

**Published Mark Schemes for
GCE AS History**

Summer 2009

Issued: October 2009

NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)

MARK SCHEMES (2009)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16 and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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New
Specification



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2009**

History

Assessment Unit AS 1

[AH111]

MONDAY 8 JUNE, MORNING

MARK SCHEME

Level of response mark grid

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

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

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

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

Answer question 1(a) or 1(b) and question 2.

- 1 (a) **This question targets AO1a and AO1b:** 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 and analysis.

Level 1 ([1]–[3])

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 be characterised by generalisations and poor understanding, giving little more than a narrative about events in 1549. Answers may typically make some remarks about religious factors contributing to rebellions. Answers may also deal with one rebellion and ignore the other. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

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 may contain some explanation, analysis and judgement. Answers will start to assess in general terms some of the main reasons why there were rebellions in 1549 such as the significance of religion and the introduction of the Prayer Book or they may refer to social causes such as enclosure. Answers will be mainly narrative with gaps in knowledge, while development of the answer will be limited. 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 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more developed explanation and analysis of the reasons for the rebellions of 1549. Answers will mention both rebellions which took place. They will look at a variety of causes of the rebellions. They will look at economic and social, religious and political reasons for the rebellions. They may mention the significance of the geographical position of the rebellions and the increased unpopularity of Somerset. They may attempt to differentiate between the rebellions. 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 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. They will understand the complexity of multi-causal reasons for the rebellions and the similarities and differences behind each rebellion. For instance, they may assess the significance of social reasons for the Western rebellion, their unique bond to Cornwall as opposed to the sporadic rebellion of Kett. They may link causes together; for example Somerset's policy of enclosures alienated all areas of support he had which in turn led to social discontent. They may also refer to long and short-term causes of the rebellions. 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. [12]

- (b) **This question targets AO1a and AO1b:** 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 and analysis.

Level 1 ([1]–[3])

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. They may be characterised by generalisations and poor understanding, giving little more than a narrative about the Elizabethan Church Settlement. Answers may typically mention some opposition to the Church Settlement. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

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 may contain some explanation, analysis and judgement. Answers will start to assess in general terms the response of the Catholic and Puritan population to the Settlement. They may mention Catholic plots and the arrival of Mary Queen of Scots. They may also mention the Vestments controversy. Answers will be mainly narrative with gaps in knowledge, while development of the answer will be limited. 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 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more developed explanation and analysis of

the attitude of the Catholics and Puritans to the Elizabethan Church Settlement up to 1570. 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 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. They will fully analyse the response from both the Catholics and the Puritans. They should deal with the complexity of the response to the Settlement. They should also mention the short- and long-term implications of this response; how each response poses a potential threat to Elizabeth. For instance, they could refer to the significance of the plots which involve Mary Queen of Scots. To reach this level they should also mention the interpretation regarding the Puritans within Parliament. 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. [12]

AVAILABLE
MARKS

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- 2 (a) **This question targets AO2a:** as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([1]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers will probably interpret some, but not all, of the following points. Henry does not like the ideas of Tyndale and is glad to be rid of men with these ideas from his kingdom. Henry sees Tyndale, and men like him, as a danger in his kingdom. This answer mainly deals with the content of the source and analysis is limited.

Level 3 ([7]–[9])

Answers may attempt to exploit and analyse the source more comprehensively. The source is useful not only for giving us Henry's attitude regarding Tyndale but also Thomas Cromwell's opinion. It also highlights how Henry might view these reforming ideas as a threat to his realm and that anyone seen promoting these ideas would be viewed with suspicion. It suggests that Henry is opposed to these new ideas.

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but in the quality of the evidence. The candidate will also exploit the limits of the source. It is a primary source from Thomas Cromwell who is to become Henry's chief minister. It is written around the time of the break with Rome. Cromwell is issuing a warning to Vaughan regarding reforming ideas. It infers that Cromwell is also not in favour of reforming ideas but using contextual knowledge the candidate will know that Cromwell had reforming sympathies but was prepared to use any means necessary to gain power and the Royal divorce. The limits to the source would be that this is not an account from Henry himself and Cromwell is using this letter not to highlight Henry's religious view but to remind Vaughan of his position and how it depends on the support of Henry. If Vaughan was to fall out of favour, then this would affect Cromwell as Vaughan is one of his agents working in Antwerp. Candidates may make reference to contextual knowledge which would suggest that Henry's religious views altered over the next few years. [13]

- (b) **This question targets AO2:** as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination and in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

and AO1b: demonstrate understanding of the past through explanation and analysis and arriving at substantiated judgements.

Level 1 ([1]–[3]) AO2a, ([1]–[3]) AO1b, ([1]–[2]) AO2b

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 **AO1b**. Answers will merely paraphrase the sources and fail to utilise the source content to address the question **AO2a**. Answers may typically present a description of Henry's commitment to Protestantism or a description of the sources without an awareness of contemporary and later interpretations **AO2b**. Answers at this level may be inaccurate or demonstrate superficial understanding. 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 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b

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 or judgement **AO1b**. Answers may begin to interrogate the sources with regard to the question posed. Answers may draw on the sources and interpret them with some relevance to the question, using contextual knowledge. Source 1 presents the views of an English Lutheran and puts emphasis on the truth of the Bible and the importance of having the Bible in one's own language. Source 2 provides a different view and shows that Henry did not like these new ideas and warns of the dangers of this new Protestantism. Source 3 tells us that Lutheran ideas were able to gather support in England so that Henry could achieve the break with Rome. Answers at this level will have some awareness of contemporary and later interpretations of this subject **AO2b**. Answers at this level will have frequent 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 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are developed and substantiated **AO1b**. Answers will evaluate the sources in the context of the enquiry. There may be an imbalance of evaluation. Answers may draw in more contextual knowledge and question Henry's commitment to Protestantism. They may assess his upbringing and personal belief as well as his relationship with the Catholic Church before the break with Rome. For instance they may mention that he was given the title Defender of the Faith in 1521. This is perhaps why Cromwell is condemning reforming ideas in Source 2. Answers at this level should also draw in contextual knowledge not provided for in the sources. For instance, they may mention some of his religious policies and assess what commitment they show to Protestantism. Candidates may also look at the doctrine and how reflective it is of a commitment to Protestantism. Candidates may also wish to mention the financial rewards Henry received due to his commitment to Protestantism. Candidates may also mention external

forces which perhaps pushed Henry further towards Protestantism than he had intended. For instance they may make reference to the influx of reforming ideas, as suggested by Source 1. Candidates may question Henry's commitment to Protestantism. For instance, they may refer to Source 3 and Cromwell's motive for welcoming reforming academics such as the Royal divorce and the creation of foreign allies. Answers at this level will provide a satisfactory analysis and evaluation of contemporary or later interpretations of this subject. 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 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are very well developed and substantiated **AO1b**.

Answers will fully evaluate all the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment of just how committed Henry was to Protestantism. They should look at all factors which contributed to him establishing Protestantism; economic, political foreign relations, religious and personal motivation. The answer may refer to the fact that Henry was driven by his desire for a divorce; his relations with the Catholic Church on this matter led him to question Catholicism. As time progressed Cromwell was able to highlight the financial and political development of Protestantism. Candidates will assess how much this and his own personal belief contributed to his commitment to Protestantism. Candidates will look to his policies and those he employed to illustrate his commitment. Candidates should produce a balanced assessment and reach a substantiated conclusion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [35]

Option 1

**AVAILABLE
MARKS**

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Answer question 1(a) or 1(b) and question 2.

- 1 (a) **This question targets AO1a and AO1b:** 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 and analysis.

Level 1 ([1]–[3])

Answers recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically make some vague and superficial remarks about James I's religious policies. Meaning may not always be clear because of illegibility, inaccuracies in spelling, punctuation and grammar, as well as shortcomings in the structure and organisation of ideas.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be better informed and show some details of James I's religious policies. James attempted to maintain a comprehensive Church of England during his reign and was generally successful. At times his policies were designed to appease the Puritans yet on occasions he protected Anglicanism at their expense. Likewise his policies towards Catholicism veered between persecution and appeasement. The answers will have some supporting evidence. Answers will have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional lapses in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will begin to give a balanced, substantiated understanding of royal religious policy. Level 3 answers will be more detailed covering a wider range of policies. James I was compelled to introduce penal laws and an Oath of Allegiance for Catholics in the aftermath of the Gunpowder Plot yet was complacent in enforcing these, especially the collection of recusancy fines. The Catholic Howards were a prominent family in the Royal Court and influenced James's determination to achieve a Spanish, Catholic marriage for his son, Charles. Even after the 1621 Parliament's calling for the enforcement of anti-Catholic legislation James remained reluctant to acquiesce. At times James appeased the Puritans, accepting their Millenary Petition in 1603 and calling the Hampton Court Conference a year later. He implemented some of their more moderate recommendations including attempting to

improve the quality of the clergy and supporting the translation of a new version of the Bible. In 1610 he replaced the anti-Puritan Archbishop of Canterbury, Bancroft, with the more moderate, Calvinistic Abbott. At the Synod of Dort (1618–1619) he ordered the English delegates to take an anti-Arminian stance. James maintained his balanced approach to religion by his anti-Puritan policies. The Declaration of Sports, 1618, infuriated the Puritans as did his 1622 Directions to Preachers which limited the rights of lower clergy to preach on predestination. Answers will display 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 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Level 4 answers will be well informed and focused, developing many of the points mentioned in Level 3. James attempted to compromise in his religious policy throughout his reign and he was generally successful. He viewed the Catholic Church as infirmed rather than evil calling it the ‘Mother church’. His reluctance to persecute Catholics is understandable given his background and beliefs. James saw the Puritans as a greater threat to the peace and stability of his Kingdom especially after the outbreak of the religiously motivated Thirty Years War in Europe. His shift towards more moderate, Arminian attitudes near the end of his reign is understandable given the anti-Catholic feeling in Parliament in the early 1620s. Overall his policies were successful in maintaining a broad based Church and avoiding major religious conflict in England. Answers 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. [12]

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- (b) This question targets AO1a and AO1b:** 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 and analysis.

Level 1 ([1]–[3])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be inaccurate and provide a superficial explanation of the reasons for opposition to Buckingham. 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 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be better informed and start to explain some of the key reasons for the opposition to George Villiers, the Duke of Buckingham. For example, the disastrous foreign policy ventures under Charles I will be addressed. Answers may have some lapses in meaning due to inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will be more detailed and show greater awareness of the causes of discontent. Answers may reflect upon how Buckingham's unpopularity stemmed from before Charles I became King. He had been a royal favourite under James I although his influence on state affairs remained limited until the accession of Charles. His rapid rise to the status of Duke was widely resented by more established nobles, as was his close personal relationship to James. Skilled in the factional politics of the court and as the main manipulator of royal patronage he was unpopular long before he became chief advisor to Charles. Indeed the ill-fated trip to Madrid in 1623 had engendered much criticism of Buckingham's influence upon the young prince. It was his aggressive and unsuccessful foreign policy that was to be most significant in creating opposition. Candidates may explain Buckingham's role in instigating Count Mansfield's expedition and his own disastrous leadership of the attack on Cadiz. He had been responsible for negotiating the marriage of Charles and Henrietta Maria in 1624, granting her freedom to practise her Catholic faith and promising to aid the French suppression of Protestant rebels. This was hugely unpopular with Parliament and only made worse by Buckingham leading England into war with France and another poorly planned and costly military venture this time at La Rochelle. Answers will display 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 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Level 4 answers will explain more fully many of the points raised in Level 3. For example, as Parliament demanded the removal of Buckingham Charles resorted to attempting to raise money without them to avoid sacrificing his close friend. The continued collection of tonnage and poundage and the introduction of a forced loan only compounded Parliament's opposition to the King's closest advisor. In 1628 he was described by MPs as the 'cause of all our miseries' and his assassination in 1629 was welcomed by all except Charles himself.

Answers 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.

[12]

AVAILABLE
MARKS

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- 2 (a) **This question targets AO2a:** as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answers.

Level 1 ([1]–[3])

Answers may paraphrase or quote at length from the source but fail to comment on the points raised in the light of the question.

Level 2 ([4]–[6])

Answers will limit their response to the content of the source and assess its utility. For example, the source reveals that Charles threatened the laws and liberties of England by ruling like a tyrant. His own actions had damaged the country, ruined its economic position and led to the murder of thousands of people. Despite Parliament's attempts to calm the situation, Charles had continued to cause 'rebellions and invasions'.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively, focusing totally or mainly on its **merits as evidence** in a study of the reasons why Charles I was put on trial in 1649. Answers will attempt to exploit the source more comprehensively, making most of the points mentioned in Level 2. Answers will not only discuss the content of the contemporary source but highlight the source's strengths by focusing on mode, author, date, motive, audience and tone. Answers at this level should, from contextual knowledge, show some appreciation of how Charles was perceived to be a tyrant who had threatened the liberties and rights of his subjects during his Personal Rule. Candidates should, from contextual knowledge, show some understanding of how Parliament believed Charles was to blame for the carnage of the first Civil War and that it was the king who had instigated the beginning of the second Civil War. Answers at this level should also place some value on the nature of the evidence: Parliament passed this Act to outline the wrongs committed by Charles I and justify their decision to put the king on trial.

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that the value of the source does not just lie in its content but in the quality of the evidence. Answers will not only discuss the **strengths** of the source but **also its limitations**. Parliament was well placed to outline the reasons why it had gone to war with their king and why he deserved to be put on trial. The Rump, however, represented only a small section of the full Parliament and contained those MPs most likely to find the king guilty. The purpose of this Act was to create a Court to try the king and the references to his 'tyrannical government' and his raising of 'rebellions and invasions' were designed to make it clear that he deserved to face the court. Candidates who reflect along these lines and use contextual knowledge to indicate where they perceive shortcomings in the source can be rewarded with the very top mark. [13]

(b) **This question targets AO1b:** the candidate's ability to demonstrate understanding of the past through explanation and analysis and arrive at substantiated judgements.

and AO2: as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination; analyse and evaluate, in relation to the historical context how aspects of the past have been interpreted and represented in different ways.

Level 1 ([1]–[3]) AO1b

AO1b:

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

Level 1 ([1]–[3]) AO2a, ([1]–[2]) AO2b

AO2a:

SOURCES: Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to how much Charles I's actions were responsible for his own execution.

AO2b:

INTERPRETATIONS: Answers will reveal little or no awareness of contemporary or later interpretations of the reasons for Charles I's execution. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

Level 2 ([4]–[6]) AO1b

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answer contains some explanation, analysis or judgement. For example: there may be a partial account of the actions of Charles I that caused opposition.

Level 2 ([4]–[6]) AO2a, ([3]–[5]) AO2b

AO2a:

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example: Source 1 suggests that Charles was to blame for the outbreak of the second Civil War. Source 2 comments on how 'malicious elements' were the cause of the conflict between the King and his Parliament.

AO2b:

INTERPRETATIONS: There will be some awareness of contemporary or later interpretations of this subject. There will be frequent lapses of meaning due to shortcomings in legibility, 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 ([7]–[9]) AO1b**AO1b:**

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example: there will be a more complete account of the reasons for Charles I's execution. The alliance with the Scots and the beginning of a second Civil War confirmed in Parliament's mind that Charles could not be negotiated with. Charles's prevarication had ensured that any opportunity for compromise had passed. The politicisation of the Army was to be crucial in the eventual trial and execution of the King.

Level 3 ([7]–[9]) AO2a, ([6]–[8]) AO2b**AO2a:**

SOURCES: Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation. For example: one source may be neglected. In Source 1 Charles was accused of threatening the liberties of his subjects by acting outside the law and ruling as a tyrant. The Civil War was part of his 'plan' and resulted in devastation and death. Parliament believed that God had 'delivered him' into their hands and his continued attempts to regain his throne by force were evidence of his guilt. Charles, in Source 2, denies that he ever did 'begin a war' with Parliament. He blames 'malicious elements' for poisoning their relationship. He also refutes the accusation that he threatened liberty arguing that true freedom comes with being governed by a sovereign. He blames the Army, 'the power of the sword', for his execution and considers himself a martyr to his people and his church. In Source 3 Coward identifies the New Model Army as the chief cause of the King's execution. Through their creation of a Rump Parliament the way was clear for the King to be killed.

AO2b:

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of the subject. For example: contemporaries such as Ireton and Cromwell considered Charles to be a man of blood who deserved to die. They believed his defeat in the second Civil War was God's judgement upon him. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; at times the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO1b**AO1b:**

KNOWLEDGE: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will assess to what extent Charles I's actions actually caused his downfall. They should provide a more complete assessment of his responsibility for his own execution by examining his actions after the end of the first Civil War including his prevarication, alliance with the Scots and the fighting of a second Civil War. His attitude and actions during his trial may also be considered. The role of the Army will be assessed including the determination of its leaders to remove the King. The importance of Pride's Purge and the role of the Rump Parliament will also be explained.

Level 4 ([10]–[12]) AO2a, ([9]–[11]) AO2b**AO2a:**

SOURCES: Answers will fully evaluate the sources in the context of the inquiry using this information to inform the response. For example: Source 1 reveals the determination of Parliament to put Charles on trial by interpreting the catastrophic events of the past two decades as solely his responsibility. His actions during Personal Rule are described as a 'wicked plan' to create an 'evil, tyrannical government'. War with Parliament is interpreted as part of his 'plan' and it is the 'result of his actions' that the country is in ruins. His restarting of the Civil War, after God had given him into Parliament's hands, is described as 'evil' and justified him being put on trial. Charles, in Source 2, denies any responsibility for the bloodshed and conflict of the past decade. He implies that he is the upholder of liberty and freedom and that other 'elements' are to blame for the conflict. Charles argues that he could have saved himself by giving up his prerogative power to the Army. He considers himself a martyr and claims to have maintained the integrity of the Church of England. Coward and Durston, in Source 3, make it clear that the execution of Charles was the culmination of an attempt by the New Model Army to establish an English republic. The responsibility for the execution of the King lies not with Charles himself but with the Army and the Rump Parliament it created.

AO2b:

INTERPRETATIONS: There will be a good analysis and evaluation of contemporary and later interpretations of this subject. Answers may refer to contemporary opinion about the reasons for the King's execution perhaps highlighting the Radicals' belief that no settlement could be achieved while Charles I was still alive. Candidates may exploit the content of Source 3 to explain the interpretation that the army was to blame for the King's execution and perhaps cross-reference this with Charles' own comments about the 'power of the sword' in Source 2. Candidates may note the traditional (Whig) interpretation that Charles was indeed to blame for his own downfall

and it was his '11 years tyranny' that had caused the first Civil War and his refusal to compromise that had led to his trial and execution. Modern historians' opinions may be utilised to challenge this simplistic, outdated interpretation. Candidates may provide interpretations by way of appropriate comments which attempt to assess the issue of the extent to which Charles I was responsible for his own execution, perhaps identifying his launching of the Second Civil War as a key turning point. Alternatively, good answers may consider the significance of the politicisation of the Army and Colonel Pride's purge of Parliament. Answers will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; appropriate style of writing, with good organisation and appropriate use of key words.

[35]

Option 2

**AVAILABLE
MARKS**

48

60

Answer question 1(a) or 1(b) and question 2.

- 1 (a) **This question targets AO1a and AO1b:** 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 and analysis.

Level 1 ([1]–[3])

Answers recall, select and deploy historical knowledge in an episodic and largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be vague and superficial about the reforms introduced by the Tories. Meaning may not always be clear because of illegibility, inaccuracies in spelling, punctuation and grammar, as well as shortcomings in the structure and organisation of ideas.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answers contain some understanding, analysis and explanation. Answers will be better informed and start to refer to some of the reforms. For example, there were reductions in duties in 1824 and 1825. Vansittart's budget in 1819 provided the surplus for Robinson's tax cuts of 1823. Peel at the Home Office made the criminal code more humane.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing more explanation and analysis. Answers will be more detailed and show greater awareness of the reforms of the economy and criminal code. Robinson, Chancellor of the Exchequer between 1823 and 1827, introduced tax cuts of about £12. The Joint Stock Bank Act of 1826 paved the way for a major change in the banking system. Henceforth only the Bank of England could issue notes, and joint stock banks could now be established. Prison Reform Acts in 1823 and 1824 improved prison conditions and set common standards. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation or grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers will be well informed about the economic and criminal code reforms of the Tories. Peel chaired the Bullion Committee in 1819 which recommended the resumption of cash payments by the Bank of England. The return to the gold standard was completed in 1822. The Reciprocity of Duties Act in 1823 eased the limitations of the navigation laws passed in

the 17th century. Huskisson successfully lobbied for the relaxation of the restrictions on trade between Britain and the colonies. While it was politically impossible to repeal the Corn Laws, the Corn Laws were suspended during the economic crisis of 1825–1826. The death penalty was abolished for over 180 offences. The Juries Regulation Act made the jury aware of its responsibilities during a trial. The Gaols Act of 1823 provided for the payment of gaolers, while all inmates were to receive a basic education. Answers will be consistently be 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. [12]

- (b) This question targets AO1a and AO1b:** 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 and analysis.

Level 1 ([1]–[3])

Answers recall, select and deploy historical knowledge in an episodic and largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be vague and superficial about the Whig reforms between 1833 and 1841. Meaning may not always be clear because of illegibility, inaccuracies in spelling, punctuation and grammar, as well as shortcomings in the structure and organisation of ideas.

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answers contain some understanding, analysis and explanation. Answers will be better informed and start to refer to some of the main reforms of the Whigs. For example, they may describe some social reforms, such as the Education Act of 1833, the Factory Act and the Poor Law of 1834. Answers will have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there will be occasional lapses in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more explanation and analysis. Answers will be more detailed and show greater awareness of the Whig reforms. Answers may describe some of the main social and economic reforms. The Whigs passed the Municipal Corporations Act in 1835 to improve local government. The Rural Police Act of 1839 established local police forces with Home Office approval. Regarding economic measures, the Limited Liabilities Company Act in 1836 encouraged private investment by private investors. Some attempt at explaining the successes and failures of the reforms may be made. Answers will display 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 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers will be well informed about the Whig reforms. Top level responses will identify success and failure, and may comment that the Whigs enjoyed more success in social reform rather than with the economy. Religious reforms such as the Marriage Act and Pluralities Act were passed. The Penny Post was introduced in 1840, and can be viewed as both a social and an economic reform. Economically, the Whigs failed to deal with budget deficits which occurred annually after 1837. The Whigs failed to produce anyone with the skill of Peel to deal with the nation's finances. Answers 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. [12]

12

- 2 (a) **This question targets AO2a:** as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answers.

Level 1 ([1]–[3])

Answers may paraphrase or quote at length from the source but to comment on the points raised in the light of the question.

Level 2 ([4]–[6])

Answers will limit their response to the content of the source and assess its utility. For example, the source reveals the aims of the Chartist movement. They seek a wider franchise to embrace the working class. Constitutional change regarding parliament is desired.

Level 3 ([7]–[9])

Answers will utilise the sources more comprehensively, focusing totally or mainly on its **merits as evidence** in a study of Chartism. First, the source comes from a Chartist newspaper, which provides a solid basis for endorsing its authorship. The source provides a detailed and wide-ranging account of the aims of the Chartists. All men over 21 should be enfranchised, while Annual Parliaments will ensure that those who represent the new electorate will be readily accountable. Good candidates may comment that in the 19th century the life of parliament was 7 years, an extension from the previous Triennial Act, and it would be reduced to 5 years under the Parliament Act of 1911. Good candidates may reflect on the purpose of the aim for a secret ballot, such as eroding what the Chartists saw as the power of landlords and employers over those to whom they were indebted for a living. Candidates may also remark that the source is more than a mere list of suggested reforms to the electoral system: rather, the concluding comments are indicative of the type of society which the Chartists envisaged would unfold if their aspirations are fulfilled. References to “bad” and “good” laws, as well as “taxes” and “criminal justice” raise this source to the level of a social as well as a political testimony.

Level 4 ([10]–[13])

Answers will not only discuss the **strengths** of the source but also its **limitations**. The source explains Chartist aims, but offers little assistance in explaining how these aims were to be achieved. The source does not explain why the Chartist movement failed, *though it could be argued that the ambitious aims provide a clue*. Thus, the source leaves unanswered issues such as methods, the strength of opposition and lack of success. Candidates who reflect along these lines, and bring to bear some contextual knowledge to indicate weaknesses in the source, may be rewarded with the very top mark.

[13]

(b) **This question targets AO1b:** demonstrate their understanding of the past through explanations, analysis and arriving at substantiated judgements;

and AO2: as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination; analyse and evaluate, in relation to the historical context how aspects of the past have been interpreted and represented in different ways.

Level 1 ([1]–[3]) AO2a, ([1]–[3]) AO1b, ([1]–[2]) AO2b

AO1b:

KNOWLEDGE; ([1]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with little understanding, explanation and analysis.

AO2a:

SOURCES: ([1]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to why the Chartist movement failed.

AO2b:

INTERPRETATIONS:([1]–[2]): Answers will reveal little or no awareness of contemporary or later interpretations of Chartist failure. Meaning may not always be clear due to lapses in illegibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b

AO1b:

KNOWLEDGE: ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. For example: there may be a partial account of the reasons for the failure of Chartism, perhaps identifying one or two factors.

AO2a:

SOURCES: ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example: Source 1 provides a list of Chartist aims, some of which – such as annual parliaments – may be regarded as over-ambitious. Herein lies a clue to failure. Source 2 suggests that government was responding firmly and effectively to Chartist violence.

AO2:

INTERPRETATIONS: ([3]–[5]): There will be some awareness of contemporary or later interpretations of this subject. For example: a comment from one of the Chartist leaders or a leading political figure about the failure of Chartism. There will be frequent lapses of meaning due to shortcomings in legibility, spelling and grammar, with occasional defects in organisation with little specialist vocabulary.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b

AVAILABLE
MARKS

AO1b:

KNOWLEDGE: ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example: There will be a more complete account of the reasons for the failure of the Chartists. Reference may be made to weaknesses of the Chartists themselves, such as their aims, divisions among their leadership and flaws in tactics.

AO2a:

SOURCES: ([7]–[9]): Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation. For example: one source may be neglected. Source 1 reveals how wide-ranging the Chartist aspirations were. Candidates may select some of these aims and debate how realistic they were. A landed parliament would hardly endorse the secret ballot. Property was regarded as the cornerstone of dependability and a testimony to participation in politics. Source 2 shows evidence of Chartist violence: “mobs” are loose. They plunder, burn houses and encourage strike action. These activities seem at variance with the argument in Source 1 for the working class to be entrusted with the franchise.

AO2b:

INTERPRETATIONS: ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary interpretations of the subject. For example: there may be an assessment of the role of individual leaders in explaining Chartist shortcomings, with Fergus O’Connor the focus of many debates.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b

AO1b:

KNOWLEDGE: ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are well developed and substantiated. Top level answers should provide additional reasons beyond the Chartists themselves when assessing the reasons for failure. The more wide-ranging the analysis the higher the mark. For example: top band responses could refer to the regional variations of Chartism, their lack of power base in London, the role of Peel’s social reforms, the strength of government, as well as a lack of support from the middle class.

AO2a:

SOURCES: ([10]–[12]): Answers will fully evaluate the sources in the context of the inquiry and use this information to inform the response. Source 1 proves clues to chartist failure. There are too many aims for one pressure group to aspire to. While laudable, many aims are unachievable in the political context in which Chartism functioned. Challenges to property, the ballot and annual parliaments would not be welcomed by a House of Commons still dominated by the landed

interest – in spite of the Reform Act of 1832 – as well as a growing middle-class participation representing a commercial interest unlikely to share power with the lower classes. Source 2 reveals the official response to Chartist violence. Graham, one of Peel’s closest political allies, testifies in a disdainful manner about the Chartists yet, while referring to them as “mob”, he takes decisive action to thwart them. Good answers may appreciate the role of landowners here: a Duke and Lords Lieutenant. Moreover, Graham’s clear dissatisfaction with some aspects of official response at a local level indicates that government will not take Chartist activity lightly. Source 3 provides a synopsis of Chartist failure, and good answers could integrate this analysis into their factual responses and interpretations.

AO2b:

INTERPRETATIONS: ([9]–[11]): There will be a good analysis of contemporary and later interpretations on this subject. One approach could be to attempt interpretations throughout the assessment of Chartist failure. The leadership provided contemporary testimony about their failures, with Lovett blaming O’Connor. Peel, who was Prime Minister when Chartism was especially active, was determined to undermine the causes of social distress with a programme of social and economic reform. Thus, making England a “cheap country to live in” would negate working-class agitation. Another approach would be to conclude with an assessment of Chartist failure using contemporary and later interpretations. Candidates may remark on the *significance of some of the factors* behind Chartist failure; they may make observations that some factors had more import than others; candidates may draw on the reflections of contemporaries, or even refer to interpretations of historians. Answers will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; appropriate style of writing, with good organisation and appropriate use of key words. [35]

Option 3

**AVAILABLE
MARKS**

48

60

Option 4 Unification of Italy and Germany 1815–1871

AVAILABLE
MARKS

Answer question 1(a) or 1(b) and question 2.

- 1 (a) **This question targets AO1b:** 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 and analysis.

Level 1 ([1]–[3])

Answers at the 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 typically make some remarks about the causes for the failure of the revolutions in Italy in 1848. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

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 understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the reasons for the failure of the revolutions of 1848. They may refer to the fact that revolts were local rather than regional let alone national and that there were differing views and aspirations amongst those who rebelled. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively, though there are occasional lapses. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of the views and aspirations amongst those who rebelled. Those in Northern Italy wanted to get rid of the Austrians but had little in common with those in Venice who wanted a Republic. In Sicily and Southern Italy it was more a revolt against Naples than a revolt for national unity. Equally Piedmont under leadership of Charles Albert was primarily concerned with Piedmontese expansionism. They may also draw on the refusal of the Pope to give his support and the fact that there were divisions in the forces that fought against the Austrians. Responses will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the reasons for the failure of the revolutions in Italy in 1848. Answers at this level may note the varied character of the revolts, the nature of the ambitions of Charles Albert and the lack of Papal support. The nature of regional variations and the fact that they lacked a unified or unifying character may be mentioned. The nature of peasant revolt was primarily local and not concerned with broader political aspirations. Reference may also be made to the ultimate success of the Austrian army and the weakness of the Italian forces that attacked the Austrians and the strategic significance of the Austrian successes at Custoza and Novara. Any other relevant points should be rewarded. 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 will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) **This question targets 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 and analysis.

Level 1 ([1]–[3])

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 typically make some remarks about the role of Cavour in Italian Unification. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

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 understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about Cavour and his ability to build a political block in Piedmont to mediate extremism and develop his foreign policy, his adeptness with regard to negotiations with the French, particularly at Plombieres, and his diplomatic successes in turning Garibaldi's success to his and Victor Emmanuel's advantage. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively, though there are occasional lapses. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of Cavour's realisation after 1848 of how important Great Power intervention was and how he successfully achieved this. Answers may also show: how he built his political career and the power base he achieved, which facilitated his foreign policy ambitions; how he facilitated the economic and social development of Piedmont; his recognition that after the Congress of Paris there was only one solution to the Italian problem “canon”; equally his manoeuvres after Plombieres and his successes in turning the achievements of Garibaldi to the advantage of Piedmont. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding explanation and analysis. Answers at this level will consistently be characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

AVAILABLE
MARKS

12

- 2 (a) **This question targets AO1a:** as part of the historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([1]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. Bismarck believes war should only be an action of last resort.

Level 3 ([7]–[10])

Answers will not only discuss the content of the source well but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The strength of the source lies in the fact that its author is Bismarck. Bismarck was at the centre of policy and therefore his insights are especially valuable. It is a private correspondence and the value this may bring to it in terms of its utility. The timing of the source; that it is after the Austro-Prussian war yet four years before the Franco-Prussian war and can therefore give us an insight into how Bismarck perceives the French and how this may affect the process of attaining German unification.

Level 4 ([11]–[13])

Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. The limitations as well as the strengths of the source should be identified. There were many other factors that led to war with France – not just French pride. Bismarck often gave contradictory statements and expressed differing views. It only provides a partial and imperfect insight into events and one further limited by Bismarck's "flexibility" when it comes to policies. Equally, despite the fact that it is a private correspondence, Bismarck may have had an eye to "history" and his place within it. More than one source is needed to assess Bismarck's view as to how German unification would be achieved. [13]

- (b) **This question targets AO1b:** demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgment;

and AO2: as part of historical enquiry, analyse and evaluate a range of appropriate source material with discrimination; analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways.

Level 1 ([1]–[3]) AO2a, ([1]–[3]) AO1b, ([1]–[2]) AO2b

AVAILABLE
MARKS

AO1b:

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

AO2a:

SOURCES: Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent that war brought about German unification.

AO2b:

INTERPRETATIONS: Answers will reveal little or no awareness of contemporary or later interpretations of the unification of Germany. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

Level 2 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. For example, there may be a partial account of the role of war in German unification.

AO2a:

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, in Source 2 Bismarck states that German unification will be brought about through “violent events”.

AO2b:

INTERPRETATIONS: There will be some awareness of contemporary or later interpretations of the unification of Germany. This may take the form of contemporary political comment about the significance of war. There will be frequent lapses of meaning due to shortcomings in legibility, spelling, punctuation and grammar, with occasional defects in organisation with little specialist vocabulary.

Level 3 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgments are developed and substantiated. For example, there will be a more complete account of the relevant wars that led to German Unification. Reference will also be made to the favourable diplomatic situation and also to the shortcomings of Prussia’s opponents. Other factors addressed could include the economic circumstances, (Zollverein/economic development) and also Prussia’s excellent military leaders and the strategic capacity of Bismarck.

AO2a:

SOURCES: Answers will analyse sources in the context of the enquiry. There may be an imbalance of evaluation. Source 1 illustrates Bismarck's view that, despite his anxiety about the cost of war, he still believes that war with France is inevitable. Equally, Source 2 baldly states that he believes German unity will be achieved through war and that furthermore it is vital to wait until the moment is right before this is pursued. Source 3, while allowing for broader debates, strongly suggests that it was Bismarck and war that gave German unification the form it did.

AO2b:

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of how far war was vital in achieving German unification. Answers may discuss the fact that other historians emphasise the economic and social factors and others the international context in which Prussia operated at that point. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b**AO1b:**

KNOWLEDGE: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgments are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the extent to which war brought about the unification of Germany. The war against Denmark in 1864 released the Duchies of Schleswig and Holstein for the German Confederation, the second, in 1866, expelled Austria from Germany and united the North, while the war against France resulted in the incorporation of the South German states into the new German Empire. Level 4 answers should also make detailed reference to economic factors, discussing the relative importance of the Zollverein and how many of the smaller German states were linked commercially to Prussia and cut off from Austria. Equally how middle class liberals were therefore inclined to look to Berlin rather than Vienna. They could also note that Prussia experienced the first industrial revolution on the continent, the growth of the railways, coal, steel and chemical industries and how this economic growth pulled the rest of Germany behind it, also how it contrasted favourably with Austria. Attention could be brought to bear on the diplomatic situation and how there was a vacuum at the heart of Europe that Prussia and Bismarck were able to exploit. Bismarck's "strategy of alternatives" is also central to our understanding of how German unification occurred, while reference should also be made to the role played by Roon and Noltke. In sum a balanced answer that displays a multi-causal understanding and is able to provide sufficient depth of knowledge, a sharp analytical focus, alongside an evaluation of the strengths of certain causes.

AO2a:

SOURCES: Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Sources 1 and 2 emphasise the central role of war but also suggest that war is to be used at opportune moments as a central but careful part of statecraft. Source 3, while acknowledging that no one factor determines a historical outcome, strongly suggests that war was pivotal in the form that German unification would take.

AO2b:

INTERPRETATIONS: Answers will provide a good analysis and evaluation of contemporary and later interpretations of how far war was vital in achieving German unification. They will display a good awareness of the nature of the historical debate and how different schools lay emphasis upon socio-economic forces rather than military ones. 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 with some specialist vocabulary. [35]

Option 4

**AVAILABLE
MARKS**

48

60

Answer question 1(a) or 1(b) and question 2.

- 1 (a) **This question targets AO1a and AO1b:** 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 and analysis.

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in a largely inaccurate manner. There is limited understanding, explanation and analysis. Answers at this level may be inaccurate or demonstrate superficial understanding. 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. A superficial awareness of the last phase of the Weimar Republic will be revealed.

Level 2 ([4]–[6])

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 understanding, analysis and explanation. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary. Answers will reveal an understanding of some of the reasons why the Nazis rose to power in the final phase of the Weimar Republic but with significant omissions.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary. Answers will reveal a competent awareness of the reasons why the Nazis rose to power in the final phase of the Weimar Republic with few omissions.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. 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. Answers will reveal a comprehensive awareness of the reasons why the Nazis rose to power in the final phase of the Weimar Republic. Answers should emphasise the impact of the depression as its economic and political results led to an increase in Nazi electoral support eventually

leading to elite politicians appointing Hitler as Chancellor on 30th January 1933 due to “backstairs intrigue”. The depression brought instability to the Weimar Republic and was one of the main reasons why the Nazis grew to be the largest political party by the summer of 1932, the year in which unemployment peaked at 6 million. Brüning, who had been Chancellor from 1930–1932 under Article 48, had failed to solve the economic crisis in the short term. In August 1932 President Hindenburg would not appoint Hitler as Chancellor despite the Nazi leader having 37% of the popular vote and 230 seats in the Reichstag. In November 1932 the Nazis’ share of the vote dropped to 33% and 196 seats in the Reichstag. Hitler did not have a majority in the Reichstag and had to persuade Hindenburg to appoint him. By January 1933 Hindenburg changed his mind. Right-wing nationalists believed they could use the Nazis’ popular support to channel the political system in a more authoritarian direction and that Hitler could be controlled by President Hindenburg and Vice-Chancellor von Papen. While the economic crisis after 1929 undermined Weimar democracy and gave the Nazis mass electoral support, the role of right-wing politicians was crucial in bringing Hitler to power. [12]

- (b) **This question targets AO1a and AO1b:** 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 and analysis.

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in a largely inaccurate manner. There is limited understanding, explanation and analysis. Answers at this level may be inaccurate or demonstrate superficial understanding. 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. A superficial awareness of the process by which the Nazis consolidated their power in 1933–1934 will be revealed.

Level 2 ([4]–[6])

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 understanding, analysis and explanation. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary. Answers will reveal a competent awareness of the process by which the Nazis consolidated their power in 1933–1934 but with significant omissions.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling,

punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary. Answers will reveal a competent awareness of the process by which the Nazis consolidated their power in 1933–1934 with few omissions.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. 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. Answers will reveal a comprehensive awareness of the process by which the Nazis consolidated their power in 1933–1934. Candidates can offer their explanation in either a chronological or a thematic structure to reveal how the Nazis created a one party state dictatorship. Thematically, popular support could be illustrated with 288 seats in the Reichstag election in March 1933; legality could be illustrated with evidence such as the Decree of the Reich President for the Protection of the People and State in February 1933 after the Reichstag Fire, the Enabling Law in March 1933, the Law against the Formation of Parties in July 1933 and the Law Concerning the Head of State of the German Reich in August 1934 which merged the offices of President and Chancellor due to the death of Hindenburg; propaganda with the creation of the Ministry for Public Enlightenment and Propaganda in March 1933; co-ordination with the amalgamation of trade unions into the German Labour Front in May 1933; concessions with the signing of the Concordat between the Nazi state and the Vatican in July 1933; terror could be illustrated by the violence of the rank and file SA after the March 1933 Reichstag election and the Night of the Long Knives in June 1934 when the SS shot at least 90 people including about 50 SA leaders to defeat "the Second Revolution."

[12]

AVAILABLE
MARKS

12

- 2 (a) **This question targets AO2a:** as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([1]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers will confine themselves to the content of the source and assess utility only in relation to the information it provides. Hitler reveals that he has survived an attempt by a small group of army officers to assassinate him. He identifies Von Stauffenberg as one of the main participants and reveals that there were casualties. From their contextual knowledge candidates may be able to point out that it was no idle threat at the end when he vowed to get revenge. Over 5,000 opponents were executed by the regime after the failure of the Bomb Plot.

Level 3 ([7]–[9])

Answers will not only discuss the content of the contemporary source but highlight its strengths by focusing on mode, author, date, motive, audience and tone. Hours after the assassination attempt, in a speech broadcast to the German public, a defiant Hitler attempts to reassure everybody that the Third Reich is stable and that the bulk of the German Army are loyal to their Führer. The use of phrases such as “wicked officers” and “criminals will be mercilessly exterminated” reveal not only his anger at what had happened but his desire to exact vengeance.

Level 4 ([10]–[13])

Answers will not only discuss the strengths of the source through its content and nature but also its potential limitations. Any plausible limitations should be rewarded. Although Hitler did give some interesting information, this is part of an emotional propaganda speech in which he is selective with regard to what he wishes to communicate to the people. The broadcast was only made to serve the interests of the regime in order to reveal that the attempt had failed so that the Army would remain loyal. From their contextual knowledge candidates may point out information concerning the plot which Hitler did not reveal. [13]

- (b) **This question targets AO2:** As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination and in relation to the historical context, how aspects of the past have been interpreted and represented in different ways;

and AO1b: demonstrate understanding of the past through explanation and analysis and arriving at substantiated judgements.

Level 1 ([1]–[3]) AO2a, ([1]–[3]) AO1b, ([1]–[2]) AO2b**AO1b: KNOWLEDGE**

Answers at this level recall, select and deploy historical knowledge in largely an inaccurate manner. The answer has limited understanding, explanation and analysis.

AO2a: SOURCES

Answers will merely paraphrase the sources.

AO2b: INTERPRETATIONS

There will be no awareness of interpretation. Answers at this level may be inaccurate or demonstrate superficial understanding. 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 ([4]–[6]) AO2a, ([4]–[6]) AO1b, ([3]–[5]) AO2b**AO1b: KNOWLEDGE**

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 or judgement.

AO2a: SOURCES

Answers will begin to interrogate the sources with regard to the question posed. Answers will draw on the sources and interpret them with some relevance to the question, using contextual knowledge. Source 1 refers to the 1944 Bomb Plot which can be utilised to discuss Conservative and Military Resistance against Hitler while Source 2 can be utilised to illustrate protest and opposition from youth due to the information concerning the working class Edelweiss Pirates. Source 3 not only highlights the varied nature of opposition but also specifically mentions Communist resistance.

AO2b: INTERPRETATIONS

Answers at this level will have some awareness of interpretations of this subject. They will have frequent 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 ([7]–[9]) AO2a, ([7]–[9]) AO1b, ([6]–[8]) AO2b**AO2a: SOURCES and AO1b: KNOWLEDGE**

Answers recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are developed and substantiated. Answers will evaluate the sources in the context of the enquiry. There may be an imbalance of evaluation. Answers should draw in some contextual knowledge which is not in the sources. From the reference to Communist cells in Source 3 candidates from their contextual knowledge would be expected to provide evidence about the extent of left-wing opposition discussing

the KPD underground and its activities. There might be discussion of some, but not all, of the following Communists: the Uhrig Group, the Home Front, the Red Orchestra (Rote Kapelle), the Baum group and the Mannheim group. On the more moderate Social Democrat wing, references could be made to the Red Shock Troop and the New Beginning. Source 2, a confidential report from a leading member of the Nazi elite in 1944, should stimulate candidates to not only discuss the varied activities of the Edelweiss Pirates but to discuss opposition from the White Rose Movement and the Christian Churches. Source 1, a public statement by the Führer, also in 1944, should be utilised to discuss the Conservative Resistance to Hitler from groups such as the Beck-Goerdeler Group and the Kreisau Circle which culminated in Operation Valkyrie when a small group of the military unsuccessfully tried to kill Hitler on 20 July 1944. Sources 1 and 2 in combination show that Nazi contemporaries were concerned not only with active resistance in 1944, such as the bomb plot, but also dissent and opposition, due to the deviant behaviour of the Edelweiss Pirates.

AO2b: INTERPRETATIONS

Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of this subject. 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 ([10]–[12]) AO2a, ([10]–[12]) AO1b, ([9]–[11]) AO2b

AO1b: KNOWLEDGE

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

AO2a: SOURCES

Answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment.

AO2b: INTERPRETATIONS

Answers will provide a good analysis and evaluation of this subject with regard to contemporary and later interpretations. Candidates should react to the implications of the statements by Kershaw. They can concur with Kershaw’s views, qualify them or disagree with them. It is more important that they debate the issues, consider evidence and substantiate a relevant line of argument. 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.

[35]

Option 5

Total

**AVAILABLE
MARKS**

48

60

60

New
Specification



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2009**

History

Assessment Unit AS 2

[AH121]

THURSDAY 11 JUNE, MORNING

**MARK
SCHEME**

Level of response mark grid

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

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

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

AO2 In relation to historical context:

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

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

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

Option 1 Spain and Europe 1556–1592

AVAILABLE
MARKS

(Answer **two** questions)

1 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions as to the internal problems that faced Philip II in 1556. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the main internal problems facing Spain when Philip became King in 1556. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the main internal problems facing Spain in 1556. They should refer to some of the following points, such as: the economic effects of wars, increased debts, religious problems and a country on the verge of bankruptcy. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the range of internal problems facing Spain when Philip became King in 1556. Philip found that he had to restore royal finances, increase royal authority and deal with the protestant threat in Spain to strengthen his control over Spain. The issue of taxation was another problem as was the huge national debt and annual deficit that faced Philip when he became King in 1556. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Philip II and Spain's economic problems. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms how effectively Philip II overcame Spain's economic problems in this period. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess to what extent Philip II effectively overcame Spain's economic problems between 1556 and 1592. When Philip became King in 1556 Spain was on the verge of bankruptcy. Throughout this period Spain faced many economic problems such as the problem of foreign debt, loss of trade monopolies, burden of taxation, dependence upon the bullion trade and the economic effects of many wars fought by Spain. As well as this there were problems in agriculture, lack of investment in industry, rising food prices and the uneven burden of taxation which affected Spain's trade and commerce. However, Philip's active foreign policy damaged the Spanish economy and made it overdependent upon the bullion trade from the New World and created a balance of payments problem starving agriculture and industry of capital. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent Philip II had effectively overcome Spain's economic problems across this period. Spain was not an

economic unit and the differences between the regions created their own economic problems. Philip's defensive and offensive foreign policy increased Spain's existing industrial problems as well as creating new problems. By 1592 royal finances still remained a problem for Philip mainly due to unresolved economic problems and the effects of expensive wars which disrupted Spain's economic growth and trade. Whilst Philip II also had an empire to defend and most parts of it were unwilling to pay for their own defence and within Spain itself only Castile made significant financial contributions. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

2 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about Philip II's system of government. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the features of the conciliar system of government under Philip II. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of the main features of the conciliar system of government. They should refer to some of the following points, such as: each council exercised executive, legislative and judicial functions and they kept Philip informed on a daily basis, considerable power rested with their presidents and secretaries. Even though this system appeared centralised, it was in reality an ad hoc system with Philip II at the centre. By 1588 there were six territorial councils and eight particular aspects of government. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the main features of the conciliar system of government under Philip II as outlined above. Philip made an attempt to unify these councils and treated them as separate bodies responding only to the royal command and the two most important councils were the Council of War and the Council of State. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Philip II and the Aragon revolt. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms to what extent the Aragon revolt was the most serious internal political problem facing Philip II. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed about the problems facing Philip II as ruler of Spain between 1556 and 1592. As well as the Aragon revolt they could also refer to two other major internal problems that Philip had to deal with in this period such as the Perez affair and the revolt of the Moriscos. The Moriscos revolt took place between 1568 and 1570; this turned into a civil war which Philip's armed forces struggled to put down and it cost over 60,000 Spanish lives. Philip II regarded the Moriscos revolt as a national disgrace. In 1578 Philip II and Perez were involved in the murder of Escobedo which led to the arrest of Perez in 1579. However, in 1590 Perez escaped from Madrid and fled to Aragon where he started to reveal details about Philip's role in the murder of Escobedo. This resulted in Perez stirring up a revolt in Zaragoza as he tried to turn Aragon into a Venetian style republic. Philip II was forced to act, sending 14,000 troops to the Aragon border before sending them in to suppress the Aragon revolt in November 1591. The revolt was crushed within two weeks thanks to the lack of widespread support for Perez and the effective response of Philip II. Good responses will start to compare the significance of the Aragon revolt in relation to other internal political problems facing Philip II in this period. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent the Aragon revolt was the most serious internal problem that Philip II faced as King of Spain in this period. They should refer to the points outlined above, as well as pointing out that it took Philip two years to crush the Moriscos revolt but only two weeks to suppress the Aragon revolt. Philip II had other internal political problems to deal with such as the role of factions at Court, his relations with ministers and the inefficiency of conciliar government. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about Philip II's policy towards France in this period. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the aims of Philip's policies towards France between 1556 and 1592, e.g. to ensure Habsburg succession to the French throne. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of the main aims of Philip's policies towards France in this period. They should refer to some of the following points, such as: to defend his dominions against the threat from France, stop French interference in Italy and after 1559 he tried to keep France politically divided and religiously united. After 1568 Franco-Spanish relations worsened and by 1572 France was threatening the Netherlands and later helped the Dutch revolt. In 1584 Philip joined the Catholic League to stop Henry of Navarre taking the French throne and by 1589 Philip felt he had no choice but to invade France to try and put his daughter on the French throne. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the aims of Philip's policy towards France across the whole period from 1556 to 1592. Philip II seemed determined throughout this period to keep France weak to stop it threatening his dominions and the strategic interests of Spain. Initial goodwill between France and Spain had turned into conflict by 1590 as Philip intervened to keep France catholic. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about cultural developments in Spain during this period. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms the importance of cultural development in Spain between 1556 and 1592. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess the importance of cultural developments in Spain during this period. During this period important cultural developments took place in Spain which reflected Philip's attitudes to culture and religion. Philip II loved books, collected paintings and was a generous sponsor of what has been called Spain's Golden Age of Culture. His support of the Counter-Reformation helped nourish the Spanish mystical tradition of the work of Teresa and St John of the Cross. Answers could also refer to the importance of the work of some of the following in this period: Cervantes, Lope de Vega and El Greco. Philip also preferred less ornamental structures and patronised architects such as Juan de Herrera. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess the importance of cultural developments in Spain during this period. They could also refer to how the Inquisition and censorship measures cut Spain off from the mainstream of European culture and created a Counter-Reformation cultural fortress in Spain. Spaniards were forbidden to study abroad

and the supply of books from the rest of Europe was restricted. The best answers will assess the importance of these cultural developments across the whole period. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

4 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions of the causes of the revolt of the Moriscos in 1568. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the causes of the Moriscos revolt, e.g. the decision to implement the pragmatic of 1566–1567. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of the main causes of the Moriscos revolt. They should refer to some of the following points, such as: government attacks upon their silk industry, failure of harvest in 1567, loss of income and the crown resuming control over some of Morisco land. Also the Moriscos were not assimilated into Spanish society and they faced resentment towards them from many Catholics in Spain. The Moriscos were also determined to uphold their cultural and religious beliefs which led to the royal decree of 1567 banning Moorish literature, costumes etc. Also some in Spain regarded them as being like fifth-columnists in conspiracy with Turks in north Africa and Barbary corsairs. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the main reasons for the Moriscos revolt as outlined above. By 1568 thanks to the actions of the Inquisition and economic and political discontent the Moriscos revolt broke out in December 1568. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about religious factors and the foreign policy of Philip II. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms to what extent Philip II's foreign policy was motivated by religious factors in this period, e.g. to preserve his Empire against the Protestant threat in Europe. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess to what extent Philip II's foreign policy between 1556 and 1592 was motivated by religious factors. Religious hostility was responsible for Anglo-Spanish hostility in this period. Spain as a Catholic country regarded the Dutch revolt as a religious revolt whilst England as a Protestant country had sympathy with the Dutch Protestants. However, at this time Philip could be pragmatic enough to reach agreements with Protestant princes and in 1566–1567 he used a Lutheran army to put down a Calvinist uprising in the Netherlands. There will also be an awareness of other influences upon the foreign policy of Philip II in this period such as his economic and dynastic considerations. The Netherlands, France and England were all important areas of Philip's foreign policy not just for religious reasons but also for strategic, economic and political reasons. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent religious factors motivated Philip II's foreign policy between 1556 and 1592. Whilst Philip saw

himself as defending the Catholic faith, he wanted to defend his dominions and protect the interests of Spain. The best answers at this level will be aware of the importance of religious factors upon Philip II's foreign policy in this period in relation to other influences such as his rivalry with Elizabeth I and England. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

Option 1

**AVAILABLE
MARKS**

30

60

Option 2 The Ascendancy of France 1660–1714

AVAILABLE
MARKS

(Answer **two** questions)

1 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the events leading up to the war. The response may contain some explanation of the reasons for the French invasion. The answer will display some knowledge of Louis' expansionist aims and his desire to defend France's north east frontier. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

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

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be better informed and may elaborate upon Louis' expansionist aims. Louis' manifesto claimed he was simply upholding the rights of his wife which had been denied by the Spanish Queen. His claims, however, were legally dubious and there is little doubt that he was employing force to achieve his aim of defending France's vulnerable borders. Answers at this level will be consistently characterised throughout by clarity of

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

(ii) This question targets AO1a and AO1b

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the actions of Louis XIV and the reaction of his opponents at the time of the outbreak of war. Answers at this level may communicate some knowledge of Louis' Revocation of the Edict of Nantes and its impact upon his enemies. 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 contributed to the outbreak of war and also examine other factors that were influential. England and the Dutch were alarmed at the Revocation and 250 000 Huguenots had emigrated bringing reports of religious persecution with many joining the armies of Louis' enemies. France was involved in a long-standing quarrel with the Papacy which had been heightened by Louis' seizing of the state of Avignon and was brought to a head by the events in Cologne. England was also concerned at how Louis had welcomed the exiled Catholic King of England, James II, and supported his recovery of the throne with a campaign in Catholic Ireland. Louis XIV's expansionist policies had impinged upon the interests of Austria, Spain, England, the United Provinces, Brandenburg, Saxony and Bavaria. The formation of the defensive League of Augsburg, in 1686, united some of Louis' opponents and enabled them to react together after his invasion of the Palatinate. 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 outbreak of war. Candidates may show some understanding of the long-term build-up of grievances and the role Louis' actions and attitude had played in provoking opposition. A more detailed analysis may also be made of the antagonistic relationship between Louis and William of Orange. The answer will be well informed about the circumstances of 1688 and 1689 that enabled France's opponents to make a united stand against French expansion. 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]

AVAILABLE
MARKS

30

2 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[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 at this level may make some of the following points. France gained a large amount of territory and succeeded in making its borders more secure. By seizing these territories Louis not only angered his traditional enemies such as Spain and the Dutch but also traditional allies such as the German princes and Sweden. Answers at this level may have some lapses in meaning due to inaccurate spelling or 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 at this level will have more detail and may include more of the following points. France secured territory along its vulnerable eastern frontier in Flanders, Franche Comté, Metz and Alsace. Louis ordered Vauban to build defensive fortifications in the seized towns and establish a buffer zone. Louis' exploitation of the treaties of Nymegen and Munster was legally dubious and extremely unpopular. He had made a calculated gamble, and been proved correct, that the German princes would prefer a loss of territory to war with France. Louis was perceived to be exploiting a power vacuum in Europe to further his own expansionist aims. Opposition intensified with his attack upon the free protestant city of Strasbourg which lacked any legal justification. 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 contain many of the points from Level 3. Louis exploited the weaknesses of his enemies to expand his frontiers and improve the defensive position of France. The aggrieved countries were outraged but had little option

other than to submit. It was not until Louis invaded Luxemburg that some response was elicited. 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) This question targets AO1a and AO1b

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will make unsupported, generalised assertions about the result of the war and who the real winners were. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer focusing exclusively on the war itself or the terms of the Treaty of Ryswick. Answers at this level may communicate some understanding of the events of the war and the successes and failures of the two sides. Alternatively the answer may rely solely on the terms of the Treaty and what each side gained. 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 able to explain how neither side was victorious in the war itself. While France was able to secure victories such as those at Fleurus and Namur it was never able to decisively defeat the Allies in northern Europe. At sea the French victory at Beachy Head in 1690 was negated by the Allied success at La Hague two years later. In Ireland the Allies enjoyed a key victory at the Boyne allowing William to secure the English throne. France did, however, defeat Savoy and enjoy notable, if not decisive, successes in the colonies. Ultimately the war was to end in stalemate with no real winner. Good answers will also analyse the terms of the Treaty of Ryswick to help form their conclusions. France made substantial concessions in the treaty agreeing to restore all the lands it had seized since the Treaty of Nymegen (1679) excluding Strasbourg. Louis was forced to

acknowledge William as the rightful King of England and withdraw his support from the exiled James II. He restored the barrier fortresses to the Dutch, abandoned his interference in Cologne and returned Lorraine to its exiled Duke. Although he was compelled to give up some of his acquisitions in the New World he did make gains including Saint-Domingue and Nova Scotia. 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 cover most of the points mentioned in Level 3 and reach relevant conclusions about the real winners of the war. Good responses will consider the successes and failures of France and the Allies in both the war and in the Treaty. Top level answers may acknowledge that the Treaty of Ryswick can be interpreted as a diplomatic manoeuvre by Louis as he turned his attention to the burning question of the Spanish Succession. Many of the concessions he made were not envisaged to be permanent and by no means an acceptance of defeat in the Nine Years War. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of Louis XIV's acceptance of the will. The response may explain that the terms of Carlos II's will offered France a number of significant benefits. Having Philip on the Spanish throne would turn a long-term rival into an ally and secure Louis' vulnerable southern border. Furthermore Louis' long-held ambition to defend his north eastern frontier would be achieved as a Bourbon would control the Spanish Netherlands. In many ways the terms of the will offered Louis everything he had fought for since his accession to the French throne. Answers at this level may have some lapses in meaning due to inaccurate spelling or 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. Level 3 answers may explain how Louis had little option but to accept the will. Answers will explain some of the following. One of the conditions Carlos had imposed was that the whole inheritance would be offered to the Austrian Hapsburgs if the French rejected this offer. By not accepting the will Louis would be helping create Austrian hegemony in Europe. Candidates may note that Louis held a meeting with his top advisors, at Versailles, to discuss his options and only Torcy favoured abiding by the terms of the Partition Treaty. The will represented the best deal on the table and accepting its terms offered huge strategic and economic benefits to France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

provide a suitably comprehensive explanation of why Louis accepted the will. Answers will be better informed, demonstrating comprehensive knowledge of the reasons outlined in Level 3. By choosing the will Louis would certainly expect opposition but his choice would not inevitably lead to war and enforcing the Second Partition Treaty, in its place, might itself cause conflict. Louis was also aware that he could not rely upon William of Orange's military support if he chose to abide by the Treaty. 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) This question targets AO1a and AO1b

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Answers will be confined to one side of the debate, probably focusing solely on how the actions of Louis were responsible for the outbreak of war. Louis' rejection of the Second Partition Treaty and acceptance of the will inevitably caused opposition in Europe. Leopold was outraged that his son, Charles, was to receive nothing and rejected the legitimacy of the will as he had done the Treaty. William felt betrayed by Louis' abandoning of their agreement and renewed his customary opposition to the Sun King. Answers at this level may include some of the following actions by Louis that contributed to the outbreak of war. In February 1701 Louis declared that Philip remained in line to the French throne and, in the same month, expelled Dutch troops from the barrier fortresses. Tensions were further heightened by the trade agreement made between Spain and France and Louis' recognition of James II's son as the true heir to the English throne. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will display a broader knowledge and understanding of the causes of the War of the Spanish Succession and make clear judgements about the importance of Louis' actions and question the suggestion that he was solely responsible for war. The acceptance of the will did not, in itself, make war inevitable and both the English and Dutch governments acknowledged Philip V as king of Spain. Louis' series of blunders certainly contributed directly to the outbreak of war. Although individually his actions were not unreasonable he does seem to have gone out of his way to provoke his enemies and help unite them in opposition. The insensitivity and timing of his blunders compelled the Allies to reform their Grand Alliance and declare war on France. Good candidates may note that many issues had been left unresolved from the previous conflict and the outbreak of another war was likely. Leopold cannot be absolved of blame either and his dynastic ambition explains his refusal to accept the terms of the will and his willingness to restart war with France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 provide a suitably comprehensive and substantiated assessment, taking account of the wider range of issues and communicating more detail on each side of the debate. Top level candidates may challenge the assumption that Louis' actions were in fact blunders. Accepting the will was the only realistic choice he had and many of his subsequent actions were in the best interests of France. If Louis was guilty of one thing it was his inability or unwillingness to consider the impact of his actions. 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) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[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 assertions about the consequences of Marlborough's victory at Blenheim. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the consequences of Marlborough's victory at Blenheim. The battle represented a turning point in the War of the Spanish Succession and was the beginning of a series of stunning victories for Marlborough. Blenheim was the first major defeat for Louis' army and dealt a huge blow to French confidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or 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 display a broader knowledge and understanding of the consequences of Marlborough's victory. The battle resulted in the destruction of the Franco-Bavarian army which lost 38000 men including 15000 captured by the Allies. Marlborough's army had 4500 soldiers killed and 7500 wounded. Bavaria withdrew from the war and the threat upon Vienna and Austria had been repealed. French morale had been badly damaged and Louis' plans for dominating Europe had been dealt a fatal blow. Conversely, the English army had demonstrated a new-found professionalism and tactical expertise. Marlborough had proved to be an inspirational general capable of capitalising on his enemies' weaknesses and securing a decisive victory. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated knowledge of the consequences of Marlborough's victory at Blenheim. Top level responses may explain the impact the battle had upon the wider

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

[8]

(ii) This question targets AO1a and AO1b

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may offer an incomplete and generalised description of France's position in Europe in 1714 and make little attempt to analyse how its position had changed. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty engaging with the question on its own terms and include some comment on the strengths and weaknesses of France in 1714 but fail to address how its position had changed. Alternatively responses at this level may fail to make a judgement on the extent to which France had lost its ascendancy and rely solely on identifying the strengths or weaknesses of France's position. 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. By 1714 Louis had secured a Bourbon on the Spanish throne, the toleration of Catholicism in German provinces and improved the defences of France's vulnerable frontiers. France now controlled Franche Comté, Dunkirk and Alsace, including Strasbourg. Some territory had also been secured in Flanders including St. Omer and Lille. Louis' reign had also seen the beginnings of a French overseas empire. There is little doubt that he handed his successor a more secure France than the one he inherited. Despite these achievements Louis had seen the position of France decline since its zenith in the 1680s. Louis had been compelled to return numerous territorial conquests including Philippsburg, Luxembourg and key towns in Flanders and the New World. The War of the Spanish Succession had also shattered the belief that the French army was impossible to defeat on the battlefield.

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 well informed and reach relevant conclusions about the position of France at the end of Louis XIV's reign. Good candidates will reflect upon the changing fortunes of France and recognise that it was in decline and had indeed lost its ascendancy. While politically France stood to benefit from a Bourbon ally in Spain, the two major European conflicts had weakened the French economic and military 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]

Option 2

**AVAILABLE
MARKS**

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60

Option 3 Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKS

(Answer **two** questions)

1 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. Answers will be vague and superficial about O’Connell’s motives in seeking repeal. Meaning may be unclear because of illegibility, inaccuracies in spelling, punctuation and grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance. Answers will contain some limited explanation about O’Connell’s motivation. For example, they may refer to his belief that an Irish parliament would serve Ireland’s needs more effectively.

Level 3 ([5]–[6])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will provide more detail. For example, O’Connell believed that an Irish parliament would provide better justice for Catholics. Such a parliament would contain representatives more aware of Irish economic ills. Repeal would bring more promotions for Catholics in the professions, such as the law.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are well developed. O’Connell wanted repeal to bring fair play for all religions in Ireland. He hoped that the middle-class and peasantry would benefit from the work of an Irish parliament. In many ways, repeal was the logical step following emancipation. Good candidates may comment on O’Connell’s deliberate vagueness over the implications of repeal, as it was an advantage for him to present the implications of this great constitutional change as meaning something to everyone. Answers will be consistently characterised 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 and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b

Level 1 ([1]–[5])

Answers will deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is mainly narrative, with little understanding or explanation. The answer will contain some basic points about the emancipation campaign. Answers will be characterised by unclear meaning due to illegibility and poor grammar; there will be inappropriate style of writing, and defects in organisation, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answer contains some explanation and analysis. Answers may address in a limited way some of the reasons for the success of the emancipation campaign. For example, O’Connell’s role, weaknesses in the government, the support of the Catholic Church. There may be some lapses in meaning due to illegibility, inadequate grammar, an inappropriate style of writing, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select historical knowledge more relevantly and effectively. Explanation and analysis will be substantiated. Answers will contain a breadth of understanding, and attempt to assess the role of O’Connell in relation to other factors. For example, O’Connell attracted the support of the Catholic Church, and it was the clergymen who collected the penny rent and provided an organisational basis at parish level for the emancipation campaign. The clergy encouraged the 40s freeholders to turn against the influence of their landlords. O’Connell mobilised the support of millions of peasants, who supplied the funds for the penny rent and generated the momentum for a successful campaign by turning up in their thousands at the “monster” rallies organised by O’Connell. The Catholic middle-class supported O’Connell, as they were enticed by the prospects of social and professional advancement once emancipation was obtained. Some attempt may be made to identify other reasons for the success of the campaign.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully a wide range of factors which explain O’Connell’s success. Presbyterians expressed sympathy for O’Connell’s campaign, as they too sought the repeal of the Test and Corporation Acts. The Catholic Association was the organising body of the movement. The political weakness of the British government following the departure of Lord Liverpool was a key factor in the passing of emancipation. O’Connell, too, contributed much through his personality, public speaking, use of rhetoric and the tactic of contesting by-elections. Answers will have clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

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2 (i) This question targets AO1a and AO1b**Level 1 ([1]–[2])**

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. Answers will be vague and superficial about the Lichfield House Compact. Meaning may be unclear because of illegibility, inaccuracies in spelling, punctuation and grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance. Answers will contain some limited explanation regarding O’Connell’s success from the Compact. For example, they may refer to one or two specific reforms, such as tithe and Municipal Corporations.

Level 3 ([5]–[6])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will provide more detail about O’Connell’s benefits. The Tithe Rent Charge Act of 1838 reduced tithe payments, incorporating them into a rent charge. The tithe arrears of 1834–1837 were written off. The Municipal Corporations Act in 1840 dissolved 58 corporations, and created elective councils in Belfast, Dublin and ten other boroughs. The Act facilitated the election of O’Connell as Lord Mayor of Dublin in 1841. The Poor Law Act established a system of workhouses, with 37 in place by 1841. In the Poor Law system there were 130 Poor Law Unions run by Boards of Guardians in which Catholics held positions.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are well developed. Additionally, candidates should comment on the reforms initiated by Thomas Drummond, who as Under-Secretary, sought to demonstrate the impartiality of the administration. Catholics were admitted to the judiciary for the first time. The police were reorganised and Catholics appointed. Four Catholics in succession held the position of Attorney General for Ireland. Answers may reflect as to which of the four areas of reform were the most beneficial for O’Connell. Answers will be consistently characterised 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 and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b**Level 1 ([1]–[5])**

Answers will recall and deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is mainly narrative, with little understanding or explanation. The answer will contain some basic points about the failure of the repeal campaign. Answers will be characterised by unclear meaning due to illegibility and poor grammar; there will be inappropriate style of writing, and defects in organisation, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there will be occasional lapses. The answer contains some explanation and analysis. Answers may address in a limited way some of the reasons why the repeal campaign failed, perhaps focusing on one or two headings. For example, repeal failed because of the strength of the government and O'Connell's quarrel with the Young Irelanders. There will be some lapses in meaning due to illegibility, inadequate grammar; an inappropriate style of writing, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select historical knowledge more relevantly and effectively. Explanations and analysis will be substantiated. Answers will contain a breadth of understanding, and attempt to assess the response of the British government on the repeal campaign. Peel was the leading statesman of his day. He had served as a Chief Secretary for Ireland, and was Home Secretary during the emancipation crisis. He was subtle in his response. His reforms, such as the Maynooth Grant, were an attempt to demonstrate that the Union provided fair government, and also drove a wedge among the supporters of repeal. Other factors played a part. O'Connell had lost the vital electoral support of the 40s freeholders, now reduced to 1/6 of their numbers in the 1820s. Presbyterians, once willing to endorse emancipation, reacted quite differently to the prospect of the Union being repealed. Many of the Catholic middle classes were content to enjoy the benefits which followed emancipation. Candidates may refer to one or two other factors. For example, the quarrel with Young Ireland undermined the campaign. They argued over Peel's religious and education reforms, and whether violence was acceptable.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully the role of the lack of support in relation to a wide range of other factors. Peel's resolve to face down the repeal campaign came from the knowledge that he enjoyed the support of a united parliament. He used his experience of Ireland – and O'Connell – to call his bluff at Clontarf. O'Connell displayed flawed judgement. He underestimated Peel, and used the same tactics for repeal as he had done for emancipation. His rhetoric antagonised Presbyterians. Finally, the Famine destroyed any prospect of repeal. Thus it was a combination of government response and these other factors which defeated the repeal campaign. Answers will have clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

3 (i) This question targets AO1a and AO1b**Level 1 ([1]–[2])**

Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. Answers will be vague and superficial about the impact of the Famine. Meaning may be unclear because of illegibility, inaccuracies in spelling, punctuation and grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance. Answers will contain some limited explanation, perhaps mentioning either social or economic effects.

Level 3 ([5]–[6])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will provide more detail about economic and social effects. Socially, effects involved changes to the pattern of landholding, with a consolidation of smaller farms. With so many landlords bankrupt, the Encumbered Estates Act of 1849 sped up the sale of land and created a new landlord class. The Famine witnessed a dramatic decline in Ireland's population, attributable to death, disease and emigration.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will be developed. Socially, the Famine accelerated trends of emigration, and there were many examples of whole family groups leaving Ireland. The population fell from 8m in 1841 to 6m in 1851. The Famine brought a decline in the traditional beliefs and customs of rural labourers. Answers will be consistently characterised 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 and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b**Level 1 ([1]–[5])**

Answers will recall and deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is mainly narrative, with little understanding or explanation. The answer will contain some basic points about the response of government to the famine. Answers will be characterised by unclear meaning due to illegibility and poor grammar; there will be inappropriate style of writing, and defects in organisation, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there will be occasional lapses. The answer contains some explanation and analysis, and may

address in a partial way the response of government to the famine. For example, they may comment on the actions of Peel or Russell. There will be some lapses in meaning due to illegibility, inadequate grammar; an inappropriate style of writing, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select historical knowledge more relevantly and effectively. Explanations and analysis will be substantiated. Answers will contain a breadth of understanding, and attempt to assess the response of government to the famine. Peel purchased £100,000 worth of American Indian corn in mid-November 1845. He introduced food depots and sub-depots. Russell extended the public works system, and labourers were to be paid less than subsistence level wages on work on unproductive tasks on roads and bridges. By the spring of 1847 about 3–4m men were employed on such schemes. The scale of the famine forced Russell to abandon the public works projects later in 1847, as the government based its hopes for relief through the free distribution of food by means of a soup-kitchen programme. By August 1847 this was feeding over 3m people in this way. Some attempt may be made at critical assessment of these relief efforts. For example, the scale of the famine was far greater for Russell than for Peel; the dogma of laissez-faire influenced all government responses.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will provide more detail about the response of government and make a stronger effort to evaluate their efforts. The impact of the prevailing dogma was most evident in the attitude of Trevelyan, the Treasury official mainly responsible for the organisation of famine relief. He believed that the prime objective of relief activity was to teach the people to depend upon themselves for developing the resources of their country. Russell introduced the Labour Rate Act, whereby landlords would provide work or pay a special “labour rate”. Yet many landlords were suffering financial shortcomings. Russell decided to provide relief entirely through a reorganised Poor Law system and as a result 200 000 people were accepted into workhouses – which had been designed to cope with only half that number. Candidates can critically comment on the response of government in several ways. For example, they may conclude that Peel did the best he could by sacrificing his political career over the removal of the Corn Laws, without which no importation of corn could have taken place. Candidates may reflect that Peel’s creditable response should be measured against the smaller scale of the famine and the brevity of his premiership during the crisis. Russell encouraged private charities, and groups like the Quakers worked hard to ease distress. The Treasury spent about £8m on Irish famine relief. However, much more was to be spent on the Crimean War. Candidates can indict Russell for not doing enough, or can examine the extenuating circumstances of

the time. The phrase “Hungry forties” applied to England as well as Europe. Charitable appeals diminished in their success because of domestic hardship. Politically, Russell was in a precarious position in parliament. The scale of the famine was worsened by Ireland’s lack of communications, a primitive system of retail distribution, an ineffective system of local government and wide social, regional and religious differences. Answers will have clarity of meaning due to legibility, accurate spelling, punctuation and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

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4 (i) This question targets AO1a and AO1b**Level 1 ([1]–[2])**

Answers will recall, select and deploy historical information in an episodic or largely inaccurate manner. Answers will be vague and superficial about the reasons for the Fenian revolt in 1867. Meaning may be unclear because of illegibility, inaccuracies in spelling, punctuation and grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance. Answers will contain some limited explanation about the Fenian revolt. For example, the Fenians rebelled in order to bring about the total separation of Ireland from the United Kingdom.

Level 3 ([5]–[6])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will provide more detail about the revolt. The Fenians believed that the only way to achieve their aims was by the use of physical force. They were convinced that recent Irish history had proven that constitutional tactics would be pointless. The slogan of the Fenians was “Sooner or never”. The Fenians rebelled in order to establish an Irish Republic with its own parliament, embracing universal suffrage and a two-chamber legislature. Some Fenians hoped for social and economic reforms if their rebellion was successful.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are well developed. It was hoped that reform of the land question would follow the establishment of an Irish parliament, as the Fenians believed that the land problem could not be solved within a United Kingdom framework. The Fenians rebelled in 1867 because they believed that they could draw on international support from the USA, where, after the American Civil War, anti-British feeling was high. For some Fenian leaders, the rebellion fulfilled the short-term aim of propaganda: a grand gesture that might tempt others to follow. Answers will be consistently characterised 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 and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b**Level 1 ([1]–[5])**

Answers will deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is mainly narrative with little understanding or explanation. The answer will contain some basic points about the failure of the Fenian revolt of 1867. Answers will be characterised by unclear meaning due to illegibility and poor grammar. There will be inappropriate style of writing, with defects in organisation, and a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. There may be references to several reasons for the failure of the Fenians. Poor planning, the firm response of the British government and the opposition of the Catholic Church all played their part. There will be some lapses in meaning due to illegibility, inadequate grammar, an inappropriate style of writing, with occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select historical knowledge more relevantly and effectively. Explanation and analysis will be substantiated. Answers will contain breadth of understanding, and attempt to assess the role of the government in the failure of the Fenians in relation to other factors. The government was well informed about Fenian activity, due to the work of the G division of the DMP and information from informers. The government cancelled militia exercises for 1866 and 1867, which might have placed arms in the hands of Fenian sympathisers in the British Army. In the autumn of 1865, just before the debate planned for the rising, the main Fenian leaders were arrested and jailed. Habeas Corpus was suspended and the *Irish People* was suppressed. Other factors played their part. Firm action from the government of USA thwarted Fenian plans. The Fenian leadership was divided both in USA and Ireland.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully the role of the British government in relation to a wide range of other factors. The Catholic Church condemned the Fenians both for their oath-bound pledge and desire to use violence. The Bishop of Ross threatened to excommunicate all involved in Fenian activity. The Church said that the Fenian newspaper, the *Irish People*, preached socialism and disrespect for all clerical authority. Quarrels among Fenian leaders such as Stephens and O'Mahony undermined procurement of arms and funds. The Fenians lacked any firm base of support in Ireland, such as constitutional nationalists and those who owned land. Answers will have clarity of meaning due to legibility, accurate spelling and grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 3

**AVAILABLE
MARKS**

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(Answer two questions)

1 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about why the Bourbons were restored to power in 1815. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the reasons why the Bourbons were returned to power in 1815, e.g. the advantages of making Louis King of France. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the reasons why the Bourbons were restored to power in 1815. They could refer to some of the following points: Louis XVIII had the best legitimate claim to the throne, he appeared to have popular support and he agreed to accept the terms of the 1814 Charter. Also the European powers who had defeated Napoleon insisted after “The 100 Days” that the Bourbon monarchy, first restored in 1814, was returned to power in 1815. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of a range of reasons why the Bourbons were restored to power in 1815. After the failure of the Republic by 1814 most people were willing to accept the return of the monarchy so long as Louis was willing to accept the revolutionary gains and the 1814 Charter. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary.

[8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the policies of Louis XVIII. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in some general terms whether the domestic policies of Louis XVIII were more successful than his foreign policies. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess in specific ways to what extent Louis XVIII's domestic policies were more successful than his foreign policies in this period. Between 1815 and 1824 Louis XVIII had to rule France under the terms of the 1814 Charter and he retained many of Napoleon's major reforms and Catholicism was declared to be the state religion. In general Louis XVIII pursued moderate policies and he was helped by having capable ministers, e.g. Duc de Richelieu and he tried to appoint popular ministers and work with his parliament. Also the new King was also helped by an economic recovery in France after 1815. Louis XVIII did have problems to deal with such as the "White Terror", the threat of the Ultras and the murder of the Duc de Berri in 1820, in terms of foreign policy the last foreign troops left France in 1818 and in the same year Louis XVIII was successful in getting France readmitted to the Concert of Europe. After this the French army was reformed and was used to successfully invade Spain in 1823 and gain control of Spain which Napoleon had failed to achieve. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout

the answer. Answers should be more comprehensive and well informed and clearly assess to what extent the domestic policies of Louis XVIII were more successful than his foreign policies. Good responses will be aware of the problems facing Louis XVIII in this period, such as the Ultras, the Republicans, the Bonapartists and other liberal reformers. In 1824 when Louis XVIII died the constitutional monarchy appeared stable but he had not gained enough public credit for successes in foreign policy, e.g. Spain. The best responses will address both parts of the question and come to a sustained judgement. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

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2 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions of the economic problems facing Charles X. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the economic problems in this period, e.g. high food prices and wage cuts. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of the main economic problems facing Charles X between 1824 and 1830. They could refer to some of the following: increased unemployment, poor harvests and economic slumps. There was also a commercial and industrial recession which was not helped by the government's inefficient taxation system. There will be some gaps in knowledge. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers should be well informed and show a clear awareness of the economic problems facing Charles X and France in this period. Good responses will refer to the points outlined above and may note that France was badly hit by an economic slump after 1826 which saw food prices double whilst wages were cut by a third, which badly affected the artisans in particular. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding about the downfall of Charles X. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms to what extent Charles X's downfall by 1830 was due to the strength of his opponents. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess specific ways in which the strength of his opponents led to the downfall of Charles X in 1830. From 1827 onwards political opposition to Charles X steadily increased as he ignored the views of the Chamber and the *Pays Legal*, whilst his links to the Ultras meant that many groups were demanding the removal of Charles X by 1830. Good responses could refer to some other factors such as his unpopular policies and opposition to political reforms. Charles X also introduced pro-clerical policies and gave compensation to the *Émigrés* which increased opposition to his regime. Other factors such as economic problems and growing criticism from the press contributed to the downfall of Charles X in 1830. Answers may lack balance at times with some gaps in knowledge or argument. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about the extent to which the strength of his opponents was responsible for the downfall of Charles X in 1830. By 1830 Charles X had lost the support

of the people of France but his political opponents remained divided until united by the actions of the King in July 1830. Candidates could refer to some examples of his unpopular ministers, e.g. Polignac and his unpopular policies which increased political opposition to the King. Charles X abolished annual elections and tried to bring the Chamber of Deputies under the control of the Ultras before Polignac introduced the Ordinances of St Cloud, which led to the downfall of the King. Answers may refer to the personality of Charles X who rejected demands for political reforms and his attempts to censor the press failed to stop criticism of his regime. Candidates at this level should be able to refer to other factors such as the economic slump after 1826, wage cuts and poor harvests which increased social unrest, especially in Paris. The best responses will come to a clear sustained judgement about the extent to which Charles X's opponents were responsible for his downfall in 1830. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

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3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the economic developments in France in this period. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation as opposed to narrative. Answers will be better informed and start to refer to some of the main economic developments in France between 1830 and 1848, e.g. developments in transport. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the main economic developments in this period. They could refer to some of the following points such as: building of roads, canals and railways, whilst industry started to progress in some areas of France. There was also a financial crisis caused by overspeculation in railway shares and a shortage of capital. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers should be well informed and show a clear awareness of the main economic developments in France during this period. Between 1830 and 1848 French industry and commerce developed gradually, whilst agricultural production improved with regional variations. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the foreign policy of Louis Philippe. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms how failures in foreign policy led to the downfall of Louis Philippe by 1848. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess in specific ways to what extent failure in foreign policy was responsible for the downfall of Louis Philippe in 1848. Candidates should discuss some aspects of Louis Philippe's foreign policy in this period. Throughout this period Louis Philippe pursued a cautious foreign policy which was not always successful. France was humiliated in the Mehmet Ali crisis of 1839–1841, whilst the role of Louis Philippe in the Spanish marriages affair left France politically isolated in Europe. His unpopular foreign policy and his inability to deal with the economic crisis facing France after 1845 led to the downfall of Louis Philippe by 1848. Candidates could also refer to the failure of his domestic policies and his lack of effective government which also contributed to the downfall of Louis Philippe in 1848, e.g. the political banquets in 1847/1848. Answers may lack balance at times with some gaps in knowledge or argument. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers will be more comprehensive and well informed and clearly assess how the failures of his foreign policy

were responsible for the downfall of Louis Philippe in 1848. Louis Philippe was criticised by many in France for failing to return to the days of *La Gloire*. His close links to Britain and his lack of success in foreign policy, apart from Algeria in 1847, contributed to his downfall. The best responses will be aware that other factors also led to the downfall of Louis Philippe in 1848 such as the failure of his domestic policies. Under Louis Philippe France had failed to deal with the effects of industrial growth and social effects, e.g. urbanisation. By 1848 France was experiencing lower living standards, social unrest, irregular employment in urban areas and agrarian unrest in rural areas. The foreign policy of Louis Philippe failed to satisfy the expectations of the French people. A combination of factors led to his downfall in 1848. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

4 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about why Louis Napoleon became Emperor in 1852. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the reasons why Louis Napoleon became Emperor in 1852, such as his position as President of the Second Republic. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the reasons why Louis Napoleon became Emperor of France in 1852. Good responses could refer to some of the following points, such as: his election as President in 1848, his Coup of December 1851, approval of his actions by referendum and the support of the new Chamber elected in March 1852. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of a range of reasons why Louis Napoleon became Emperor in 1852. As well as the points outlined above they could refer to the failures of the Second Republic as well as the public support and that of the Catholic Church for Louis Napoleon by 1852. Most of the French voters approved the political changes of Louis Napoleon that enabled him to become Emperor in December 1852. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary.

[8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the domestic policies of Louis Napoleon in this period. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms how far Louis Napoleon achieved his objectives in domestic policy between 1852 and 1870. Candidates could refer to how he stabilised his regime before creating a Liberal Empire between 1859 and 1870. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess specific ways in which Louis Napoleon achieved his objectives in domestic policy in this period. Candidates could discuss how Louis Napoleon governed France with a “carrot and stick” approach with press censorship, political groups suppressed whilst government and army officials were well paid to ensure loyalty to the regime. Louis Napoleon also enjoyed the support of the Church which gained in early days from the new regime. The Second Empire was a centralised and authoritarian system which helped ensure the effective implementation of his domestic policies. As well as establishing an effective system of government, Louis Napoleon was helped by the success of his economic policies which led to economic growth in France, e.g. banking and his free trade policies. All these measures boosted the popularity of Louis Napoleon from 1852 up to the early 1860s when political opposition and growing social unrest started to develop against the Second Empire. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

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

judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent Louis Napoleon had achieved his objectives in domestic policy by 1870. As well as discussing many of the points outlined in Level 3 they could refer to other points such as, as late as 1870 over 90% of French voters still supported the Second Empire. After 1852 Louis Napoleon wanted to secure his regime which is why he started to create a Liberal Empire from 1859 onwards and reduced press censorship. Overall in this earlier period, helped by favourable economic conditions, Louis Napoleon achieved more successes than failures in his domestic policy. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

Option 4

**AVAILABLE
MARKS**

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(Answer **two** questions)**1 (i) This question targets AO1a and AO1b****Level 1 ([1]–[2])**

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions as to the reforms introduced by Stolypin. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answer at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of Stolypin's reforms regarding the peasants such as land purchase, withdrawal from communes, the move away from strip farming or the move towards hereditary land ownership. At this level, candidates may merely discuss the reforms and not assess why they were introduced. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed. They may refer to how Stolypin viewed solving the peasant question as key to building up support in both the Duma and the countryside. Mention could also be made of how rapidly the peasant class was growing and how Stolypin realised the Tsar needed their support. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. In addition to the points mentioned above for Level 3, answers may show an awareness of how Stolypin was at heart a reformer and grasped the fragility of the Tsar's and indeed Russia's situation after 1906. He aimed to create a class of wealthy peasants, encouraging them to improve their land, try different farming methods, improve the agricultural sector and most importantly provide a new solid support-base for the Government. Answers at this level will be consistently characterised throughout by clarity of meaning,

accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

AVAILABLE
MARKS

(ii) This question targets AO1a and AO1b

Level 1 ([1]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about economic discontent as a cause of the 1905 Revolution. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms how economic problems led to the 1905 revolution. Candidates may mention the discontent amongst the peasants caused by poor agricultural standards, general peasant poverty or even redemption payments. Answers could also show an awareness of the economic slump that had led to mass unemployment in the cities bringing the industrial workers out against the government as well. Answers at this level will probably not introduce other reasons and may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and in addition to dealing with the economic causes, start to refer to other reasons for the outbreak. They may mention the poor working and living conditions endured by the workers in the cities as well as the poor living standards of the peasants. The overall lack of political reform and the repressive measures of the government also helped to galvanise the working classes against the Tsar. The failure of the war with Japan could also be discussed including the food shortages caused by the war and how this exacerbated the problems at home. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and show that there were a range of factors leading to the outbreak of the revolution. The economic factors should be discussed at length as well as the other factors outlined for Level 3.

Candidates at this level should also discuss the significance of Bloody Sunday as the catalyst for the revolution and how all the other factors combined, coupled with the spontaneous events of Bloody Sunday, allowed revolutionary sentiment to build, until a mass of people marched on the Winter Palace. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

2 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions as to what Lenin's economic objectives were. Candidates at this level may not refer to aims. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answer at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to specific economic objectives. After 1917, Lenin needed to build support for the party and attempted to use economic policy to do this as in the case of the land decree, designed to secure peasant support. Lenin also advocated economic co-operation and peaceful co-existence with the west. Answers at this level will only begin to assess specific economic objectives. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and start to show an awareness of the whole period from 1917–1924. From 1917 onwards economic objectives were unclear apart from building up support and trying to strengthen Russia's economic standing. From 1918–1921 during the Civil War, the economic policy of War Communism advocated nationalisation and centralisation on a mass scale in order to win the Civil War. From 1921–1924, Lenin's U-turn of the NEP was designed to win back support and raise industrial and agricultural production. Candidates may not deal with the entire period of 1917–1924 and may even discuss policies more than specific economic aims. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. In addition to the points mentioned for Level 3 answers should show a clear awareness of not just the economic policies of Lenin but of specific objectives within those policies. At this level candidates must also deal with the period 1917–1924 in its

entirety. Top level candidates could point out that Lenin's economic policies often had political and not just economic aims as with War Communism and winning the Civil War and the NEP and regaining lost support. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

Level 1 ([1]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative as to how the war contributed to the February Revolution. Mention could be made of Nicholas' failings as Commander in Chief leading to him losing support or how the Russian population turned against the war as it progressed. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement and will be better informed, referring to the main effects of World War One such as Nicholas' role as Commander in Chief, his mishandling of the military situation leading to his being blamed for Russia's failures in the war and simultaneously alienating the Army from his cause. These failures and his high-profile leadership meant that for the first time the people and the army's anger, was aimed firmly at him personally. His long absences from the capital also contributed to him appearing aloof and out-of-touch. These factors led to a loss of support for Tsarism amongst the army, army leadership and the population at home, increasing the chances of him being overthrown. Candidates at this level will probably not introduce other factors besides the war. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess not only Nicholas' military failings but also his refusal to listen to the pleas of the Duma regarding Rasputin and the troubles at home. Good candidates may be able to point out that the Tsar had now alienated both the Army and the elites from his cause. By also leaving the Tsarina in charge

at home, Nicholas was rapidly turning the population against him as the German Tsarina was viewed with suspicion by most in Russia, especially after the rumours regarding her and Rasputin. Nicholas had now almost no support left at home at all from the people or the traditional pillars of society. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and, in addition to the points mentioned for Level 3, should show a clear awareness of how enthusiasm for the war was waning at home as the defeats and number of fatalities increased. The war had also simply brought other tensions in Russia to a head such as peasant and worker grievances over living and working conditions as well as food shortages at home. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the mistakes of the Provisional government between February and October 1917 or the re-emergence of unrest in Russia by October 1917. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to assess in general terms the key errors of the Provisional Government such as continuing with the war and delaying elections to the Constituent Assembly, both of which ultimately cost them support, creating the circumstances for another revolution. Candidates may discuss some strengths of the Bolsheviks as well but will probably not assess both aspects of the question. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of both the mistakes of the Provisional Government and the strengths of the Bolsheviks. In addition to the mistakes outlined in Level 2 above, the Provisional Government also endured difficult circumstances power-sharing with the Petrograd soviet, never really being able to gain any advantage over that group. The Bolsheviks for their part were also highly organised and able to appeal to a wide cross-section of society in gaining support. Mention could also be made of the important roles of both Lenin and Trotsky in ensuring Bolshevik success. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. In addition to the points outlined in Levels 2 and 3 above, candidates could mention how the Bolsheviks were able to read the situation perfectly and capitalise on the re-emerging unrest caused by the weakness of the Provisional Government, providing

solid leadership in the forms of Lenin and Trotsky. Lenin's return in April boosted their morale and his promises of peace, bread and land crucially galvanised support from soldiers, workers and peasants behind their party. The Bolsheviks also employed the skilful use of propaganda to rally people behind them and they had the Red Guard. No other opposition group could provide all this in October 1917. Candidates will not mention all these points but should effectively convey the failings of the Provisional Government and also how the Bolsheviks were the only group capable of capitalising on the re-emerging unrest by October 1917. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

Level 1 ([1]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Trotsky as leader or the general Bolshevik success in the civil war. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, and show an awareness of the importance of Trotsky as Commissar for War, how he conscripted and trained the Red Army to be a well-disciplined force and his overall superior military strategies. Mention could also be made of how he enforced ruthless discipline on his men making them fiercely loyal and how he worked tirelessly throughout the war from his armoured train, directing the military strategies from the front. Candidates may also introduce some other factors accounting for the Bolshevik success even in a basic way, in order to access the top marks in this level. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess both the role of Trotsky as outlined above and introduce additional factors such as the popularity of the Bolsheviks amongst the peasantry due to their

policies on land and how they controlled the majority of the cities allowing them to requisition resources and communications and maintain a concentrated war effort of production and distribution of both food and materials. Candidates at this level may also refer to the economic policy of War Communism and how it geared the economy around the entire war effort keeping the Red Army supplied and fed. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. In addition to the points outlined for Level 3 above, answers should be more comprehensive, well informed and clearly assess not only the role of Trotsky but also how the Reds were unified behind a common purpose unlike the Whites who were not unified and who showed little evidence of any centralisation of leadership, strategies and even aims during the entire war. The White war effort and leadership were largely regional whereas the Bolsheviks fought on a national level. The Bolsheviks were also fighting for a deeply ideological cause and for the very survival of their state and for communism, arguably making them more committed than their rivals. Top level candidates may also refer to the use of terror by the Cheka in rounding up the Whites and how the White war effort never recovered from the withdrawal of allied support after 1919. Lenin's role could also be mentioned in more detail through his contribution of war communism making sure the Red Army was constantly supplied and fed as well as the successful propaganda campaign he launched during the war. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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4 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions relating to Stalin's economic policies or aims. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Candidates may mention how the economic aims of the five-year plans were to industrialise the nation, to prepare the USSR for war and to modernise the economy. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and may show an awareness of the fact that Stalin's economic policies had political as well as economic aims: Industrialisation was viewed by the party leadership as crucial to secure the survival of the USSR. The five-year plans would also call for the liquidation of the Nepmen and the Kulaks, the reviled capitalists who had thrived under the NEP. Candidates should at this level also start to discuss the importance of collectivisation in Stalin's economic policies. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers should show a clear awareness of how Stalin's economic policies were driven by both economic and political aims and the political ones were arguably more important. Top-level answers could also mention the importance of the fear of foreign invasion as Stalin realised that if the USSR was ever to face an attack from the capitalist powers it would need a much stronger industrial base in order to survive. Candidates should also discuss how collectivisation was linked to industrialisation in terms of feeding and supplying the workers to allow the industrial transformation to take place. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Stalin's use of terror. The purges may be referred to. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some of the basic ways in which Stalin employed terror as a means of control and power. Candidates could refer to the increasing use of terror in the 1930s with the purges to root out 'enemies of the people' in both the military and the party as well as the use of show trials to purge high profile members of the party. The ruthless use of the secret police could also be discussed. Candidates may discuss the use of terror satisfactorily but will probably not introduce any other methods employed by Stalin to maintain his control. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess not just the use of terror as outlined for Level 2 above, but also other methods used by Stalin to maintain his power. Mention may be made of his use of the cult of personality which had reached huge proportions by the 1940s. The state direction of the arts and popular culture was also used as the party tried to root out all elements of bourgeois culture to create a new Soviet culture which reinforced socialist values and their own policies as the Cultural Revolution gathered pace. Socialist realism was also introduced to control the ideas, writings and literature to which citizens were subjected. Candidates could also mention the degree of personal power which Stalin had built up within the party and the sheer number of positions he held, which allowed him to deal effectively with challenges to his leadership. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly assess both Stalin’s use of terror as well as give a sustained account of the other methods used by Stalin to maintain his power. In addition to the points outlined for Level 3 above, candidates at this level could introduce the use of economic policies to create and maintain control such as collectivisation and industrialisation under the five-year plans. Top level answers could also discuss the use of social and youth movements as well as propaganda in an attempt to achieve complete social control. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary.

[22]

Option 5

**AVAILABLE
MARKS**

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(Answer **two** questions)**1 (i) This question targets AO1a and AO1b****Level 1 ([1]–[2])**

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the effects of war upon Italy by 1918. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the economic effects of the First World War upon Italy by 1918, e.g. massive increase in government debt. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the economic effects of the war upon Italy between 1915 and 1918. Good responses could refer to some of the following points such as: inflation increased, expansion of industries linked to war effort and increased government spending to finance the war effort. By 1918 food shortages had caused riots and discontent and the government was finding it difficult to keep the army supplied. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the economic effects of the First World War upon Italy by 1918; as well as the points outlined above they could refer to other points such as large budget deficits, prices increasing more than supplies, leading to food shortages and discontent amongst industrial workers by 1918. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Italy and the Peace Treaties. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement about why Italy was unhappy over the outcome of the Peace Treaties in 1919, e.g. “The Mutilated Victory”. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. The answer should contain some explanation, analysis and judgement assessing in general terms why Italy which had fought on the winning side gained little from the Peace Treaties in 1919. Candidates should be aware of why Italy entered the war in 1915 under the Treaty of London which led it to expect territorial gains as its reward from the Peace Treaties of 1919. Italy’s gains were to come at the expense of Austria-Hungary and it was secretly promised South Tyrol, Trentino, Istria, Dalmatia and colonies. However, in 1919 Italy did not receive Dalmatia or any new colonies and the Italians felt that they had been cheated by “The Big Three”, calling the Peace Settlements “The Mutilated Victory”. Italy had lost over 600 000 men, massive debts and increased living costs to win a war from which Italy had appeared to gain little benefit by 1919. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent Italy had gained little from the Peace Treaties in 1919 despite winning the war. Italian nationalists were expecting more than they were given in 1919, e.g. Fiume, and the

Italian people felt cheated and blamed their government. However, Italy gained most of what it had been promised in 1915 and actually gained more than could be justified on grounds of self-determination, e.g. South Tyrol and Istria. Italy actually obtained more territorial gains from the Peace Treaties than any other victorious power but most Italians felt that they had not been fully rewarded for their war effort. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

2 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the reasons why Mussolini was appointed Prime Minister in 1922. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the reasons why Mussolini was appointed in 1922, such as the role of the King and the fear of the left. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and identify some reasons why Mussolini became Prime Minister in 1922. They could refer to the growing social and economic unrest in Italy after 1918, fears of a communist revolution and the role of the Church. Also Liberal Italy appeared weak, and under the leadership of Mussolini Fascism had grown rapidly since 1919, offering simple and popular solutions to Italy's problems. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of a range of reasons why Mussolini was appointed Prime Minister in October 1922. Candidates may refer to the weakness of Italian democracy and how its deep political divisions were exploited by Mussolini. He was also helped by support from the King and Church who feared the left more than Fascism. Finally, Mussolini threatened to “March to Rome” and it was this threat that led the King and Salandra to invite Mussolini to take power in 1922. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely in accurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the collapse of Liberal Italy in 1922. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some basic reasons why economic problems were responsible for the collapse of Liberal Italy in 1922. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess specific ways in which economic problems were to blame for the collapse of Liberal Italy in 1922. Before 1914 the Italian economy had experienced rapid growth opening up a huge gap between the industrialised North and the backward agrarian South. However, Italy's decision to enter World War I in 1915 affected the Italian economy which led to a dramatic increase in national debt and inflation which left prices four times higher in 1918 than they were before the war. Between 1919 and 1922 weak governments struggled to deal with the growing economic crisis facing Italy with a rapid growth in unemployment, increased inflation, industrial collapse and industrial unrest with strikes and industrial disputes. This period of widespread unrest was known as Biennio Rosso (Red Years) and there was also unrest in agricultural areas between 1919 and 1920 in particular. However, at this level answers will be aware of other factors leading to the collapse of Liberal Italy in 1922. Italy had been politically unstable and weak before 1914 and the Italian political parties were weak and bitterly divided thanks to the Transformismo system of weak coalition governments. The war was unpopular and the "Mutilated Victory" increased public discontent with their weak governments. After 1919 political extremism flourished in Italy leading to political violence between the right- and left-wing parties helped by the introduction of PR (proportional representation) in 1919. Candidates could also refer to the role of the Church, the role of the King and the rise of fascism. Mussolini offered easy solutions

to the economic and political problems facing Italy between 1919 and 1922 that the governments of Liberal Italy seemed unable to deal with. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent economic problems were responsible for the collapse of Liberal Italy in 1922. Entry into the war only worsened existing political and economic problems facing Italy and the effects revealed the inability of weak coalitions to save Liberal Italy by 1922 which led to Mussolini being invited into power by the King. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary.

[22]

AVAILABLE
MARKS

30

3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about Mussolini's economic objectives for Italy in this period. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of his economic objectives for Italy between 1922 and 1939, e.g. achieve Autarky. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of Mussolini's economic objectives for Italy by 1939. Good responses could refer to some of the following points such as: improve agricultural production, boost industrial development and try to make Italy economically self-sufficient and less dependent upon imports. Mussolini also sought to create the Corporate State to organise all aspects of economic activity and in the 1930s he acted to protect the Italian economy from the effects of the great depression. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of Mussolini's economic objectives for Italy by 1939. Answers could discuss points outlined above as well as the role of the IMI and the IRI in trying to protect Italian industry. Mussolini wanted a strong economy to consolidate support for his regime as well as using his "Battles" to get the Italian economy ready for war by 1939. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the Fascist state. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms some aspects of Mussolini's attempts to create a Fascist state in this period, e.g. the role of the Fascist Grand Council and the use of propaganda. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and start to make a judgement about the extent to which Mussolini's attempts to create a Fascist state between 1922 and 1939 were a success. Good responses could refer to some of the following points: his personal dictatorship, the personality cult, his use of propaganda and his control over the arts and media. Fascism set out to control all government bodies, interest groups and the people so they could create a Fascist state. However, despite talk of a Fascist revolution, Mussolini usually made compromises with key groups such as the King, the Church, armed forces and industrialists to stay in power. Generally Mussolini retained existing state institutions such as the civil service but he did abolish local government and purge the judiciary. By 1939 he had created a personal dictatorship whilst the Fascist party only challenged existing state bodies. The three main features of Fascism were its belief in totalitarianism, autarky and the Corporate State set up in 1926. Despite his efforts to achieve these three aims by 1939, Mussolini had clearly failed to achieve the Fascist state he had promised to build. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

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

judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess how successful Mussolini's attempts to create a Fascist state were by 1939. Mussolini did try to create some aspects of a Fascist state using repression and his secret police (OVRA), along with strong centralised government, e.g. greater control over the economy. Despite all his efforts through his various "battles" and the boasts of his propaganda, Mussolini had failed to make Italy a Fascist state by 1939, even though he had control over society and economy. The best responses will cover the whole period and come to a sustained conclusion. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

4 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about why Italy entered World War II in 1940. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the reasons why Italy entered World War II in 1940, e.g. Mussolini wanted to join Hitler and gain more territory. Answers may still contain lapses in spelling punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and start to identify a range of reasons why Italy entered World War II on the side of Germany in 1940. They could refer to some of the following points – Mussolini wanted territorial gains, the anticipated imminent collapse of France and Britain. Some Italians feared the power of the German Army, after Italy decided not to join the war in September 1939. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers should be well informed and show a clear awareness of the main reasons why Italy joined World War II in 1940. Good answers will identify why Italy joined the Second World War in 1940, after refusing to back Hitler previously in 1939 despite the Pact of Steel. By June 1940 when Mussolini had changed his mind and joined the war, the Germans had already overrun Western Europe and France was only days away from defeat, leaving a neutral Italy in a German-dominated Europe, in a weak position. As a result Mussolini was very keen to revive a close relationship with Germany, to boost his prestige as well as maintaining the great power status that Italy had in theory more than in practice. Italy declared war on Britain and France to redeem the honour of Mussolini and to win military glory and territory for Italy. Mussolini was also annoyed by Britain's naval blockades stopping German coal exports to Italy which had become

dependent on Germany for some raw materials and industrial goods. Answers at this level will be characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Mussolini's relations with Hitler between 1936 and 1943. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some aspects of how Italy's closer relations with Germany in this period contributed to Italy's failure in World War II by 1943, e.g. Italy's decision to enter World War II in 1940 to support Germany. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers at this level will be more detailed and start to make a judgement about the extent to which closer relations with Germany after 1936 led to Italy's defeat in World War II by 1943. Mussolini's decision to invade Abyssinia in October 1935 left Italy isolated internationally and broke up the Stresa Front against Germany. In 1936 Abyssinia was conquered and three months later Italy entered the Spanish Civil War (July 1936) alongside Germany to help Franco. This pushed the two dictators closer together leading to the Rome-Berlin Axis of November 1936. As the Spanish Civil War continued until 1939 it drained Italy economically and militarily making it more dependent upon Germany by 1939. In 1937 Italy joined the Anti-Comintern Pact and in 1938 Mussolini accepted the Anschluss and chaired the Munich Conference in September 1938. In May 1939 Italy and Germany signed a military alliance (Pact of Steel) which Mussolini broke in September 1939, when Italy did not enter World War II. However, in June 1940 Mussolini decided to enter the war since he was afraid of missing out on the spoils of war. This was a major error as the Italian armed forces and economy were not ready

for war. This decision led to Italy's defeat in World War II and the downfall of Mussolini by 1943 as the war was also unpopular. Answers may lack balance at times with some gaps in knowledge or argument at times or they may omit the period 1940–1943. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly assess to what extent closer relations with Germany from 1936 onwards were responsible for Italy's failure in the Second World War by 1943. Mussolini's poor leadership was also to blame for Italy's defeat. He also failed to create a war economy and the armed forces were poorly led and did not co-operate with each other. The war was unpopular and it also led to food shortages and the armaments industry was inefficient. The Italian armed forces and economy had been badly damaged by Spain and Abyssinia. Mussolini also misjudged Italy's resources and strength. His "fatal friendship" with Hitler forced Italy into a war it could not win, leading to the downfall of Mussolini and Fascism itself in 1943. The best answers will be aware of not just the effects of Italy's closer links to Germany but other relevant factors that led to Italy's failure in the Second World War by 1943. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

Option 6

Total

**AVAILABLE
MARKS**

30

60

60