented a turning point in the War of the Spanish Succession and was the beginning of a series of decisive victories for the Grand 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, observing, for example, that, while the Allies suffered over 10 000 casualties, the battle resulted in the virtual destruction of the Franco-Bavarian army which lost 38 000 men, including 15 000 taken prisoner. As a result, Bavaria withdrew from the war and the threat on Vienna and Austria had been lifted, allowing the Allies to focus their attention on other theatres of war. Blenheim signalled the first major defeat for Louis's army and was a huge blow to French confidence. Louis's plans for dominating Europe had been dealt a fatal blow. Marlborough had proved to be an inspirational general and the reputation of the English army

had been enhanced. 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 impact of the Battle of Blenheim. The French army had suffered a military disaster, including the survival of only 250 of its 4500 officers. The Allies had also managed to secure 47 French cannons and 128 standards. This defeat significantly weakened the French military position and struck a damaging blow to its soldiers' morale. Strategically the battle proved decisive in this area of Europe although, crucially, the Allies failed to press home their advantage and Blenheim did not draw the conflict towards its conclusion. However, it is valid to suggest that after Blenheim the French were fighting to avoid defeat. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The creation of a trade partnership between France and Spain was the most important reason for the outbreak of the War of the Spanish Succession.” 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 account of the period or make generalised assertions about how the trade agreements between France and Spain contributed to the outbreak of war. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, perhaps focusing solely on the economic benefits of Bourbon control in France and Spain and the concern this caused elsewhere in Europe. Answers at this level may include some the other blunders committed by Louis after he had accepted the will, which triggered the outbreak 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 causes of the War of the Spanish Succession and make clear judgements about the importance of the trade agreements between France and Spain. The establishment of the Bourbon dynasty in Spain led to increased economic co-operation with France. In 1702 the French New Guinea company was formed, receiving the exclusive privilege of the Spanish-American slave trade for ten years. Answers at this level may include some of the other actions by Louis that caused the outbreak of the War of the Spanish Succession. By accepting the will, Louis had alarmed Europe. Fears of a Franco-Spanish superpower were heightened by Louis declaring that Philip remained in line to the French throne and by French troops expelling the Dutch from their barrier fortresses in the Spanish Netherlands. Louis also supported 'James III' as the true king of England. As a result of these actions, the Grand Alliance reformed and war in Europe recommenced. 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 trade links between France and Spain were responsible for the outbreak of war. The new Bourbon alliance meant that England and the Netherlands were cut off from Spanish trade, thereby seriously threatening the commercial interests of both. The granting of the *Asiento* cemented the Franco-Spanish trade links. By accepting the will, Louis had created the concern that a Bourbon dominated Europe would emerge. His series of 'blunders' in 1702 seemed to confirm that a military and economic alliance had been established. Although Louis accepting the will had been the most important factor in creating this fear among his enemies, only Leopold had reacted by declaring war. It was to be events of 1702 which caused the Grand Alliance to reform and declare war on France. The granting of the *Asiento* contributed to the willingness of Holland and England to go to war but, other 'blunders' had also been influential. 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]

AVAILABLE
MARKS

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- 4 (i) Explain the reasons for the success of the Allies in the War of the Spanish Succession.

AVAILABLE
MARKS

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

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 the success of the Allies in the War of the Spanish Succession. 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 the impressive performance of the Allies. Under the inspirational leadership of the Duke of Marlborough, the Allied forces secured a series of impressive victories against an increasingly demoralised French army. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, observing, for example, that the Allied victory at Blenheim dealt a damaging blow to French confidence. Marlborough and Eugene proved an inspired combination and set a tone for the excellent leadership of the Allies during the key battles of the war. Conversely, the French army was often poorly led. Marlborough's tactics of deceiving the enemy and using rapid movement on the battlefield proved decisive time and again. The impact of individual Allied victories such as Ramillies, Oudenarde and Malplaquet may be considered. 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 the success of the Allies in the War of the Spanish Succession. French leadership proved inadequate in comparison to the Grand Alliance and the need for Louis's commanders to report directly to him restricted their independence and effectiveness. France was also weakened by economic problems which

were exacerbated by poor harvests and famines at home. The Duke of Marlborough proved an inspirational commander whose personal leadership on the battlefield often proved decisive. His innovative use of the cavalry and ability to exploit the physical features of the battlefield were crucial. The ability of the Allied leaders to work together also contributed to their success. 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 Dutch had most reason to be satisfied with the terms of the peace treaties at the end of the War of the Spanish Succession.” To what extent would you agree with this statement?

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately, **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 offer a generalised and basic description of the terms of the peace settlements at the end of the war. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers may be focused solely on the benefits of the treaties for the Dutch. The restoration of the barrier fortresses and Austria gaining control of the Spanish Netherlands helped to secure Dutch defences against France and represented a fulfilment of one of their main aims in the 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 extent to which the terms of the treaties at the end of the War of the Spanish Succession represented a triumph for the Dutch by also considering the ways in which the other major countries benefited. The Dutch welcomed the closing of the Scheldt, which prevented Antwerp commercially rivalling Amsterdam. Although Holland may have secured its defences against French expansionism, the war had taken its toll upon the Dutch economic position and the terms of the

treaties weakened its overall trade position. England had made significant territorial gains in the New World and secured Mediterranean naval bases in Gibraltar and Minorca. England also secured its Protestant monarchy and the *Asiento* gained it a major trade advantage over its rivals. While Louis made few gains in the war, Spain did remain under Bourbon control and the treaties were not as punitive for France as the course of the war might have suggested. Austria made significant territorial gains in Italy and the Spanish Netherlands. 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 benefits of the treaties for the Dutch and the other main countries. Holland had achieved its main aim of securing its defensive position but saw its trade position enter a period of decline. For France the terms of the treaties represented a significant sacrifice, although they were much better than Louis had been offered in 1709. Austria made some significant territorial gains but it had failed to secure Spain and only reluctantly agreed to the peace terms. England made substantial gains which were to prove crucial to the development of its empire. Smaller powers also made gains, with the Elector of Bavaria regaining Namur and Charleroi, the Duke of Savoy acquiring Nice and Sicily and the Duke of Lorraine restored to his territory. The Elector of Brandenburg received the Spanish Gelderland and was recognised as King of Prussia. 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]

AVAILABLE
MARKS

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Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKS

- 1 (i) Explain the tactics Daniel O’Connell used in his campaign to achieve the repeal of the Act of Union.

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 mainly in narrative form, with limited understanding, explanation or analysis. Answers will contain some basic points about the tactics used by O’Connell in his attempt to achieve repeal of the Union. 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 provide a limited account of the tactics used to achieve repeal. For example, the Repeal Association was founded in 1840, but having made little headway, was renamed in the following year the Loyal National Repeal Association. This was effectively reorganised on the model of the old Catholic Association. A penny a month subscription was introduced and became known as the Repeal Rent. 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 O’Connell’s tactics to achieve repeal. For example, he employed the use of rhetoric to frighten the government if it did not acquiesce. O’Connell hoped that this tactic of playing on government fears would work in the same way as it had done for emancipation. O’Connell also welcomed the support of the Young Ireland movement, whose newspaper, *The Nation*, had by the end of 1842 a higher circulation than any other newspaper in Ireland. In another attempt to pressurise the government, O’Connell announced that 1843 would become “Repeal Year”. 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. O’Connell escalated his campaign by establishing a Council of Three Hundred, which took on the appearance of

a rival parliament in Ireland. Delegates would be bearers of special Repeal Rent contributions of £10 from their localities. By March 1843, a new card was issued for members of the Repeal Association; it was green and had four key battles of Irish history in each corner. By mid-1845 the Repeal Rent had exceeded the huge sum of £2000 in a single week. His rhetoric linked the aim of repeal to praising the activities of the United Irishmen in the Rebellion of 1798. O'Connell embraced the assistance of leaders of the Catholic Church, such as Archbishop MacHale of Tuam, in helping to build up his support among the peasantry. "Monster meetings" were organised, such as at Trim in March 1843, attended by 100 000 people. Nearly half a million attended a meeting in Cork in May, followed by Longford and Mallow. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The support of the Catholic Church 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 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 campaign to achieve Catholic Emancipation. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing, and defects in organisation and a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will address in a limited way the reasons for the success of O'Connell's campaign, such as the support of the Catholic Church, his tactics and the weakness of the British Government. 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 Church in achieving emancipation in relation to other factors. While hitherto the Catholic Church had been reluctant to play an active role in politics, priests throughout Ireland

now became committed members of the Catholic Association, and were instrumental in the growth and organisation of its campaign. Clergymen became the most enthusiastic collectors of the Catholic rent and spread news about the campaign from the pulpits. Most Catholic bishops helped to promote the cause, and the succession of James Doyle, Bishop of Kildare, added a most powerful intellectual influence. Doyle's pamphlet endorsing emancipation sold 8000 copies. Other bishops helped by providing the Catholic Association with lists of clergy in their diocese and appealing directly to priests and people to support the campaign. Answers may make limited reference to other factors in the campaign for Catholic Emancipation, such as O'Connell's 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 Catholic Church to a wide range of other factors. A key element was the role of the Catholic rent, which helped to unite Catholics and secured an income to pay for meetings, speakers, travel and publications, as well as compensating tenants who were evicted because of their membership of the Catholic Association. The Association coordinated the campaign and held public meetings to which reporters were invited, such as William Conway, editor of the *Dublin Evening Post*. Petitions to Parliament were organised, drawn up by local branches of the association, and signed by thousands of people throughout Ireland. O'Connell's strategy of using rhetoric, utilising the 40 shilling freeholders, as well as contesting parliamentary elections, such as Waterford and Clare, increased pressure on the government to acquiesce. The unity of the Catholic peasantry and middle classes was secured by associating the success of emancipation to the redress of other grievances, such as tithes, discrimination in professional life and in law and order. Weaknesses in the British Government following the departure of Lord Liverpool in 1827 undoubtedly contributed to O'Connell's success. 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 wanted to achieve Catholic Emancipation.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, **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 about the reasons why O'Connell wanted to achieve Catholic Emancipation. Meaning may not always be clear because of

illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

AVAILABLE
MARKS

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 present a limited account of the reasons why O’Connell wanted to achieve Catholic Emancipation. Known as the “Liberator”, he wished to liberate Catholics by bringing about full and equal civil and religious liberties. 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 O’Connell’s motivation in seeking emancipation. He believed that emancipation should be granted since it had been promised at the time of the introduction of the Act of Union. Moreover, he claimed that there was indisputable evidence that the granting of emancipation would give Catholics the professional recognition they deserved. Although Catholics outnumbered Protestants and Dissenters of all descriptions by a ratio of 7 to 1 by the 1820s, they were excluded from holding the positions of Attorney-General, Sheriff or Lord Lieutenant. O’Connell justified the claim for emancipation on the grounds that Catholics contributed to the commercial and agricultural interests of the country, as well as fulfilling their obligations regarding the payment of taxes. They served in the armies and navies which contributed so much to the British Empire. Many Irish Catholics had served in the British Army during the wars against Napoleon. O’Connell believed that the demand for emancipation had to be linked to the wider social and economic injustices Catholics experienced. Hence, the campaign for emancipation would not be limited to the demand for Catholics to attend Westminster but would also be associated with the attempt to redress wider grievances. O’Connell’s ultimate political goal was the repeal of the Union, which, he believed, could not come about unless emancipation was granted. 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 excellent 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 about O’Connell’s reasons for wanting to achieve emancipation. He believed that fuller participation in the electoral process would result from emancipation. Catholic MPs would be elected to parliament in greater numbers, thereby creating the opportunity to lobby for Catholic grievances at Westminster. Emancipation would open up opportunities for the Catholic middle class to make progress in the judiciary and in the administration of the country. Thomas Wyse had estimated that Catholics were excluded by law from nearly 800 offices. Protestants enjoyed a virtual monopoly of central and local government, while no Catholics were appointed to directorships

of the Bank of Ireland, even though they had been entitled to hold these posts since 1795. The demand for emancipation carried the implicit belief that there would be an improvement in the economic position of Catholics. 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) “Neither Daniel O’Connell nor the Whigs gained any benefits from the Lichfield House Compact.” How far would you agree with this verdict?

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately, **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 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 may address in a limited way the outcome of the Compact for both O’Connell and the Whigs. 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 outcome of the Lichfield House Compact for both sides, with some lapses in knowledge. One benefit for O’Connell was that the Tithe Rent Charge Act of 1838 reduced the payment of the detested tithes by 25%. Tithe arrears, built up during the tithe agitation of 1834–1837, were written off. However, tithes were not abolished altogether. O’Connell was also dissatisfied with the Poor Law, believing that it represented the introduction of an “English” system of workhouses to deal with social problems peculiar to Ireland. However, middle-class Catholics benefited from the administration of the Poor Law. There were now 130 Poor Law Unions run by Boards of Guardians in which Catholics held positions. The Whigs also derived some benefits from the Compact. For example, O’Connell used his influence in Ireland to curb the excesses of secret societies so evident in the recent tithe war. However, the Whigs’ association

with O’Connell was unpopular in many sections of English society and contributed to the deterioration of their electoral performance in the general elections of 1837 and 1841. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will contain breadth of understanding, linking the outcome of the Compact to the proposition for both O’Connell and the Whigs. O’Connell was disappointed with the Municipal Corporations Act of 1840, since it was based on a £10 rather than a more democratic £8 franchise. In addition, the Act abolished 58 Irish corporations. However, it produced some benefits since the supporters of O’Connell won control of ten local councils and in 1841 O’Connell was elected Lord Mayor of Dublin, the first Catholic to hold that position since the reign of James II. Drummond’s reforms were perhaps the most significant benefit for O’Connell. Catholics were appointed to senior positions in the police, while four Catholics in succession held the post of Attorney General for Ireland. Peel, whom O’Connell had 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 attention from his repeal campaign. This was reflected in the decline of the “O’Connell Tribute” and the waning of his own personal influence in Ireland. For the Whigs, the benefit of relative calm in Ireland and the opportunity to steer through much-needed social reforms in England came at a price. Since O’Connell was loathed by many sections of English society, including the Tories, the Established Church and many voters, the Whigs’ association with him contributed to their loss of seats during 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 appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the problems facing the pre-Famine economy in Ireland in the period 1824–1845.

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, analysis or judgement. Answers may provide a narrative about the pre-Famine economy in Ireland. 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.

AVAILABLE
MARKS

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 provide a partial account of the problems facing the pre-Famine economy in Ireland between 1824 and 1845. For instance, the increase in population put immense pressure on agriculture. With the exception of north-east Ulster, Ireland was badly lacking in industrial development. 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 problems facing the pre-Famine economy in Ireland between 1824 and 1845. By the 1830s the Irish woollen and cotton industries were in serious decline, thereby depriving workers of a badly needed source of income. Most of the population depended for their livelihood on the availability and productivity of land. The increase in population from 6.8 million in 1821 to 8.2 million by 1841 increased the pressure on land, so that by 1845 there were 1.25 million families dependent for their support on holdings of less than 5 acres. Underemployment, rather than unemployment, reflected a significant economic problem. The summer period was especially difficult, as labourers had neither enough potatoes nor work to purchase other food. Economic problems were compounded by the lack of a strong entrepreneurial class, as well as an inadequate transport system. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 about the problems facing the pre-Famine economy. There were many deep-rooted problems with agriculture. The practice of subdivision was used to solve the pressure for landholdings, with the consequence that millions became dependent on the potato. Landlords were reluctant to invest their profits, as many simply regarded their estates as a means of raising revenue for their lifestyles outside Ireland. Many landlords left the control of their estates in the hands of middle-men who frequently exploited the tenants. Successive governments failed to intervene to help the economy with remedial legislation, such as state-aided emigration. Laissez-faire dogma hindered other possible government initiatives, such as a special tax on absentee landlords or any attempt to buy up tracts of wasteland and lease them to tenants who could reclaim them. Agriculture was further hampered by the lack of security afforded to tenants, which explained their reluctance to improve their holdings. Moreover, farming methods were primitive. Answers at this level will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of

writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

AVAILABLE
MARKS

- (ii) “Helped by Peel but hurt by Russell.” To what extent would you accept this assessment of the relief measures taken by the Conservative and Whig Governments during the Irish Famine?

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

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge of the response of the governments of both Peel and Russell, with some lapses, or give an account which has a clear imbalance. Peel’s actions undoubtedly helped to ease the crisis of the Famine in several ways. While declaring that, in deference to the restrictions of laissez-faire dogma, it was “wise not to be too liberal”, Peel knew that the government had to act, and therefore went to the limits which circumstances would allow. He established food depots, created public works schemes and made funds available for soup kitchens. In November 1845, £100 000 of American Indian corn was purchased. Answers may reflect that Peel’s “help” meant that Famine deaths were a rarity. The proposition on Russell’s response may be dealt with in a limited way. For example, a Board of Works was created which provided employment for 750 000 people on public works schemes. Food was distributed through local food depots and direct from soup kitchens, which fed 3 million. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Level 4 answers will provide a balanced assessment of the relief measures undertaken by the governments of Peel and Russell. All reflections on Peel’s “help” should acknowledge that he was in office for only a matter of months, and that the crisis of the Famine was on a much smaller scale than that which confronted Russell. Peel sanctioned an additional £40 000 for relief efforts 1845–1846, with the money allocated to private charities. Peel’s decision to import the Indian corn drew him into direct conflict with a sizeable number of his party whose determination to resist any amendment to the Corn Laws ultimately created the political crisis which ended his political career in 1846. However, not all of Peel’s efforts “helped”. His appointment of a scientific commission to advise farmers about the potato crop proved of no practical value. Some of his relief schemes, such as the building of bridges and piers, were badly run and often corrupt. Any assessment of the extent to which Russell’s relief efforts “hurt” Ireland should weigh up the huge challenges which confronted his government, as well as the political and domestic environment in which he operated. The potato blight returned in 1846 on a greater scale than before. The winter of 1846–1847 was extremely severe, with snow falling in April 1847. Despite their promises, merchants brought little food into the country, while large amounts continued to be exported. Relief schemes on such a scale were inevitably hampered by bureaucracy, with the Board of Works having 12 000 subordinate officials. Many landlords devoted their energies to protecting their own interest rather than assisting relief. There was an increase in arms sales, bought by farmers to defend their property from the large numbers distressed by the Famine. When many tenants inevitably failed to pay their rent, they were evicted. It was estimated that 580 000 people were evicted in the period 1846–1854. Since they were denied any means of subsistence other than charity or government relief, these evictions became virtual death sentences. When replenishing the stock of corn, Russell faced an unavoidable three-month delay between the date of purchase of food from the USA and delivery. Yet Russell’s government bears some responsibility for “hurting” Ireland during the Famine. Suggestions for government aid for land reclamation and railway construction were rejected. In spite of the economic problems facing landlords, Russell persisted with the view that the landlord class should bear the main burden of Famine relief. The treasury spent a total of £8 million on Famine relief, much of it in the form of loans to the Irish Board of Works or Poor Law authorities. However, this represented just 0.5 per cent of the gross national product. 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 ideas and beliefs of the Fenian movement.

AVAILABLE
MARKS

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. For example, the Fenians were formed as a military conspiracy, and its leaders actively sought to promote the destruction of British rule in Ireland and the establishment of an Irish Republic. The formal title of the movement, the Irish Republican Brotherhood, was frequently rendered as "the Irish Revolutionary Brotherhood". Fenianism was the only Irish revolutionary organisation of the nineteenth century which was committed to insurrection from the very moment of its foundation. Hence, insurrection was the fundamental principle of Fenianism, as was the attainment of Irish independence. Moreover, the use of force was also a manifestation of the Fenians' contempt for what they believed was the failure in constitutional methods, such as O'Connell's repeal campaign in the 1840s. 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 Fenians aimed to strike when Britain was involved in war or otherwise distracted by a quarrel in Europe. Their varied experiences in exile in America and France raised Fenian expectations that one of these two countries would create an international situation favourable to Fenian intentions. The 1867 revolt came at a time when Anglo-American relations were strained. Once independence was achieved, the Fenians believed that there should be a two-chamber

legislature, universal suffrage and separation of powers with almost complete church-state separation. Since Dublin had been the traditional seat of British rule in Ireland, the Fenians aimed to reseat the capital in Athlone or Limerick. Ireland's cultural traditions were to be preserved. There was to be land reform, though they were vague as to what form it would take. 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 reason for the failure of the Fenian Rising of 1867 was poor leadership." 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 or judgement. Level 1 answers may provide a narrative about the failure of the Fenian Rising of 1867. Answers at this level will be characterised throughout by unclear meaning due to legibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will, for example, comment in a limited way on some of the reasons why the Fenians failed, referring perhaps to poor leadership and the failure to gain international support. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall and select 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 about the poor leadership of the Fenians in relation to a range of other factors. Divisions in the Fenian leadership undermined the movement. There was no central organisation to facilitate any coherent leadership. Communication between the leadership in the USA and Ireland was hampered by distance and the need to maintain secrecy, which impacted on the degree of international support. The Fenians in the USA split into two factions, with the stronger favouring an attack on British held territory in Canada as being more beneficial to the Fenian cause than assisting a Fenian uprising in Ireland. The only aid which came from the USA for the Rising of 1867 was a cargo of arms with 38 volunteers in a

small sailing ship which landed in Ireland after the Rising was over. There were personality clashes between Stephens and O'Mahony. Stephens' promises of a revolt, originally made in 1865, were renewed in 1866, but in December of that year his flawed leadership was finally rejected when he was ousted from the command both of the American and Irish Fenian movements. Stephens' expectation that he could obtain help from the French government through his contacts in Paris proved misplaced. The Fenian Rising of 1867 also failed due to bad planning. Men, arms and ammunition were lacking. A raid on Chester Castle for arms in February had to be abandoned. Improvisation, rather than detailed planning, marked the events of the Rising itself. Answers at this level will begin to discuss other factors which contributed to the failure of the Fenian Rising such as the lack of international support and the opposition of the Catholic Church. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level 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 proposition to a wide range of other factors. The failure of the Fenian Rising was partly due to a lack of international support. The Fenians received little material assistance from the USA. Even though the conclusion of the American Civil War in 1865 was followed by a slump in the price of rifles, the largest number of firearms purchased by the Fenians in that year was 6000, with very little ammunition. While Fenian supporters in the USA wanted the establishment of an Irish Republic with almost the same intensity as in Ireland, Irish-Americans were slow to subscribe dollars unless they could see convincing evidence about the seriousness of Fenian preparations in Ireland. Yet the Fenians' preparations were handicapped by this lack of American financial support. Moreover, many thousands of American Fenians had fought in the rival armies in the American Civil War, a factor which undermined unity in their ranks when contemplating active support for the Fenians. Lack of widespread support in Ireland also handicapped the Fenians. While many Catholics witnessed the funeral of McManus in 1861, Fenian leaders failed to recognise that the vast crowds were admiring McManus for his heroic failure rather than supporting the aim of an Irish Republic. The vast majority of Catholics were wedded to the tradition of constitutional nationalism as the means by which political grievances were to be redressed. Fenian suggestions that the Irish land system would be dramatically changed alienated landowners of all creeds. Moreover, the government and authorities in Ireland responded appropriately. Over the previous fifteen months the army in Ireland had been expanded. Habeas Corpus was temporarily suspended, spies kept the authorities informed, while the key Fenian leaders were arrested. The opposition of the Catholic Church successfully dissuaded Catholics from lending any support to the Fenian cause. Cardinal Cullen's public condemnation of Fenianism placed Catholics in the dilemma of choosing between loyalty to a proclaimed "evil" society, or adherence to their 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, and there is very good organisation with the appropriate use of specialist vocabulary. [22]

- 1 (i) Explain the aims of Louis XVIII's domestic policy between 1815 and 1824.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, **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 little detail, perhaps pointing out that one of Louis' aims was to retain his throne. 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 Louis' domestic policy aims, for example the need to oversee an economic recovery after the wars. They may also refer to his desire to satisfy former republicans and Bonapartists, who might otherwise place the Bourbon restoration in jeopardy. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example pointing to Louis' aim of paying off the indemnity and getting rid of the occupying army, which was a serious drain on the economy. In the absence of actual support, he sought to achieve acquiescence towards the regime from former opponents, which he hoped he could gain by offering them the Charter. He was also aware of the need to restrain the returned *émigrés*, many of whom were determined to regain their lands, positions and privileges. Louis also aimed to persuade the press to support the restored monarchy. 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 note Louis' overriding aim of establishing the restoration on a permanent basis. This was the point of the Charter, a delicate compromise which accepted liberty and equality, retained the Napoleonic Code and administration, and guaranteed new landowners property purchased during the Revolution. It was a difficult

balancing act, as he intended, as far as he could, to rule France himself, and had to keep the reactionary Ultras at a distance. Despite a religious revival at the time, the king had to assuage the continuing anti-clerical feeling among the bourgeoisie and urban workers. He aimed at popular gestures such as ridding France of the hated (and expensive) army of occupation. 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 XVIII’s domestic and foreign policies remained consistent throughout his reign.” 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 only of one or two events from Louis’ reign, with little debate of the question. 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 offer more detail on the inconsistencies of Louis’ reign, for example the promises of press freedom and of religion made in the Charter, followed by the post-1820 clampdown on newspapers and the increasing powers given to the Catholic Church as the reign went on. 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. It is likely that answers will concentrate on inconsistency, pointing to the change in tone after the murder of the Duke de Berry and the king’s own physical decline. In his early reign Louis sought to curb the Ultras, gambling successfully on dissolving the *Chambre introuvable* in 1816, but after 1820 was obliged to accept Villèle as chief minister, introduce the Law of the Double Vote and allow his Ultra brother, the Comte d’Artois, to make royal policy. In this role Artois spearheaded the return to power and influence of the Church, in particular granting it great

influence in the field of education. In his dealings with the Great Powers Louis XVIII initially followed a peaceful policy, and was suitably rewarded by France's acceptance into the Quintuple Alliance of 1818. But in 1823 France flexed its muscles to restore the Spanish king, a stance far removed from the almost supine policy of earlier years. 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 fully debate the question, the best responses seeing both consistency and inconsistency within Louis' policies. Examples of consistency might include the prudent financial policies followed by both the moderate Decazes and the Ultra Villèle, and the king's stubborn adherence to the land settlement enshrined in the Charter. Even though the promise of émigré compensation angered the new landowners, their property remained guaranteed throughout the reign. Although Louis stood by the 1814 Charter, he was unable to withstand Ultra pressure to alter some of its clauses after the disastrous election results of 1819 and Berry's assassination. After 1820 there were mass arrests of "suspects", press freedom was restricted and it even became a crime to express doubts about Divine Right. The electoral system was changed to give greater representation to the very rich, and bishops were given control of secondary education. Although the Charter remained in existence, its spirit and many of its precepts had been weakened, and answers will note this lack of consistency during Louis' reign. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the domestic problems Charles X faced at the beginning of his reign.

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 vague, possibly mentioning only one or two aspects of Charles' problems, for example that of the survival of the Bourbon regime. 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 the domestic problems faced by Charles X, such as the need to appease the Ultras and the church, while maintaining the support of more moderate voices within the Chambers. 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, noting, for example, the demands of a resurgent church for greater power within French society. This Charles was willing to grant, but he had to balance this against the “religious toleration” article of the Charter, as well as a vocal strain of anti-clericalism among many of the bourgeoisie. He also had to decide on how much compensation should be paid to returned émigrés for lost land, a tricky conundrum. To preserve the Restoration, he needed to balance the *ancien régime* aspirations of the Ultras with the Liberal desire to have a constitutional monarchy along British lines. 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 perceive Charles’ dilemma over the acceptance of a Charter which he felt to be too liberal. In particular, he wished the press to demonstrate allegiance to the regime, but freedom of the press was in the Charter. The interpretation of that guarantee, as well as the article relating to religious toleration, were potential problems for Charles X. Given his wish to rule as well as to reign, it was essential to satisfy the 100 000-strong *pays d’état*, a majority of whom were not nobles. Although he normally enjoyed support from the Ultras, he inherited the problem of the sacked Chateaubriand, who turned his fire on to the king’s chief minister, Villèle, an unpopular figure even on the Right. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The Ordinances of St. Cloud were the most important reason for the downfall of Charles X in 1830.” 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 of some of the events of Charles X's reign, such as the issuing 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. Level 2 answers will begin to offer more detail, referring for example to the antagonism the king's clerical policies aroused, or the economic slump which occurred in the late 1820s. 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 various causes of the downfall of Charles X. These include the Ordinances, issued when the tiny electorate defied the king and elected a Chamber hostile to the king's favourite, Polignac. Charles' attempts to call fresh elections under stringent conditions, including reducing the electorate by three quarters, brought rioters, who rapidly became revolutionaries, on to the streets. The situation in 1830 was made worse by an economic slump. It had begun with successive harvest failures in 1826 and 1827, and there was little the government could do, but the failure to provide more relief measures left many with a grievance. Charles' religious policies, with education largely back in church hands and the death penalty for sacrilege, confirmed the worst fears of those who had been appalled by his mediaeval coronation. His various attempts to control the press had failed, and much criticism emanated from that quarter. 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 could include reference to the *émigré* compensation scheme, a sensible compromise which unfortunately left neither side completely contented, and which was exaggerated into *le milliard*. Similarly, the popular opinion that the king was under the power of the Jesuits was a fantasy, but he nonetheless underestimated the strength of anti-clericalism, especially in Paris. The capital was particularly volatile in 1830, with huge numbers of hungry peasants swelling the already overcrowded poorer areas. Charles' failure to curb the press allowed opposition, which made increasingly bold demands for reform, to organise and strengthen. His choice of ministers was poor, appointing in turn the Ultra Villèle, the more liberal Martignac, and the

ludicrous Polignac, whom he then clung to in spite of widespread opposition. At the last, the king attempted his coup, which was what the Ordinances represented, without taking adequate precautions, and without a National Guard which he had peremptorily dismissed in 1827. A conclusion will argue the case for or against the Ordinances as the key mistake. 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]

AVAILABLE
MARKS

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- 3 (i) Explain the social and cultural developments which took place in France between 1830 and 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 possibly refer to either social or cultural developments, but lack accuracy or detail. 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 cultural and social developments between 1830 and 1848, for example the deprivation caused by harvest failures and industrial depression in the late 1840s, and the socially aware writings of authors such as Victor Hugo, who concentrated on the plight of the Parisian poor. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, referring, for example, to writers such as Balzac, whose novels attacked the new plutocrats, and the socialist Proudhon, whose famous "What is Property?" was published in 1840. One of the most notable paintings of the period was Delacroix's "Liberty Leading the People", inspired by the events of 1830. Between 1830 and 1848 the French population grew from 33 million to 36 million, but with few economic improvements the lot of the urban poor has been estimated to have been worse than it had been in the eighteenth century. Bourgeois dominance became pronounced and hostility to the church was marked, with anti-

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

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will note the growth of a social conscience in literature, mentioning the followers of St Simon, such as Carnot, as well as Louis Blanc, who argued for the “right to work”. Daumier caricatured not only Louis Philippe, but also judges, officials and financiers. The rise of the bourgeoisie took place at the same time as the disappearance of the nobility from public life, the *emigration interieur*. The increase in urban population and slow industrial growth made for difficult circumstances for many workers, with riots in Lyon in the early 1850s and a highly volatile Paris in 1848. The struggle between church and state was fought largely over education, with Guizot quadrupling the number of teacher training colleges to swing the balance towards secularism. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far would you agree with the view that Louis Philippe had more failures than successes between 1830 and 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 of one or two incidents from the reign of Louis Philippe, such as the Mehemet Ali affair. 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 offer some more detail on Louis Philippe, noting, for example, that keeping France out of any European war was a success, as was retaining the throne for eighteen years. Against that the regime failed to cope with the economic slump after 1846, while increasing numbers of the middle class became frustrated at their exclusion from the franchise. 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.

AVAILABLE
MARKS

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of Louis Philippe's reign, comparing its successes and failures. The former might include the longevity of the reign, its eighteen years outlasting any regime since 1789. Louis Philippe's desire for peace might be considered a success, with France, where necessary, conceding diplomatic defeat to Britain. Within France, however, many felt that the climbdown over their protégé Mehemet Ali, and the withdrawal of a French candidate for the throne of the newly independent Belgium were humiliations, rather than victories, for the regime. Economically, Louis Philippe did little to stimulate growth, although the government did buy land for railway companies to build on. The laissez-faire policies followed in industry applied also to social problems. Although some factory legislation was passed, serious overcrowding and appalling living conditions blighted urban life. Politically, although the regime was accepted, increasingly vehement opposition arose, especially from those members of bourgeoisie who wanted a moderate liberalisation of the franchise. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will note the many failures of Louis Philippe's reign, but also draw attention to successes. Thus, although France lagged behind Britain economically, coal production tripled over the reign, and that of iron ore doubled. Canal mileage doubled, but the railway mania of 1844–1846 ended in collapse, bringing down many small banks. Early in his reign the king presided over a modest economic recovery from the slump, but when a fresh crisis came in the late 1840s the government was too wedded to laissez-faire to take preventative or remedial action. After 1840 the king ceased to review The National Guard regularly, and lost its previous loyalty. Despite accusations of subservience to Britain, Louis Philippe knew that the European powers would not tolerate a bellicose France. In politics he ruled well, taking personal responsibility for much government business until he found, in Guizot, a Chief Minister who was a fellow spirit. His great error in 1848, however, was his reluctance to lose that by now unpopular politician. 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 some groups opposed the Second Republic between 1848 and 1852.

AVAILABLE
MARKS

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 possibly refer, for example, to republicans offended by 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 offer some examples of why some groups opposed the Second Republic, such as monarchists, Bonapartists and those who were alarmed by the National Workshops and the June Days. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, referring to those who wished for a return to a monarchy, particularly Orleanists, who promoted a case for a regency until Louis Philippe's grandson could come of age. Bonapartists were another group who opposed the Republic. Nostalgic for French *gloire*, and with a penchant for strong government, they attached themselves to Louis Napoleon Bonaparte, an assiduous self-publicist with a strong belief that his destiny was to rule France. Another group consisted of those who were alarmed not only by the National Workshops, which hit their pockets, but by the violent reaction in Paris when they were closed. For this group the Republic had ceased to offer security. 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. As well as the above, answers will stress that property owners became frightened at the profligacy of job creation schemes, and when they saw the mob in action in 1849 felt the need for strong leadership. The church feared the anti-clericalism of many republicans, and felt that a more conservative regime would offer

greater security. The peasantry, uninvolved in the events of 1848 and suspicious of Paris, was at one with other property owners in fearing a high taxing republican government. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) To what extent would you agree that Napoleon III failed to achieve the objectives of his domestic policy 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 narrative or recall of some aspects of Napoleon III's domestic policy, for example his redevelopment of Paris. 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 offer more detail on Napoleon's domestic policy, perhaps noting that the banks set up to help small investors, such as the *Credit Mobilier*, eventually collapsed. They may also point to the mixed results of Haussmann's urban renewal schemes, where splendid cityscapes were achieved only at the cost of displacing thousands of small tradesmen. 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 objectives of Napoleon's domestic policy, and the extent to which they were met. Seeking political unity and economic strength for France, he initially established an authoritarian regime which ended the undercurrent of revolution which had risen to the surface several times since 1830, and achieved a situation where able men of various political persuasions were given responsibility if they signified acceptance of the Empire. In later years Napoleon liberalised his regime. Paris, Lyon and Marseille were spectacularly rebuilt, but the improvements were only skin deep, and the destruction of humbler dwellings hurt the poor.

The Emperor was a Saint-Simonian, believing in the creation of cheap credit, and for a time the *Credits Mobilier* and *Foncier* were successful, but they could not withstand the adverse effects of the American Civil War or the malevolence of the older banking houses. Napoleon created an extensive railway network across the country, and followed his beliefs in forcing free trade on a somewhat unwilling France, with mixed effects. 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 Napoleon’s domestic policy aims and results are very well developed and substantiated. Level 4 answers will note Napoleon’s non-partisan approach to government, including his appointment of the republican Ollivier as Prime Minister. Better answers may debate the reasons for the “liberal Empire”, perceiving either a climbdown in the face of adverse election results or a long-held plan to liberalise when circumstances allowed, the Emperor needing election setbacks to galvanise his unenthusiastic advisers. The mixed results of urbanisation have been noted above: at this level answers may also question Haussmann’s dubious methods for raising capital. Although the new banks did stimulate public works, their impact on industry was slight, and, despite Napoleon’s hopes, French industry lagged behind that of its rivals. Railways grew from 1700 to 18 000 kilometres during the reign, helped considerably by government guarantees for investors, and this will be seen as a success. Free trade was less so, with French industry exposed to superior competition, and not necessarily suited to a country where most manufactures were sold internally. 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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AVAILABLE
MARKS

- 1 (i) Explain how Tsar Nicholas II was able to remain in power after 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, 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 may simply provide a narrative on some aspects such as the October Manifesto or the Fundamental Laws. 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 assess the roles of both the October Manifesto and the Fundamental Laws in aiding the Tsar's survival. 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 discuss how the October Manifesto promised reforms that had been long called for. It also split the opposition to the Tsar. The October Manifesto granted wide reforms such as freedom of speech and religion, universal adult suffrage and appeared to limit the Tsar's autocracy. Redemption payments were also cancelled, appeasing the peasants. The Tsar seemed to have responded to all sections of the opposition he faced, dividing and weakening it. The major visible reform was the creation of the Duma which did temporarily appease the people and the Tsar's opponents. The Fundamental Laws of 1906 stated that the Tsar could suspend the Duma at any time, that only he could propose Laws and that he had sole command of the Armed Forces, maintaining the autocracy. This allowed the Tsar to remain in power after 1905. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will discuss how Nicholas II had, however, provided the illusion of reform and this, as well as the use

of repression, temporarily silenced his opponents, allowing him to survive after 1905. Opposition to the Tsar in this period was also weak and divided with most groups desiring only constitutional reform and not the overthrow of Tsarism. The policies of Stolypin were also important, especially the agricultural reforms, appeasing the peasants and allowing for the creation of the loyal Kulak class that provided a bulwark of support for Tsarism. 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) “Economic discontent was primarily responsible for the outbreak of revolution in Russia in 1905.” 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 simply provide a narrative about economic discontent as a cause of the 1905 Revolution. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to assess in general terms how economic problems contributed to the outbreak of the 1905 revolution. Candidates may mention the discontent amongst the peasants caused by poor agricultural standards, general peasant poverty and redemption payments. Answers could also show an awareness of the economic slump that led to mass unemployment in the cities, turning the industrial workers against the government as well. Answers at this level will probably not introduce other reasons which were responsible for the revolution. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and, in addition to dealing with the economic causes, start to refer to other reasons for the outbreak of revolution in 1905.

They may mention the poor working and living conditions endured by the workers in the cities, as well as the poor living standards of the peasants. The overall lack of political reform and the repressive measures of the government also helped to galvanise the working classes against the Tsar. The failure of the war with Japan could also be discussed, including the food shortages it caused and how this exacerbated the problems at home. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should be more comprehensive, well informed and clearly assess to what extent economic discontent led to the outbreak of the revolution. Economic factors should be discussed at length, as well as the other factors outlined at Level Three. Candidates at this level should also discuss the significance of Bloody Sunday as the catalyst for the revolution. Top-level candidates may even discuss long-term, short-term and immediate reasons for the outbreak of the revolution, observing perhaps that the demands of the people were not actually revolutionary in the political sense as they did not wish to overthrow the Tsar but merely wanted reform. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain how the strengths of the Bolsheviks helped them to win the Civil War in Russia between 1918 and 1921.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, **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 may simply provide a narrative on some of the strengths of the Bolsheviks during the Civil War. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to explain the strengths of the Bolsheviks, such as the fact that they were united behind a clear goal which was survival, and were ideologically committed to this end. They possessed both direction and purpose. The

roles of Lenin and Trotsky could also be discussed. 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, explaining, for example, how Lenin appointed Trotsky as Commissar for War, a job at which he excelled. Lenin also worked furiously on the economic policy of War Communism which was instrumental in the Bolshevik victory. The effectiveness of the Red Army could also be discussed as could the discipline instilled by Trotsky. 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 discuss Trotsky's role. His transformation of the Red Army into a highly effective military force of over five million men, his employment of ex-Tsarist officers and the ruthless discipline he instilled all helped make the victory of the Bolsheviks likely. The use of the Cheka and the Red Terror could also be explained, as well as the fact that the Bolsheviks always controlled the centres of production and the transportation and communication networks. 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 effects of the First World War on Russia were the most important reason for the downfall of Tsarism in the Revolution of February 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 simply provide a narrative on the February Revolution or 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 more clearly how the First World War contributed to the February Revolution. Russia's economy and political system were in no fit state to fight a war in 1914, especially not one on this scale. The economy was weak and the Tsar's reforms had not strengthened it sufficiently to support the war effort. The demands the war placed on the economy led to food shortages at home, industrial disputes in the cities and an agricultural crisis as men left the countryside to join the army or work in the cities. Exploitation of workers was also widespread in order to meet the demands of the war, causing much social unrest. All of the aforementioned factors can be linked to the effects of the First World War. The war was simply one more huge area of pressure and strain that Russia could not cope with in 1914, in addition to all its pre-existing social, political and economic problems. In addition, the decisions made by the Tsar himself in the war, such as becoming Commander-in-Chief, and his poor overall leadership could also be discussed. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of both the role of the war and other factors. In addition to those factors which were consequences of the war, there are also other factors which are directly attributable to Nicholas, such as his decision to enter the war, which was a poor one and led to heavy defeats. The humiliation of the Tsar and the army, shortages of weapons and food, as well as severe inflation, which would develop as the war progressed, were important factors. When the Tsar became Commander-in-Chief, he was held personally responsible for all the defeats and his poor leadership alienated the army, one of his key support bases. Mention could also be made of the domestic situation in the Tsar's absence and how his refusal to return home to handle the Rasputin situation undermined him further in the eyes of the aristocracy, his other key support base. Nicholas also ignored all the advice of the Duma and suspended it in 1915, a decision which led directly to his downfall. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and show a clear awareness of not only the role of the War but also the importance of other factors in causing the Revolution of February 1917. Answers could discuss Nicholas' personal failings and his unsuitability to rule. The Tsarina's actions at home also contributed to the revolution due to the influence Rasputin clearly had over her. The hiring and firing of a succession of ministers on her command further eroded support for the regime. She was also unprepared to rule, especially in these circumstances, making the government appear even

weaker when it had to appear strong. The harsh winter of 1916–1917 could also be discussed as it increased the hardship at home for both workers in the cities and peasants in the countryside. The absence of meaningful and lasting reform also contributed to calls for the Tsar’s removal. Ultimately, the Tsar’s decision to enter World War One accelerated the progress towards revolution as the war simply added to the problems Russia already had. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

- 3 (i) Explain the cultural values of Lenin’s Russia in the period 1917–1924.

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. Responses 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 the state control of both the radio and the 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.

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MARKS

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 either glorified the peasant or the worker as these were the fundamental elements of the revolution. In addition, top level responses may discuss how many of these cultural values were driven by practical ideological considerations, such as attempting to mobilise a mass workforce and promoting or 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 sole aim of Bolshevik economic policies in the period 1917–1924 was to ensure the political survival of the regime.” To what extent would you agree with 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 simply provide a narrative on either Bolshevik economic policies or some of the aims of the 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 begin to address the specific economic policies and some of the aims of each policy. Answers at this level may be restricted to a treatment of one or two as opposed to the three economic policies. Answers could state that State Capitalism and War Communism as policies had distinctly political aims as opposed to economic aims and therefore were indeed primarily concerned with survival. The New Economic Policy (NEP) also aimed to lessen the restrictions and hardship caused by War Communism and so did have a political objective but this policy also had distinct economic aims, including raising industrial and agricultural output and restoring the economy. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing

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

AVAILABLE
MARKS

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 economic policies, their aims and measures. State Capitalism and its measures appeared to offer workers greater freedom to control their own affairs, whilst simultaneously extending government control. This was undoubtedly to appease their supporters and win new ones in the days after the revolution. It also aimed to achieve the political aim of increasing party control over the economy and state. War Communism advocated even stricter centralised control and harsh measures such as grain requisitioning in order to win the Civil War. This was undoubtedly to achieve a political aim: in order to survive, the Bolsheviks had to win the Civil War. The NEP was Lenin's compromise in the face of growing opposition due to the backlash to War Communism, made so obvious by the Kronstadt Revolt and the Tambov Rising. His efforts to appease the people by offering economic concessions and a small portion of capitalism were undoubtedly to win back support and therefore help the Bolsheviks survive, having won the Civil War. This was a clear political aim to secure survival but there were clear economic aims as well, such as to increase food production, get the economy moving again after the Civil War to help industrial production and to relax the unpopular economic measures that had caused the near destruction of the economy. 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. Responses at this level should be able to identify some other aims behind Bolshevik economic policies apart from political survival. State Capitalism had ideological motives as well in terms of the Land decree, the abolition of private land ownership, the abolition of ranks in the army and the increase in worker's rights as the Bolsheviks attempted to carry out the revolution. War Communism continued in this ideological vein as its measures were in many ways advancing communist ideology to its natural conclusion, a high degree of centralised control. The economy at this time had to be geared behind the Civil War. A war economy had to be created in order to win the Civil War and so there were distinct economic motives as well. In addition to winning back lost support, the NEP did have a real focus on increasing both industrial and agricultural output in order to strengthen the economy in real terms – hence the retreat from more ideological concerns. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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

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MARKS

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. Millions ended up facing extreme 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, the policy did meet some of Stalin's ideological aims such as imposing a communist system of land ownership

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 only assumed power in the Soviet Union due to the mistakes of his rivals in the power struggle between 1924 and 1929.” 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 about the power struggle between 1924 and 1929. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement, assessing in general terms some basic aspects regarding how Stalin triumphed over his rivals in the power struggle that followed Lenin’s death. They could refer to Stalin’s role as General Secretary of the party, the unpopularity of Trotsky or some of the basic mistakes of Trotsky and other individuals. Answers may begin to assign factors to the mistakes of rivals or Stalin’s own skill and determination. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and try to assess specific reasons why Stalin was able to defeat his rivals in the power struggle. Responses could refer to some of the mistakes made by his rivals, such as the decision to suppress Lenin’s will in May 1924, which condemned Stalin as well as his rivals. The party also saw Trotsky as more of a threat in 1924 than Stalin, a clear mistake of the party and his other rivals. Stalin was also able to exploit the divisions and disagreements between his rivals in order to isolate and defeat them. He had also succeeded in presenting himself as the heir of Lenin, starting at his funeral, where Stalin was the chief speaker and mourner.

Trotsky, on the other hand, was noticeably absent which increased suspicion about his motives. As General Secretary Stalin oversaw the expansion of the party and appointed his followers to key posts. As such, during Lenin's illness and incapacitation, it was already Stalin who was running the Soviet Union. These aspects show Stalin's skill and cunning in creating his own power base within the party long before he actually held power in the real sense. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should be more comprehensive, well-informed and debate clearly the extent to which Stalin's victory was due to the mistakes of his rivals. Good responses may refer to how Stalin exploited the ban on factionalism which made his policies difficult to challenge within the party after 1924. The party was also divided over whether to continue with the NEP or abandon it in favour of Socialism in One Country, showing an error by the party and his key rivals and Stalin again exploited this division. He also outmaneuvered his rivals, including Trotsky, Kamenev and Zinoviev, who were divided into the left which was defeated once and for all by 1927 when Trotsky was expelled from the party. By 1929, Stalin had isolated and defeated Bukharin and the Right opposition as well. Top responses should show an understanding of how Stalin's rise to power was due to a combination of his own skill and political manoeuvring, as well as the mistakes of his rivals. 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]

AVAILABLE
MARKS

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Option 6: Italy 1914–1943

AVAILABLE
MARKS

- 1 (i) Explain the reasons for Italy's dissatisfaction with the Paris Peace Settlement of 1919.

This question targets AO1(a) and AO1(b): the 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 failure to gain Fiume or Dalmatia. 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 with the Paris Peace Settlement in greater depth. They could refer to the view of some Italians that the treaty represented a "mutilated victory". Nationalists such as D'Annunzio espoused the view that the Italian war effort had not been adequately rewarded due to the failure to gain lands such as Fiume and Dalmatia. Answers could also refer to the failure to gain what had been promised in 1915 in the Treaty of London and Orlando's lack of success in Paris. They could also refer to the unpopularity of the war itself in Italy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear awareness of the reasons why Italy was dissatisfied with the Peace Settlement. In 1915 Italy had secretly been promised major territorial gains during the era of secret diplomacy. The Peace Settlement was conducted in a new age of diplomacy with President Woodrow Wilson's

Fourteen Points providing the basis for the negotiations. He had not been involved in the Treaty of London and was motivated by the principle of national self-determination, resulting in Dalmatia becoming part of the new state of Yugoslavia rather than being awarded to Italy. Italy also failed to gain Italian Irrendentia and African colonies that had been promised in the Treaty of London and felt that its demand for the port of Fiume should have been granted. 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 consequences of the First World War for Italy between 1915 and 1918 were social.” 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 little more than a narrative about Italy’s participation in the First World War. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some of the effects of the war on Italy, possibly referring to the industrial workers being placed under military discipline without the freedom to move jobs or to strike. 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 social impact of the First World War

on Italy and may begin to refer to wider consequences. Answers could refer to social consequences such as the growing resentment among the urban workforce during the war years due to the industrial working conditions and the effects of price inflation. Food shortages became a major problem, resulting in riots in Turin in 1917 which were put down by the military, resulting in fifty deaths. Answers could discuss how the increasing levels of discontent among the urban workforce led to an increase in the membership of socialist trades unions and the Socialist Party. Additionally, responses could discuss the social impact of the war in rural areas. Answers will also begin to illustrate the importance of other factors, such as military, economic or political. 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 support their arguments with specific evidence and present a sustained analysis of the extent to which the social consequences of the war were more significant than the military, economic and political results. Responses could also refer to the social effects of the war on the North-South divide in Italy. Socially, in addition to the points outlined above, answers could discuss the impact of the war in the countryside where more women had to work on the land due to the fact that two and a half million men from the conscript army had been peasants or rural labourers. Economically Italy experienced rising inflation, an increase in the national debt from 16 billion lira in 1914 to 85 billion lira in 1919 and growth in industrial areas such as metallurgy and the production of motor vehicles. Politically, wartime governments were divided over the Italian involvement in the war and the handling of the war effort and were therefore politically weak, failing to rally national enthusiasm for the war. Top answers may note that some of the effects of the war were interlinked with political divisions widening as the economic situation worsened. Candidates will also discuss the importance of military factors, such as the conscription of five million men and defeats such as at the battle of Caporetto. 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 effects of the Lateran Pact of 1929 on church-state relations in Italy up to 1939.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, **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 effects of the Lateran Pact of 1929 on church-state relations in Italy up to 1939. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the terms of the Lateran Pact of 1929 and their impact on church-state relations, possibly discussing the Lateran Treaty which recognised Vatican City as a sovereign state. 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 impact of the Lateran Pact of 1929 on church-state relations in Italy by 1939. Mussolini won support from the Church through the Lateran Pact which, after three years of negotiations, settled the Roman Question, created a financial convention giving the Church compensation and created a Concordat regulating church-state relations. The Church subsequently took part in the everyday life of the Fascist state with priests participating in ONB activities and party officials working alongside members of the clergy in campaigning against modern dancing, short skirts and decadent films. Catholic journals even urged Catholics to vote for the government while pastoral letters praised the Duce. 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 effects of the Lateran Pact of 1929 on church-state relations in Italy up to 1939. In addition to the points outlined above, answers could discuss the 1929 Concordat that established Catholicism as the State religion in Italy and also accepted the survival of the Churches' administrative and religious structure as being independent of State institutions. The financial settlement could also be discussed with the Church receiving compensation for the lands it had lost when Italy was unified in 1870. Some candidates may also explain that, beneath the official reconciliation, there were critical and dissenting voices from within the Church and among some radical fascists. For example, in 1930 after the Archbishop of Milan praised fascism, an open letter was circulated by 300 of his priests which stated that good Catholics could not accept fascism. The quarrel over Catholic Action in 1931 could be explained as the government

felt that it was extending its role into areas claimed by the state with the result that several branches were closed down. The Pope's response was to publicly criticise the regime in an encyclical printed in the papal newspaper and in foreign newspapers. The disagreement over anti-semitism by the late 1930s could also be explained. 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 collapse of Liberal Italy by 1922 was largely due to political problems." 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 will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the collapse of Liberal Italy by 1922. 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 importance of political problems in the collapse of Liberal Italy, such as the effects of the use of the voting system of proportional representation. 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 role political problems had in the collapse of Liberal Italy. Answers could refer to the rise in the popularity of Socialism with the growth of unions and strikes in 1919–1920 which worried the King and the Church. They could refer to the "mutilated victory" of 1919, the growth of Fascism, the use of proportional representation and the red years (Biennio Rosso). After the war there were changes to the electoral system, full universal male suffrage was introduced and the Popolari Party was set up. However, the Popolari Party and the Socialists were divided internally and also failed to work together, with the result that the old Liberal

politicians remained in power, forming five different governments between 1918 and 1922. Answers will also begin to refer to other causes of the collapse of Liberal Italy, such as economic problems with increasing inflation continuing to undermine people's living standards. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess the extent to which the collapse of Liberal Italy by 1922 was due to political factors. In addition to the points outlined above, answers could discuss the effects of World War One, such as the widespread discontent with the Paris Peace Settlement, which had increased the problems facing the new Italian democratic governments. The three main political parties would not work together, whilst the use of proportional representation from 1919 led to weak coalition governments and the growth of political extremism, such as fascism and communism. The role of Mussolini could also be discussed as he exploited the deep political divisions and was also helped by support from the King and Church who feared left-wing extremism more than Fascism. The role of the King was also crucial as he was disillusioned with parliamentary leadership and rejected the unanimous government advice to enact martial law. In addition to assessing the role of political problems, answers at this level should assess the role of other factors in the collapse of Liberal Italy, such as the growing social and economic unrest after 1918, fears of a communist revolution and the role of the Church. Finally, Mussolini threatened to “March on Rome” and it was this threat that led the King and Salandra to invite him to take power in 1922. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the economic aims of Mussolini 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]–[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 economic aims of Mussolini in the period 1922–1939. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the aims Mussolini had for the Italian economy up to 1939, possibly explaining his desire for autarky. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show some awareness of the main aims Mussolini had for the Italian economy in the period 1922–1939. They may discuss the desire to improve agricultural production, boost industrial development and try to make Italy economically self-sufficient and less dependent upon imports. The establishment of the Corporate State could also be discussed which was intended to reorganise the basis of economic activity, eliminating labour problems so that a more efficient economy would be created. 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 main economic aims Mussolini had between 1922 and 1939. In addition to the points outlined above, they could discuss how the direction of economic policy was seen as central to the building of a strong fascist state, capable of defending and developing Italy's national interests. In an attempt to demonstrate a strong Italy, Mussolini revalued the lira from 150 to 90 lira against the British pound sterling. Tariffs were introduced on imports with the aim of protecting the new value of the lira. To cope with the impact of the world depression the *Istituto Mobiliar Italiano* (IMI) and the *Istituto per la Ricostruzione Industriale* (IRI) were introduced. Answers could also discuss the aims behind Mussolini's Battle for Grain of 1925 which aimed to reduce the volume of foreign wheat imports and the Battle for Land of 1928 which aimed to create new farmland out of land where drainage was needed. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Mussolini was successful in his attempts to create a dictatorship in Italy between 1922 and 1939." To what extent do you agree with this statement?

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, **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)**.

AVAILABLE
MARKS

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide little more than a narrative about Mussolini's attempts to create a dictatorship in Italy in the period 1922–1939. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of Mussolini's attempts to create a dictatorship between 1922 and 1939 such as the aim of creating a Corporate State and the role of the cult of personality. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which Mussolini's attempts to create a dictatorship in Italy by 1939 were successful. Answers could refer to the role of propaganda, the cult of personality and the policies towards youth and women. The creation of a personal dictatorship through Mussolini's consolidation of power by 1928 could be discussed with answers referring to events such as the murder of Matteoti, the Aventine Succession and the Law on powers of the Head of Government. Answers could also discuss how Mussolini portrayed Italy as a totalitarian state, yet key groups such as the Church, the monarchy and the army remained influential. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their argument with specific evidence and present a sustained analysis of how successful Mussolini was in creating a dictatorship by 1939. He did try to create some aspects of a dictatorship using repression and his secret police (OVRA). He also restored relations with the Church through the Lateran Pact of 1929, and introduced strong centralised government, such as achieving greater control over the economy, especially after the passing of the Rocco Laws. Answers could also discuss measures such as the granting of emergency powers in 1922, the Acerbo Law of

1923, the role of propaganda, the censorship of the press and the control of the judiciary. The measures taken to control local government, the role of the *Dopolavoro* and the establishment of the Corporate State could also be discussed. The best responses will cover the whole period and come to a sustained conclusion discussing not only the successes of Mussolini's dictatorship, but also the failures, such as the compromises with the Church, the continued role of the King as Head of State and the fact that the continuation of Mussolini's regime rested on the continued support from the traditional elites. 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 why Mussolini decided to involve Italy in the Spanish Civil War in 1936.

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 descriptions about the reasons for Italian involvement in the Spanish Civil War. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to explain in general terms Mussolini's motives for involving Italy in the Spanish Civil War, possibly referring to his desire for further military glory to add to the Ethiopian victory which had ended two months previously. 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 a range of reasons for Italian involvement in the Spanish Civil War. They could explain how Mussolini viewed the Spanish Civil war as an opportunity to spread fascism and therefore gain another fascist ally in the Mediterranean Sea. This in turn would be useful in assisting Mussolini's aim of developing and establishing greater Italian influence over the Mediterranean. Answers could also

discuss how Mussolini thought that Italian involvement in the Spanish Civil War would demonstrate Italy's military might and boost Italian prestige internationally. 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 why Mussolini decided to involve Italy in the Spanish Civil War. In addition to the points outlined above, answers could discuss how Mussolini also wanted to impress Hitler and prove that Italy was a major power. He also hoped that military glory would be popular among the people who were experiencing domestic hardship. Mussolini also viewed the Spanish Civil War as an opportunity to fight against socialism/communism and as a way of preventing the development of French, left-wing influence in Spain. After the success of the Abyssinian campaign, Mussolini was beginning to become overambitious and saw the Spanish Civil War as an opportunity to simply have another war and maintain the momentum of fascism back in Italy. 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 military weaknesses responsible for Italy's defeat in the Second World War?

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general some of the reasons for the Italian failure in the Second World War, possibly referring to military weaknesses such as the shortage of troops, scarcity of weapons (such as insufficient tanks) and poor air defences. 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.

AVAILABLE
MARKS

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 how far military weaknesses were to blame for Italy's failure in the Second World War. Responses could refer to the failure of the invasion of Greece or the rout of the Italian army in Libya as examples of Italian military weakness. Weaknesses in the Italian military strategy could also be discussed, as there was no clear overall plan and Mussolini thought that all his campaigns would be won quickly. The three branches of the armed forces were uncoordinated and had to compete against each other for resources. Mussolini's poor decisions as Commander-in-Chief were an example of weakness such as sending 300 inadequate aircraft to take part in the invasion of Britain when they could have been used far more effectively in the Mediterranean theatre of war. They could also refer to the Italian navy having an abundance of battleships but an almost complete lack of aircraft carriers. Answers may begin to discuss other factors apart from military weaknesses such as the economy, including the failure of the Italian economy to achieve autarky by 1940 or Italy's lack of basic raw materials. Between 1940 and 1943 industrial production decreased by 25% due to shortages of oil and coal, with agricultural production also falling by 25% due to the shortages of labour and fertilisers. Some answers may also discuss the impact of political weaknesses within the fascist state as the fascist administration proved to be inefficient, corrupt and unable to effectively utilise the resources at its disposal. 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 how far military weaknesses were to blame for Italy's failure in the Second World War. Responses could argue that some of the Italian military weaknesses came about as a result of the failure to prepare adequately for war with thirty-five of the army's eighty divisions receiving rifles dating from 1891, the almost complete lack of aircraft guns, the low quality submarine fleet with one-tenth lost in the first three weeks of war and the lack of fuel with only five months' supply left by 1939. Answers should also discuss other factors and may debate Italy's economic problems and link them to the shortcomings of Mussolini's leadership throughout the war. For example, they may discuss Mussolini's holding of all key military positions, while failing to co-ordinate military strategy. Answers at this level could also refer to strategic errors of Mussolini such as his failure to capture bases in Malta and Tunisia. Mussolini's failures could also be linked to his over-reliance on propaganda and his avoidance of the reality of war. Responses could also refer to the economic and military effects of his campaigns in the 1930s on Italy during the Second World War. Answers could also consider the lack of support for the war in Italy and the increasing disillusionment of the elites with Mussolini, resulting in

the collapse of the Fascist Party and the coup of July 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]

Total

**AVAILABLE
MARKS**

30

60