

GCE AS
History
Summer 2009

Mark Schemes

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**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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Rewarding Learning

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

History

Assessment Unit AS 1

assessing

Module 1

[ASH11]

MONDAY 8 JUNE, AFTERNOON

**MARK
SCHEME**

Level of response mark grid

AVAILABLE
MARKS

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 AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may offer a superficial account of anti-clericalism in England on the eve of the English Reformation.

Level 2 ([4]–[6])

Answers may display competent knowledge but limited analysis of the extent of anti-clericalism.

Level 3 ([7]–[9])

Answers will begin to give a balanced and substantiated judgement about the importance of anti-clericalism on the eve of the English Reformation. Anti-clericalism was criticism of the personnel of the church from village priests to Cardinals. This criticism was focused on clergy whose lifestyles did not appear to measure up to Christian ideals. Included among the criticisms levelled against the clergy by scholars such as John Colet in 1511 were absenteeism, pluralism, simony (the buying and selling of offices) and poor education.

Level 4 ([10]–[12])

Answers at this level will confidently assess the importance of anti-clericalism on the eve of the Reformation. They will discuss all aspects of the question and are likely to conclude that anti-clericalism was not a major force in this period.

(AO1b).

[12]

- (b) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may offer a superficial narrative about the reasons for the dissolution of the monasteries in Henry VIII’s reign.

Level 2 ([4]–[6])

Answers may display competent knowledge but limited analysis of the reasons for the dissolution of the monasteries by Thomas Cromwell. Answers at the lower end of this level may provide a narrative of how the dissolution was accomplished or offer some contemporary criticisms of monastic life.

Level 3 ([7]–[9])

Answers will begin to give a balanced and substantiated judgement about the reasons for the dissolution of the monasteries. Economic considerations were

certainly very important. The regular clergy in England as a whole received about £136,000 per annum in income from its property which Henry VIII was able to enjoy after he had paid a small pension to most of the displaced monks and nuns. In fact, the King raised about £80,000 by selling off about two thirds of monastic lands over the next few years. Answers at this level will also make reference to some of the other reasons for dissolution of the monasteries such as religious, political and security considerations.

Level 4 ([10]–[12])

Answers at this level will assess in a confident way the importance of economic considerations in explaining the dissolution of the monasteries. Other factors which influenced this decision included the fact that Cromwell and Henry sought to strengthen the position of the monarchy. They regarded many monasteries as centres of opposition to Henry's religious policies. They believed in the theory of imperial kingship which stated that the Crown had been weakened by the fact that much of the property of the kingdom was beyond its control. According to this argument, the annexation of monastic lands would augment the power and income of the Crown. Moreover, the surrendered property could be passed to new landowners in the gentry class and so they would be further attached to the Henrician Reformation. Another consideration was the allegiance owed by English priories to parent houses on the continent which seemed to Henry to be incompatible with royal supremacy and a threat to the security of the land. In addition, Cromwell was a convinced Protestant who rejected monasticism with its traditional Catholic emphasis on the value of works.

AO1b

[12]

12

- 2 (a) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

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 confine themselves to the content of the source and assess its usefulness with reference only to the information it provides

Level 3 ([7]–[10])

Answers may not only cover the content of the source very well but will attempt to evaluate its nature.

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. One of the strengths of the source is that it is a remark made by King Henry VIII himself. The King expresses a negative view of the relationship between the Crown and the Church, arguing that the clergy are more loyal to the Pope than they are to the King and the oaths they take to the Pope contradict the oaths they take to the King. Good answers may observe that Henry's words were probably in response to the bishops' recent statement that they could not agree to Henry's divorce without the approval of the Pope because when they became bishops they had sworn that they would comply with the Pope's wishes. The main limitation of the source is that it has to be seen within the context of events in 1531–1532. At this time Henry was attempting to prepare the ground for his divorce from Catherine of Aragon and his marriage to Anne Boleyn. In his continuing struggle with the Church on this issue, there is some evidence to suggest that, if the House of Commons was willing to support Henry on the divorce issue, the King would support them in their concern that the Church was acting in an intimidating and threatening manner against heretics. While Henry's private comment about the bishops is made to the speaker of the House of Commons, Thomas Audley, and some twelve members of the Commons and eight members of the Lords, the King knows that it will be transmitted to other MPs who have recently petitioned him about the abuse of the powers of senior churchmen in the Supplication against the Ordinaries.

AO2

[13]

- (b) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[6])

Answers may, typically, paraphrase or quote extensively from both sources and show little understanding in relation to the question.

Level 2 ([7]–[12])

Answers may adequately contrast the content of the two sources.

Level 3 ([13]–[19])

Answers may not only contrast the content of the sources but make some attempt to explain why they differ.

Level 4 ([20]–[25])

Answers will not only highlight the differences in the content of the sources but also comprehensively compare the dates, authors, modes and motives of the two sources in explaining why they differ. In Source 1, the King is seeking to exert pressure on the churchmen by arguing that the clergy were more loyal to the Pope than to him. This statement was almost certainly a response to a recent statement by the bishops to the effect that they were unable to agree to Henry's divorce without the agreement of the Pope because they had sworn on their appointment not to oppose his wishes. In Source 2, a description by William Hall of a speech by Henry VIII in November 1528, the King stresses "the great worthiness of his wife", Catherine of Aragon, but expresses concern about the lawfulness of his marriage to her. If this was the case, his daughter is not his legal heir. In this speech Henry claims that if his marriage is lawful he is happy and "would marry her of all women". The differences in the sources are closely linked to their dates. Source 2 dates from November 1528, whereas Source 1 originates from May 1532. By 1532 Henry's position was more problematic because of his failure to obtain the divorce he was seeking. At the same time, Henry's speech in November 1528 was more significant for what it did not say. He had been in love with Anne Boleyn since 1526 and, contrary to his statement at Bridewell Palace, wanted the annulment of his marriage not the confirmation of its legality. In addition, he wanted to have a male heir and was not happy at the prospect of Mary succeeding him. But by 1532 Wolsey had fallen from power mainly as a result of his failure to secure a divorce for Henry.

AO2

[25]

(c) This question targets:

- (i) AO2:** the candidate's ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (ii) AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Indicative content:**Level 1 ([1]–[5]) AO2, ([1]–[2]) AO1a**

Answers may paraphrase or rely on quotations from the sources. Knowledge of the reasons for the English Reformation will be superficial (AO2). The answer will be characterised throughout by defects in accuracy, organisation, spelling, grammar and punctuation (AO1a).

Level 2 ([6]–[11]) AO2, ([3]–[4])

Candidates may draw on the sources and their own knowledge to assess the reasons for the English Reformation. Source 1 shows Henry VIII's exasperation because he considered the clergy more loyal to the Pope than

they are to him. Source 2 shows Henry’s personal dynastic political motives when other tactics to secure the annulment of the marriage failed. Source 3 argues that Henry’s most important motive for securing a divorce was not, as he himself argued, “scruples of conscience” but was the problem of producing a “male heir to inherit the crown” (AO2). The answer may have frequent lapses in accuracy, organisation, spelling, grammar and punctuation (AO1a).

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Answers will combine the content of the sources with their own knowledge in a confident way. (AO2). Answers should assess the importance of the divorce campaign in bringing about the English Reformation. After all, this issue dominated Henry VIII’s policies from 1527 onwards. He first put forward legal and theological arguments in support of the divorce and tried to weaken the diplomatic influence which Catherine of Aragon’s nephew, Charles V, exercised over the Papacy. When this proved to be unsuccessful, he began to exert pressure on the Pope through attacks on his powers over the Church of England (see Source 1), capitalising on anti-clericalism and anti-papalism in England. Henry hoped that, through anti-papal legislation, he might be able to pressurise the Pope into acquiescence or use his new powers over the Church to obtain the divorce himself in spite of the Pope’s opposition. Answers at this level will show an awareness of some of the other reasons for the English Reformation such as political and economic factors. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses (AO1a).

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

The three sources will be successfully integrated into a comprehensive assessment of the factors which contributed to the English Reformation (AO2). Traditional explanations for the Reformation underline the widespread existence of anti-clericalism but more recent interpretations tend to play down its importance. Although valid criticisms of the clergy were made, they carried out an important function in society and most earned respect. Answers at this level should also discuss the religious views of Henry VIII and Thomas Cromwell and assess to what extent the King’s reform programme was based on genuine Protestant sentiment. They should discuss the issue of “Royal Supremacy” and assess whether it was a means of obtaining a divorce from Catherine of Aragon or whether it was a means in itself. Economic considerations should also be discussed since Henry’s desire to dissolve the monasteries was at least partly motivated by the need for increased revenue. This policy also enabled the King to strengthen his position at home by giving the property which was surrendered to new landowners in the gentry class. Knowledge of the topic will be well informed and the answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar and punctuation (AO1a).

AO2 [22]
AO1a [8]

Option 1

AVAILABLE
MARKS

68

80

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

- 1 (a) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may typically present an incomplete account of Charles’s foreign policy; remarks are sometimes inaccurate, superficial in understanding or incoherent in an attempt to form a judgement.

Level 2 ([4]–[6])

Answers will probably know that Charles’s foreign policy was perceived as insufficiently Protestant by contemporaries but that opposition to the King was also partly provoked by the influence wielded by the royal favourite the Duke of Buckingham. Answer will have more description than explanation and judgement and have only a little supporting evidence.

Level 3 ([7]–[9])

Answers will begin to give a more detailed explanation for the growth of opposition to the Crown in the period 1625–1629: the King’s reluctance to support the Protestant cause in the Thirty Years War in Europe; Buckingham’s perceived mismanagement of the La Rochelle expedition to support the Huguenots; but also Charles’s use of controversial methods to raise revenue, e.g. tonnage and poundage.

Level 4 ([10]–[12])

Answers should provide a comprehensive assessment of the importance of foreign policy compared to other factors in accounting for the growth of opposition to the Crown in this period. While Parliament was certainly discontented with Charles’s foreign policy, especially the perceived abandonment of the Huguenots and the Protestant cause in Europe, this could be seen in the wider context of a growing concern about the drift away from Protestantism at home, as evidenced in the promotion of Laud to Bishop of London. Other relevant issues include the controversial seizure of the goods of merchants who refused to pay tonnage and poundage and the imposition of the Forced Loan. In general, there is a perception that Protestantism is under challenge both at home and abroad, and that the King is beginning to overreach his constitutional power. Candidates will make a judgement based on the proposition posed in the question.

AO1b

[12]

- (b) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers will typically make some remarks on the state of agriculture in the period 1603–1629 that are inaccurate, superficial in understanding or incoherent in their attempt at forming a judgement.

Level 2 ([4]–[6])

Answers will probably know some detail about the extent to which there was an agricultural revolution in this period, perhaps focusing on enclosure and how this facilitated experimentation with crop rotation or switching from arable to pastures farming. The answer will have more description than explanation and judgement and have only a little supporting evidence.

Level 3 ([7]–[9])

Answers will begin to give a balanced, substantiated judgement as to what extent the agricultural change that occurred in this period constituted a “revolution”. Candidates may note that while there was indeed enclosure in this period, with Parliament passing its first bill to encourage the process in 1621, this was in fact a continuation of a development that had begun in the previous century. However, the consolidation of agricultural holdings did assist capital investment in improvements while the introduction of root crops led to the reduction of fallow, thereby increasing the overall yield from the land.

Level 4 ([10]–[12])

Answers will display a secure, informed understanding of agricultural change in this period and to what extent it was revolutionary. In addition to the points referred to above, candidates may also note that with an increasing urban population in this period – particularly in London – there was a growing imperative to increase food production. As well as the consolidation of scattered strips of land into compact holdings, the period witnessed increased forest clearance (e.g. in the Cotswolds, the Chilterns, the Severn Valley, Devon, Wiltshire and Warwickshire) and the drainage of marshland (e.g. in the Fens and Sedgemoor) to increase the acreage of productive land. However, candidates may argue that rather than a revolution in itself, this period saw the laying of the foundations of an agricultural revolution to come. Candidates will make a judgement based on the proposition posed in the question.

AO1b

[12]

12

- 2 (a) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

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 find the source useful in terms of its representative nature in relation to Puritan opinion, in that the Millenary Petition presented the views of 1000 Puritan clergy. Another potential strength of the source is that it gives a clear indication that Puritans were unhappy with the present form of the Church of England.

Level 3 ([7]–[10])

Level 3 answers will not only discuss the content of the source but discuss its utility with reference to date, author, mode, motive and tone. The source provides a valuable insight into the position of Puritans at the outset of the reign of James I, from Puritans themselves, and provides detail as to some of the reforms they want made to the Church of England, especially concerning the use of symbolism. Candidates may also note that the source suggests that Puritans are expecting a sympathetic hearing from the new Presbyterian king as they present their petition before he has even reached London.

Level 4 ([11]–[13])

Level 4 answers will not only discuss the strengths of the source but comment on potential limitations. The source is dated 1603, therefore cannot provide information as to the position of Puritans beyond this date. The source is also limited in terms of authorship and content, as we are only made aware of Puritan grievances with the Church of England and not how King James responds to these points, nor the attitude of the Church hierarchy.

AO2

[13]

- (b) **This question targets AO2:** the candidate's ability to interpret and evaluate source material and explain and evaluate interpretations of topics studied.

Indicative content:

Level 1 ([1]–[6])

Answers may typically paraphrase, quote excessively or interpret the sources inaccurately.

Level 2 ([7]–[12])

Level 2 answers, by concentrating on the content of the two sources, will demonstrate that they are contrasting. While Source 1 highlights the grievances of 1000 Puritan clergy with the Church of England, Source 2 represents the official views of the Church and the requirement that these be conformed to. Source 1 therefore seeks further reform of the Church; Source 2 is demanding conformity to the Church's laws. The Canon Laws represent a complete repudiation of the Millenary Petition.

Level 3 ([13]–[19])

Level 3 answers will not only compare the content of the two sources but attempt to compare the nature of the evidence to demonstrate how they differ. Puritan clergy present a detailed programme of what they consider necessary further reform to the Church of England while the Canons present the official Church position that all members of the Church must abide by the established rites and practices of the Church or face excommunication.

Level 4 ([20]–[25])

Level 4 answers will not only consider how the sources differ but why they differ. The key point to note in this respect is that by the time Source 2 occurs, James has already responded to the Millenary Petition in the form of the Hampton Court Conference of 1604, where the matters raised in the petition were considered. However, apart from authorising a new translation of the Bible, James was not prepared to accept most of the Puritan demands, and the Canon Laws of 1604 confirm this. Candidates may also observe that the Millenary Petition represents Puritan optimism in relation to reform at the outset of the reign of a Presbyterian monarch, but the Canon Laws reveal those expectations to have been misplaced, and the character of the King clearly misread.

AO2

[25]

(c) This question targets:

- (i) **AO2:** the candidate's ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Indicative content:**Level 1 ([1]–[5]) AO2, ([1]–[2]) AO1a**

Level 1 answers may paraphrase and fall back on quotation. Knowledge of James's policy towards Puritans in the period 1603–1629 will be superficial (AO2). The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar and punctuation (AO1a).

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Level 2 answers may just concentrate on information supplied by the sources. Source 1 could be utilised to illustrate the Puritan desire for reform to the Church of England. Source 2 reveals the official position of the Church of England with regard to conformity to its doctrine and practices. Source 3 should assist candidates to suggest that James was indeed ready to accommodate Puritanism within the Church of England, having granted the Hampton Court Conference and a new translation of the Bible (AO2). The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar and punctuation (AO1a).

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Level 3 answers will use the sources and their own knowledge in sufficient depth to produce a satisfactory explanation of the extent to which James was able to accommodate Puritanism within the Church of England (AO2). They will be characterised by good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses (AO1a).

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

All three sources will be successfully integrated with a competent selection of relevant evidence from candidates' own knowledge to produce a comprehensive assessment of the extent to which James was able to accommodate Puritanism within the Church of England. Candidates may note that while James was not unsympathetic to all of the points raised in the Millenary Petition, he was not as accommodating as most Puritans had expected him to be (as indicated by the demands made in Source 1). The Hampton Court Conference was an important development (Source 3) in terms of accommodating Puritanism, but James was always wary that interference with the Established Church may leave the door open to interference with the power of the Crown ('No bishop, no king'). The Canon Laws of 1604 (Source 2) was a clear indication that the King considered that sufficient concessions had been granted to the Puritans (most importantly, the new translation of the Bible) and that now conformity to the Church must be stressed. This point is further emphasised by the appointment of Bancroft, an opponent of the Puritans, as Archbishop of Canterbury. James did show sensitivity toward Puritan views on Sunday observance, issuing the *Book of Games*, but overall he wanted the Church to be broad and tolerant enough to accommodate a wide range of religious opinion, not just Puritanism. (AO2). Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar and punctuation (AO1a).

AO2 [22]
AO1a [8]

Option 2

**AVAILABLE
MARKS**

68

80

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

- 1 (a) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may present a vague and generalised account, merely commenting on the fact that the Tories struggled after the departure of Lord Liverpool in 1827.

Level 2 ([4]–[6])

Answers will produced a more detailed yet incomplete account of Tory divisions, perhaps commenting on issues such as personalities or arguments over the Corn Laws, or the role of Wellington.

Level 3 ([7]–[9])

Answers will attempt to discuss in more depth how Wellington undermined the Tories and alienated cabinet colleagues. There were differences over the Corn Laws and the redistribution of parliamentary seats. Matters were made worse by his conversion to emancipation and the fact that he misperceived attitudes towards parliamentary reform.

Level 4 ([10]–[12])

Answers will be more comprehensive, and discuss the role of Wellington in relation to other factors. Tory divisions were heightened by Canning’s appointment as his successor. His pro-emancipation stance, along with his forceful personality, made his brief tenureship stormy and unsettled cabinet colleagues. Wellington’s disagreement with Huskisson over the Corn Laws worsened the situation. The issue of parliamentary reform added to tensions, which exploded in November 1830 when, in an act of revenge for his assent to the 1829 Emancipation Act, ultra Tories helped to defeat Wellington’s government.

AO1b

[12]

- (b) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers will produce a vague and superficial account of the Whig domestic reforms between 1833 and 1841.

Level 2 ([4]–[6])

Answers will produce a more generalised yet limited account, perhaps mentioning one or two social or economic reforms

Level 3 ([7]–[9])

Answers will examine in a more detailed way the main social and economic reforms of the Whigs. Some attempt will be made to assess the degree of success. However, there will be lapses, such as an imbalance. Reforms to be considered could include the Factory Act, Education Act, Reform of the Poor Law, the Municipal Corporations Act.

Level 4 ([10]–[12])

Answers will explain in greater detail a wider range of social and economic reforms, as well as an adequate assessment of how much was achieved. In addition to the aforementioned, the Whigs introduced the Penny Post, the Limited Company Act, as well as various religious reforms such as the Registration of Births, Deaths and Marriages. Answers may conclude that the Whigs enjoyed more success in the social sphere than in the economic. The economic policy failed, as the Whig faced a budget deficit each year after 1837, and saw an increase in both direct and indirect taxation.

AO1b

[12]

12

AVAILABLE
MARKS

- 2 (a) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[3])

Answers may quote at length from the source, without addressing the issues raised in the question.

Level 2 ([4]–[6])

Answers will use the source to focus on the question in a limited way. For example, Sidmouth is concerned about the level of unrest in England. He even reflects on a worsening situation.

Level 3 ([7]–[10])

Answers will assess the usefulness of the source more competently. For example, they will use appropriate extracts from the source to answer the question. Sidmouth is Home Secretary, so in theory at least, he should be well informed about the state of law and order in England. The value of the source is enhanced by the fact that he writes in private, and conveys doubts about the capacity of the authorities to maintain law and order. By any circumstances, this is a remarkable admission, and his frankness suggests that he trusts his colleague deeply. He writes in November, and believes that onset of winter will increase distress.

Level 4 ([11]–[13])

Answers will fully utilise the content, date, motive and nature of the source to examine both its usefulness and its limitations. Good answers may remark on the context in which Sidmouth writes: the end of the wars against France, post-war slump, and the impact of the abolition of income tax and the Com Laws becoming manifest. However, the source is lacking for a study of unrest. Sidmouth gives no precise details about the numbers of people involved. Locations, times and the nature of unrest are vague. Indeed, the causes of unrest are left unclear.

AO2

[13]

- (b) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[6])

Answers may paraphrase or quote at length from both sources, showing little understanding in relation to the question.

Level 2 ([7]–[12])

Answers will contrast the content of both sources, pointing out, for example, that Source 1 regards the unrest as serious, while Bamford in Source 2 suggests that unrest is being channelled into political activity, not violence.

Level 3 ([13]–[19])

Answers will provide a more confident and complete contrast of both sources, explaining fully how they differ. Source 1 is from a home secretary, charged with the upkeep of law and order. Presumably, Sidmouth will treat any reports of unrest in the country with a sense of urgency and concern since it is to his office that contemporaries look to for public order. Bamford is more measured in his analysis of the revolutionary threat. Source 1 is “concerned”; distress is “extreme”, and a difficult winter is “expected”. Bamford suggests that Cobbett has successfully articulated the disaffection of the working class, whose writings are widely received, as indicated in the areas referred to. Source 1 raises the spectre of “our military authorities” being unable to cope if violence becomes more prevalent. Yet Bamford writes of “political clubs”, rather than rioting, occupying the energies of the working class. One significant difference between the sources is that Bamford indicates the kind of grievances which underpinned working class activity, such as their demand for parliamentary reform. However, while Sidmouth comments that “the distress of the people is extreme”, he offers no speculation as to why this is so, or even what form this distress takes.

Level 4 ([20]–[25])

In addition to a thorough account of how the sources differ, answers will analyse why they differ. As Home Secretary, Sidmouth relied on information from a variety of sources about the state of law and order. The analysis provided by spies could be unreliable. Bamford, however, writes some twenty years after the events, and can afford to be more reflective and assured in his interpretation of events. The tone of Source 1 differs from Source 2 for that very reason, namely the circumstances and time in which they were written. In 1816, the socio-economic impact of the end of the French Wars had materialised. The Corn Laws had been passed the previous year. By 1844, the outcome of events was well known, so a calculated retrospective account can be written. Candidates may reflect on the nature of the sources to indicate differences. Source 1 is a letter written to a colleague, thus Sidmouth is more inclined to voice anxieties which he may not do otherwise. Bamford’s published memoirs can draw on hindsight. Additionally, Bamford’s audience may invite comment. The caption reveals his strong radical credentials, which he may be seeking to enhance by portraying the working class as an intelligent articulate section of society, rather than a menacing rabble who turn to violence a solution to their problems.

AO2

[25]

(c) This question targets:

- (i) AO2:** the candidate’s ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (ii) AO1a:** the candidate’s ability to recall, select and evaluate historical knowledge and TO communicate in a clear and effective manner.

Indicative content:

AVAILABLE
MARKS

Level 1 ([1]–[5]) AO2, ([1]–[2]) AO1a

Answers will provide a vague and superficial account of how close the revolutionary threat was. Such answers may make a basic use of Sources 1 and 2.

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Candidates will use the sources in a confident manner to address the issue of revolutionary threat. Source 1 is clearly apprehensive about the potential of revolution, calling the distress “extreme”, and reflecting on the potential of the authorities to cope. Source 2, however, is more measured, pointing to a sober-minded working class, turning to political activity as an outlet for grievances. Good answers at this, or later levels, may reflect that the demands for parliamentary reform [Source 2] may have been regarded as “revolutionary” by the landed aristocracy yet a basic prerequisite for improvement by the lower orders. Similarly, the meeting in 1819 [Source 3] could have been regarded with alarm by the forces of conservatism yet perceived by reformers a legitimate outlet for working class grievances.

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Candidates will enhance their answers with some contextual knowledge of their own. Several details could be linked to the information in Source 1. Sidmouth writes in 1816, against the background of social and economic disaffection in the wake of the end of the French Wars. Mechanisation, demobilisation and the impact of the Com Laws of 1815 all contributed to outbreaks. Moreover, it is likely that Sidmouth’s perspective was influenced by spies who, in order to justify their role, stressed the revolutionary potential of the working class. Thus events such as Spa Fields, Luddite actions, March of the Blanketeers and the Cato Street conspiracy gave the impression that revolution was likely between 1815 and 1820. Answers should also utilise their contextual knowledge to show that revolution was unlikely. Sources 2 and 3 point to political activity, not violence. Many outbreaks of unrest in the period were at different locations, on different dates and spurred on by a variety of motives. Such circumstances do not indicate a “revolution”, in the sense of a coherent plan to overthrow the existing system. Source 3 suggests that the working class was not merely motivated by political disaffection but by more humanitarian concerns, hence the references to the Corn Laws and the Combination Laws.

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

Answers will assess the revolutionary threat more comprehensively. Candidates should provide a balanced account of the threat, pointing to the response of government. For example, while the government introduced the Six Acts and suspended habeas corpus, these measures were temporary, while the numbers arrested, imprisoned and transported were relatively low. Additionally, the introduction of social reforms such as the Factory and Truck Act indicate that the government did not believe that a revolution was likely.

AO2 [22]

AO1a [8]

68

Option 3

80

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

- 1 (a) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may offer a superficial narrative about the causes of the revolutions in Italy in 1848.

Level 2 ([4]–[6])

Answers may display competent knowledge but limited analysis of the causes of the revolutions.

Level 3 ([7]–[9])

Answers will begin to give a balanced and substantiated judgement of the significance of the election of Pope Pius IX in 1846 in bringing about the revolutions in Italy in 1848. He was considered to be a Liberal and after his election as Pope his initial actions appeared to confirm this view. He granted an amnesty for political prisoners, which resulted in the release of many who would later become leaders of the revolutions. He removed censorship of the press, introduced financial and legal reforms and even permitted the formation of a civic guard. This stimulated huge expectations among the ordinary people. Pope Pius IX was influenced by the ideas of Gioberti, a Piedmontese priest who believed that freedom from Austrian rule would result in the Princes in the Italian states uniting in a confederation under the presidency of the Pope. Answers at this level will also begin to refer to some of the other factors which contributed to the revolutions such as economic distress and nationalism.

Level 4 ([10]–[12])

Answers at this level will assess confidently the importance of Pope Pius IX in bringing about the revolutions in Italy in 1848 in relation to the other reasons. Answers should refer to the importance of economic grievances. Economically motivated riots occurred intermittently in 1847 and 1848 in the port of Livorno. Workers in Rome broke industrial machinery and widespread riots occurred in a number of other Italian cities in 1847–1848 due to food shortages. There was also high unemployment and grinding poverty in the Papal States. However, the majority of Italians were residing in the countryside. Italian agriculture was very inefficient and it was especially vulnerable to foreign competition. As in other parts of Europe, there were harvest failures and food shortages in the period leading up to the revolutions. Reference should also be made to the growth of nationalism, especially the influence of Mazzini and “Young Italy”. [12]

- (b) **This questions targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may offer a superficial narrative about the reasons for the failure of the revolutions in the Hapsburg Empire in 1848.

Level 2 ([4]–[6])

Answers may display competent knowledge but limited analysis of the reasons for the failure of the revolutions. Answers may refer to the loyalty of the army and mention some of the other reasons for the collapse of the revolts in the Hapsburg Empire but fail to develop them.

Level 3 ([7]–[9])

Answers will begin to give a balanced and substantiated judgement about the role of the army in explaining the failure of the revolutions in the Hapsburg Empire in 1848. They should note that the initial response of the Austrian Government to the revolutions but was one of panic. Metternich fled from Vienna on 13 March and two days later Emperor Ferdinand promised a constitution. However, the bombardment of Prague by Windischgrätz and the collapse of the Czech Revolution was the first sign that the counterrevolutionary forces were regaining their nerve. The growing confidence of the Habsburgs was reinforced by Radetsky's victory over the Piedmontese army at Custozza in July 1848. In fact, by July the court felt confident enough to return to Vienna. The victory of the counterrevolutionary forces was completed in October 1848 when the imperial forces under the leadership of Windischgrätz put down an uprising in Vienna. As a result, Felix Schwarzenberg, a soldier who considered it his mission to preserve the Habsburg Empire, became head of the Imperial Government on 21 November 1848. Answers at the top of this level will also make reference to some of the other reasons for the failure of the revolutions such as the divisions among the revolutionaries and weak leadership.

Level 4 ([10]–[12])

Answers at this level will assess in a confident way the importance of the loyalty of the army in explaining the failure of the revolutions in the Hapsburg Empire in relation to other factors such as the divisions among the revolutionaries. In Vienna, for example, there were serious differences between the liberals and more radical student groups. While the liberals wanted to set up a constitutional monarchy, the Student Academic Legion adopted a more radical stance, possibly even favouring the establishment of a republic. The divisions between the liberals and students were nicely shown by the invasion of Hungary in September 1848, a development staunchly opposed by the Student Academic Union. Divisions among the different nationalities also contributed to the failure of the revolutions in the Hapsburg Empire. For example, the Germans expected the Czechs to send representatives to the Frankfurt Parliament but the Czechs preferred to remain under the rule of the Hapsburg Empire. Answers may also refer to the weak leadership of the revolutionaries, mentioning perhaps the liberals in Vienna, mainly lawyers and bureaucrats, who favoured the introduction of constitutional monarchy.

[12]

- 2 (a) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

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 confine themselves to the content of the source and assess its usefulness with reference only to the information it provides.

Level 3 ([7]–[10])

Answers may not only cover the content of the source very well but will attempt to evaluate its nature.

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. One of the strengths of the source is that it was written by a witness who, although unnamed, knew Friedrich Hecker well and provides an excellent description of the character of one of the most important revolutionaries in Baden. He depicts Hecker as a “vigorous” and “full-blooded healthy man” who, although 37 years of age, resembled a “radical student activist”. He portrays Hecker as a charismatic leader who enjoyed the full support and loyalty of “the young men of western Germany”. The source also graphically illustrates the divisions within the revolutionary movement in Germany in 1848. It draws a distinction between the purposeful, vigorous and practical leadership of Hecker and the academic, bookish Liberals who “sit behind a desk” and were concerned exclusively with theoretical ideas rather than action. The source also shows the regional divisions in the revolutionary movement. It illustrates that the supporters of the revolution in Baden (where, of course, the German revolutions began) were more radical than their counterparts in the other German states. It contrasts the “young men of south and west Germany” who “have no use for theorists and their ideas” with the “young revolutionaries of the north, especially the Berliners” who were more moderate. However, the source has a number of limitations. Firstly, it was not written by Hecker himself but an anonymous supporter. The precise date of the source is also unknown, although it was written before Hecker’s unsuccessful revolt against the Grand Duke of Baden on 12 April 1848. It is also not clear whether Hecker was representative of the other revolutionary leaders in Baden. In fact, the source does not divulge the political ideas of Hecker or the type of government he would have established if his revolt had been successful. [13]

- (b) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[6])

Answers may, typically, paraphrase or quote extensively from both sources and show little understanding in relation to the question.

Level 2 ([7]–[12])

Answers may adequately contrast the content of the two sources.

Level 3 ([13]–[19])

Answers may not only contrast the content of the sources but make some attempt to explain why they differ.

Level 4 ([20]–[25])

Answers will not only highlight the differences in the content of the sources but also comprehensively compare the dates, authors, modes and motives of the two sources in explaining why they differ. In Source 1, an unnamed political activist is singing the praises of Friedrich Hecker, a radical Republican who shortly afterwards staged a revolt against the Grand Duke of Baden. He describes Hecker as “a full-blooded healthy man” who inspires and has a “rousing effect” on his supporters. He portrays Hecker as an active, vigorous man who wants to bring about “a drastic change in life in Baden”. In Source 2, on the other hand, Karl Mathy, a moderate leader of the Liberals who was later to become one of the leaders of the Frankfurt Parliament, is highly critical of Hecker and responds to Hecker’s claim that he was a hypocrite for supporting the current ruler, Grand Duke of Baden. According to Mathy, it was Hecker who was the true hypocrite because he is placing personal ambition above the “great idea of German unity”. While Hecker wants to achieve change by force and armed insurrection, Mathy argues that such actions will only divide the German people and bring about civil war. While both men seek changes to the political status quo in Baden, there is a vast difference between the nature of these changes and the methods by which Hecker and Mathy propose to bring them about. While the anonymous author of the political pamphlet views events purely from a regional perspective, Mathy sees the broader picture in the other German states.

The differences between the sources cannot be attributed to the dates because both are written the first week of April 1848. While Source 1 is a political pamphlet from an anonymous supporter of Friedrich Hecker, Source 2 is an extract from a speech by a leading Liberal politician in the Lower House of the Parliament in Baden. The sources differ primarily because of their different authors. The anonymous author of the article in the political pamphlet is a strong supporter of Hecker’s attempt to bring about radical changes in Baden. The author implies but does not explicitly state that these changes are to be achieved by using force. Mathy, on the other hand, is a more experienced and more moderate Liberal politician who has also worked as a newspaper correspondent and publisher. He wants to unite Germany but appears loath to use violence to achieve this aim. He has a broader vision of Germany unity which goes beyond the narrower regional perspective adopted by Hecker and his supporters. [25]

(c) This question targets:

- (i) **AO2:** the candidate's ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (ii) **AO1a:** The candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Indicative content:**Level 1 ([1]–[5]) AO2, ([1]–[2]) AO1a**

Answers may paraphrase or rely on quotations from the sources. Knowledge of the reasons for the failure of the revolutions in Germany in 1848 will be superficial (AO2). The answer will be characterised throughout by defects in accuracy, organisation, spelling, grammar and punctuation (AO1a).

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Candidates may draw on the sources and their own knowledge to examine to what extent divisions among the revolutionaries were responsible for the failure of the revolutions in Germany in 1848. Source 1 shows that, although both Liberals and Republicans wanted to change the political status quo in Baden, there were deep divisions between them. It also illustrates that the revolutionary forces in Germany were divided by regional particularism. Source 2 reinforces the idea of divisions among the revolutionaries by illustrating the personal enmity between Hecker and Mathy. Source 3 reveals that, although a minority of the revolutionaries wanted to overthrow the existing governments, the majority of the liberals supported a moderate settlement without wide-ranging social changes (AO2). The answer may have frequent lapses in accuracy, organisation, spelling, grammar and punctuation (AO1a).

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Answers will combine the content of the sources with their own knowledge in a confident way. (AO2). They may explore the extent to which divisions among the revolutionaries contributed to the failure of the revolutions by examining some of the problems encountered by the Frankfurt Parliament. A key issue was whether Austria was to be excluded from the future Germany. Significantly, 74% of Catholic deputies opposed the exclusion of Austria, while 71% of Protestants supported it. Divisions among the deputies were also regional in nature: the majority of those from Prussia and the North German states supported a 'Little Germany', while those from Austria and most of the South German states demanded the inclusion of Austria in Germany. While divisions on ideological grounds also existed (see Sources 1 and 2), they were less important than those of a religious or regional nature. Answers at this level will show an awareness of other factors which contributed to the failure of the revolutions such as the inexperience and shortcomings of its leaders. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses (AO1a).

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

The three sources will be successfully integrated into a comprehensive assessment of the extent to which divisions among the revolutionaries were responsible for the failure of the revolutions in Germany in 1848 (AO2). Answers at this level will examine closely the other factors which contributed to the demise of the revolutions. Of particular importance was the fact that the armies continued to be loyal to the rulers of the German states throughout the revolutionary period between March 1848 and April 1849. They may also note that the rulers of the German states were able to regain control during the second half of 1848 by a dual strategy of making some concessions, while also employing coercive measures. Public works schemes were introduced to help the unemployed, while, on the other hand, the Civic Guard in Berlin shot peaceful demonstrators in October 1848. Answers may also refer to the academic nature of the 574 delegates who made up the Frankfurt Parliament. Some 80% were graduates, while just four artisans and one peasant sat in the Parliament. It took delegates almost a year to draft a constitution and in this time the revolution lost momentum. The delegates had little interest in meeting the economic grievances of the peasants and artisans even though the revolutions of 1848 would not have enjoyed initial success without the support of these groups. Knowledge of the topic will be well informed and the answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar and punctuation (AO1a).

AO2

[22]

AO1a

[8]

**AVAILABLE
MARKS**

68

Option 4

80

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

- 1 (a) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers will reveal a superficial awareness of the reasons for the Nazis’ rise to power in the period of the political crisis of 1930–1933.

Level 2 ([4]–[6])

Answers will reveal knowledge of the third phase of the Weimar Republic but with limited analysis.

Level 3 ([7]–[9])

Answers will reveal a satisfactory selection of evidence for the proposition in the question. As the economic and political crisis unfolded the Nazis not only made a national electoral breakthrough in September 1930 with 107 seats in the Reichstag but by July 1932 had become the largest party in the chamber with 230 seats and over 37% of the vote. Skilful propaganda highlighting anti-Weimar, anti-Versailles and anti-communist attitudes had produced a wide range of supporters who included peasants, artisans, shopkeepers, public employees and a significant minority of the industrial working class. With such electoral support Hitler was able to put pressure on President Hindenburg to appoint him Chancellor and would not have been considered without it.

Level 4 ([10]–[12])

Answers will not only select appropriate evidence for the factor highlighted in the question but will assess its importance in the light of other relevant factors to offer a balanced interpretation. Without the economic and political consequences of the 1929 depression the Nazis would probably not have experienced an electoral take-off. Mass unemployment had a great impact on the views of many Germans and how they consequently voted. Hitler’s ultimate appointment was however due to political intrigue. In August 1932 Hitler had failed to be made chancellor despite having over 37% of the popular vote and in November 1932 the Nazis’ share of the vote dropped to 33%. Hitler did not have a majority in the Reichstag and had to persuade President Hindenburg to appoint him. The President had been using Article 48 since 1930 to sustain governments that were unable to get their legislation through the Reichstag but before 1933 he was not prepared to appoint Hitler. However, by January 1933 Hindenburg changed his mind and appointed Hitler. Right-wing nationalists felt they could use the Nazis’ electoral support to channel the political system in a more authoritarian direction and that Hitler could be controlled by President Hindenburg. Hitler came to power because Hindenburg legally appointed him chancellor. There was nothing inevitable about Hitler’s triumph. While the economic depression 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.

AO1b

[12]

(b) This question targets AO1b: the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

AVAILABLE
MARKS

Indicative content:

Level 1 ([1]–[3])

Answers will give a superficial account of the Nazi consolidation of power in 1933–1934.

Level 2 ([4]–[6])

Answers may produce competent knowledge of the Nazi consolidation of power in 1933–1934, but with limited analysis.

Level 3 ([7]–[9])

Answers will assess the importance of the Enabling Act of March 1933 in the Nazi consolidation of power. This measure effectively did away with parliamentary procedure and legislation and transferred full powers to the chancellor and his government for four years. Dictatorship was grounded in legality. As it was passed by 444 to 94 votes it had the necessary 66% majority that a constitutional amendment required and Hitler could now proceed to create a one-party dictatorship. The “Legal Revolution” had begun.

Level 4 ([10]–[12])

Answers will assess the importance of the Enabling Act as a legal measure in comparison with other developments within the period. Legal means could also be illustrated by reference to the Decree of the Reich President for the Protection of the Nation and State in February 1933 after the Reichstag Fire, 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. The use of terror as a method in the process could be illustrated by 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.”

AO1b

[12]

12

- 2 (a) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[3])

Answers may provide limited explicit comment or 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 with reference only to the information it provides. According to the information within the source, Hitler was a major participant with Goebbels in orchestrating and directing the pogrom and according to Goebbels' suggestions it had the full support of the German people. It is alleged that Hitler was consulted at the outset, that he ordered that the police were not to intervene, that he commanded the arrest of 30,000 Jews, that he concurred with everything and that the Führer had undisclosed extreme future plans for the Jews. If Goebbels' account can be relied upon, it suggests that Hitler was more involved in perpetrating Crystal Night than was originally thought. If the bulletins can be trusted, it appears that 15 synagogues were burnt in Berlin, while Goebbels witnessed the destruction of property in Munich as he drove back to his hotel.

Level 3 ([7]–[10])

Answers will not only discuss the content of the source but its utility with reference to date, author, mode, motive, audience and tone. A leading Nazi who is close to Hitler gives his perception of what took place on Crystal Night in a personal account written within 24 hours of the events. A major motivation of the author seems to be to suggest that the pogrom had the spontaneous popular support of the people with the use of phrases such as "public anger", "people's fury" and "entire nation" when the tone of the extract is assessed.

Level 4 ([11]–[13])

Answers will not only cover the strengths of the source but also its potential limitations. This is a diary entry by the Nazi Propaganda Minister who portrayed the pogrom in the newspapers as the will of the German nation when in fact it was orchestrated by the Nazi leadership. In this extract Goebbels seems to be continuing to engage in propaganda, even though this was a personal account, which suggests that he may have had the intention in the long term of publishing his diaries. If this was the case he wanted his diary to confirm the myth of his 1938 propaganda. This is only one person's perception of what took place that evening, and given who the author is, must be treated with caution. It could be suggested that Goebbels believed his own propaganda. Other sources would need to be consulted to gain a more informative insight as to what happened across the whole of Germany rather than just in Berlin and Munich. From their contextual knowledge candidates might point out that the source does not inform them as to the causes of the pogrom. Any plausible limitations should be rewarded.

AO2

[13]

13

- (b) **This question targets AO2:** The candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[6])

Answers may demonstrate limited comparison and interpretation.

Level 2 ([7]–[12])

Answers by concentrating on the content of the two sources will demonstrate that they are contrasting. While Source 1 suggests widespread support and participation by the population with regard to the pogrom, Source 2 suggests an alternative perception with evidence of criticism of the pogrom leading to arrests and in some parts of Bavaria no involvement by some local communities. Some Germans opposed the pogrom and helped Jewish women and children.

Level 3 ([13]–[19])

Answers will demonstrate how the sources differ. They will explicitly contrast the content of the two sources but also contrast them in terms of author, date, mode, tone, motive and audience rather than write two separate descriptions of each source. Source 1 is a diary entry from the evening of Crystal Night by a Nazi who has played a major role in initiating the pogrom suggesting popular consent, whereas Source 2 is an internal Social Democratic Party report written five days after the Night of Broken Glass reflecting on their perception of dissent towards the pogrom.

Level 4 ([20]–[25])

Answers will not only contrast the content and nature of the sources to demonstrate how they differ but will offer a satisfactory explanation as to why they differ. Examiners should reward any plausible explanations. Primarily the sources are different because of the ideological perspectives of the authors, their motives and their attitudes to Nazi anti-semitism.

AO2

[25]

15

- (c) **This question targets:**

- (i) **AO2:** The candidate's ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (ii) **AO1a:** The candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 ([1]–[5]) AO2, ([1]–[2]) AO1a

Answers will paraphrase and fall back on quotation. Assessments of the impact of Nazi policies on the Jews will be superficial. (AO2) The answer will be characterised throughout by defects in accuracy, organisation, poor spelling, grammar and punctuation. (AO1a).

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Answers will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar and punctuation (AO1a). Answers will just concentrate on information supplied by the sources and will therefore be restricted to the legal discrimination of the 1935 Nuremberg Laws and the 1938 pogrom (AO2).

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Answers will select satisfactory evidence from their own knowledge but not refer to all three sources (AO2). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses (AO1a).

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

Candidates will successfully integrate at least one appropriate reference to each source into a comprehensive assessment of the consequences of Nazi policies towards Jews not only in Germany in the period 1933–1939 but also the wider European dimension in the period 1939–1945. Outstanding candidates will illustrate the radicalisation (a policy of increasing severity) of Nazi anti-semitism throughout the whole period developing through the different phases of racial repression such as: spontaneous terror, economic boycott, legal discrimination in employment, the denial of civil rights with the Reich Citizenship Law of 1935, biological discrimination with the Law for the Protection of German Blood as in Source 3, confiscation of Jewish property, the 1938 pogrom as in Sources 1 and 2 and forced emigration before the outbreak of war in 1939. Then in the war years: resettlement, deportation, creation of ghettos, extermination in occupied areas leading to genocide and the implementation of the Final Solution after the Wannsee Conference of 20 January 1942. By 1945 probably six million European Jews had been murdered in the Nazi attempt to exterminate a whole race in what came to be known as the Holocaust. Nevertheless the Nazis did seem to have a gradualist approach to their anti-semitic policies over the whole period (AO2). Knowledge of the topic will be well informed and the answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar and punctuation (AO1a).

AO2
AO1a

[22]
[8]

68

Option 5

80

Total

80

**AVAILABLE
MARKS**



Rewarding Learning

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

History

Assessment Unit AS 2

assessing

Module 2

[ASH21]

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.

(Answer **one** question)

- 1 (i) This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will typically be inaccurate, superficial and offer unclear descriptions about of the differences between the Old English and Gaelic Irish economies. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to identify that whilst both economies were based on agriculture, tillage was not widely carried out in Gaelic Ireland, whereas the Old English relied more on trade. Gaelic lords benefited from coshering (free hospitality, as long as supplies held out), *bonaght* (levy for the upkeep of soldiers) and *coign and livery* (food and lodging for men and horses). In the Old English areas rents and costs were fixed. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility in a limited manner without development.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the main differences between the two economies. In Gaelic Ireland wealth was still measured in terms of the amount of cattle owned. The local economy was organised in open farm clusters, the *clachan*, worked in rundale. The “infield”, near the clachan, had strips and was cultivated. Beyond this lay the “outfield”, the grazing lands of the cattle and sheep. On the other hand, in the Old English areas, a cash economy was developing based on mixed farming, along manorial lines (farm villages centred round the church and mill). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main differences between the two economies. Very good answers may note that the differences between the two were not as marked as was once thought. Old English merchants conducted much of the trade in Gaelic Ireland. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Earl of Kildare and Henry VIII.

Level 2 ([6]–[11])

Answers will start to assess in general terms to what extent the power of the Earl of Kildare in Ireland in the period 1520 to 1533 depended upon the support of Henry VIII. The Earl of Kildare was only Lord Deputy for part of this period but the Kildares still remained influential in Ireland even when not in power as he was a major landowner as well as having good relations with many Old English and Gaelic leaders. The influence of Henry VIII in Ireland was limited as Royal government was effective in real practical terms in only a very limited part of Ireland, the Pale and in other parts of the island its effectiveness varied to a greater or lesser extent. Some reference may be made to the financial and military support that was needed from the Old English to keep order. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more detailed and start to reach a judgement on whether the House of Kildare relied solely on the support of Henry VIII in this period. Throughout this period, despite many disputes, the House of Kildare was very influential in Ireland as they were married into powerful families such as the Burkes, Butlers, and O'Neills of Ulster. The Earl of Kildare also enjoyed good relations with Henry VIII at times in this period as the King struggled to control Ireland. During most of the period 1520–1533 Old English magnates were appointed as Lord Deputy. This generally ensured that Old English military forces were put at the service of the royal government. When the Earl of Kildare was Lord Deputy, members of the Old English community were more prepared to support the royal government. Although Gaelic Irish clans launched periodic raids on the Pale, throughout this period, they were less likely when an Old English Lord Deputy was in power backed by his own troops (which normally included a sizeable number of Gaelic Scots, known as "galloglasses"). The greater Irish Lordships, just like the Old English ones, were substantial and with formidable powers. Answers at this level may lack balance at times in knowledge or in argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about the power of the Kildares and their support from Henry VIII. Answers could refer to the appointments of the Earl of Surrey (1520–1522) and Sir William Skeffington (1530–1532) Henry, Duke of Richmond (1529) as Lord Deputies. All were sent to Ireland with grand plans to extend royal power and revenues. However, neither achieved their aim largely due to lack of support from the Old English. Surrey advised that royal government could not subdue Ireland without a large army of between 2500 and 6000 men, a network of castles and towns

and a thorough scheme of colonisation. Henry was unwilling to spend money on such costly enterprises. This forced the King to rely on the support of the Kildares if he was to have any measure of control of the Gaelic Irish in this period. When Kildare was Lord Deputy in this period he controlled royal finances and military forces which strengthened the influence of the Kildares.

AO1b

[22]

30

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will typically be inaccurate, superficial and offer vague and unclear responses about the Earl of Surrey. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to identify some of the reasons why the Earl of Surrey Lieutenancy of Ireland ended in 1522. Surrey advised that royal government could not subdue Ireland without a large army of between 2500 and 6000 men, a network of castles and towns and a thorough scheme of colonisation. Henry was unwilling to spend money on such costly enterprises. Henry had expected that Surrey's administration might have been completely financed from Irish revenues but in the Irish Parliament of 1521 the Old English refused to vote taxation and Surrey was forced to fall back on coign and livery, which in turn drew him into intrigues and interfamily fractions. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the reasons why Henry VIII ended Surrey's role in Ireland in 1522. They could refer to the fact that Surrey arrived in Dublin when the city and its hinterland was afflicted by plague. There were some deaths among his family and retainers and this demoralised him. Royal government depended on the support of the Old English. Old English magnates were usually appointed as Lord Deputy. This generally ensured that Old English military forces were put at the service of the royal government. When the Earl of Kildare was Lord Deputy, members of the Old English community were more prepared to support the royal government. Although Gaelic Irish clans launched periodic raids on the Pale, throughout this period, they were likely to be less likely when an Old English Lord Deputy was in power backed by his own troops (which normally included a sizeable number of Gaelic Scots, known as "galloglasses"). For such reasons Surrey asked Henry to recall him to re-instate Kildare. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the reasons why the Earl of Surrey was recalled in 1522. Henry admired the martial talents of Surrey, a former Lord Admiral and planned to use him in an invasion of France in 1522. Surrey got the recall that he asked for from the King, which ended his Lord Lieutenancy of Ireland in 1522. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Old English.

Level 2 ([6]–[11])

Answers will start to assess in general terms to what extent the Old English can be seen as a single unified group between 1520 and 1533, e.g. the rivalry between the Kildares and other Old English families. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about to what extent the Old English can be seen as a single unified group in this period. The Old English were dominated by the power and influence of the Kildares who had widespread authority over much of Ireland, especially when they were the Lord Deputy. However, throughout this period there was rivalry for power and influence between the Kildares and the Burkes in particular over the Ormond inheritance. Ormond was also angry that Kildare refused to act against Desmond over his foreign intrigue, e.g. France. Throughout this period, Henry VIII struggled to control Ireland due to the divisions amongst the two most powerful Old English families and their allies. Answers may lack balance at times with some gaps in knowledge or they may ignore one of the four powers involved.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about to what extent the Old English can be seen as a single unified group in this period. The Kildares by 1520 had a great political and economic influence across Ireland as well as developing powerful links with Gaelic Lords, e.g. O'Neills of Tyrone. Another powerful Old English family was the Butlers who were great rivals of the Kildares in this period especially over the actions of Desmond. There were great differences between the Old English and some branches of the Kildare family even copied Gaelic practices and customs. The Kildares were prepared to uphold the authority of the King in Ireland so long as it did not threaten their own position or interests.

AO1b

[22]

30

- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions of the state of the Irish Church or the implications for Ireland of the Reformation in England. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to identify some of the reasons why Henry VIII introduced the Reformation in Ireland. Answers could refer to problems within the church, such as: the Irish bishops, abbots and priors were not appointed for their virtue or learning but because of their political connections. They were worldly men, who sometimes raised and led troops, and some of them were active in the Dublin administration. The parish clergy received a limited education at monastic schools and could barely say Mass or administer the sacraments let alone preach or teach. They were so poor that they had to farm to make a living. There was much neglect of duty, irregularity of life and some extortion. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the reasons why Henry VIII introduced the Reformation. As well as there being poor leadership from the clergy, the laity, with little religious instruction, was largely content with the Church. Unlike England and other European countries, Ireland had no reform movement to remedy the abuses, so if change were to come, it would have to be imposed from outside. Henry wanted to impose on Ireland the same changes as he had driven through England. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be better informed and show a clear awareness of the reasons for Henry introducing the Reformation in Ireland. Henry wanted to assert the principle of his sovereignty. This had been an issue in England and Henry had his claim of control over the Church established there. Now he wanted to establish it in Ireland too: in Ireland the nature of Henry's authority had added significance, as the reality of it was still in question. Ominously for Henry, the Geraldine rebels had proclaimed that they were in support of the papacy against a schismatic King. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding giving little more than a narrative about the activities of Skeffington and Grey in this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of how these two men tried to bring Ireland under control in this period. They could refer to some of the following points: Sir William Skeffington came to Ireland in October 1534 when the rebellion of Silken Thomas, started in June 1534, was in full swing. Lord Thomas Fitzgerald, now becoming the tenth Earl of Kildare was in command of the Pale and, through renewal of the alliances of his predecessors, large parts of the rest of the country as well. He crushed the rising by seizing the great Geraldine stronghold, Maynooth Castle, in March 1535 and by August the rebellion of the most powerful of the Old English families was over. His successor Grey took up where Skeffington left off and by a series of military expeditions between 1536 and 1540 enforced Tudor rule on the Gaelic Irish lords. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited at times and lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about the success of both commanders and they may argue that, in terms of the number of campaigns and their geographical scope, Grey might be judged to have been the more successful commander. The answer may mention, for example, in connection with Lord Grey some of the following: in 1536 he attacked the O'Briens and destroyed the crossing place from Thomond to Tipperary. In 1537 he took Dangan castle in Offaly and Athlone Castle. In 1538 he was in Offaly again, and in Carlow, and forced the submission of O'Connor and McMahon. Also in 1538 he probed as far as Galway strengthening the municipalities of Limerick and Galway in a thirty-eight day campaign. In May 1539 he was in Armagh. He attacked an alliance of Ulster Lords who had attacked the Pale and defeated them at Carrickmacross as they retreated. He traversed through Munster in the autumn of 1539 and obtained the submission of the Gaelic chiefs. In February 1540 he again entered Ulster and destroyed Dungannon, the seat of the Tyrone lordship. Answers at this level may lack balance at times in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and attempt to reach a judgement. Skeffington's task might be said to have been more difficult because when he arrived much of the country was out of royal country whereas Grey was able to work from a secure starting point. Skeffington had to spend his first winter in Dublin in poor health with his army in poor morale and indiscipline. On the other hand he did have 2300 troops and heavy artillery and his success at Maynooth was down to the treachery of its constable. This may be countered by the fact that he took the castle at Dungarvan Co Waterford and transferred it from the Fitzgeralds to the Butlers. Grey moved into the huge vacuum opened up by the fall of the House of Kildare. But he was an impatient and frenetic Lord Deputy and despite his ubiquitous presence all over Ireland, the arrangements that he came to with Gaelic chiefs that submitted to him proved fragile and

insubstantial. He showed the power of the new order but did not accomplish any more than temporary local adjustments. He was accused by the Butlers of letting his nephew, Gerald, the new head of the House of Kildare, to escape to the continent and of being too easy on the Gaelic chiefs who had been old allies of the House of Kildare. His practice of billeting his troops and supplying them from the Pale made him unpopular. Although his campaigns were more spectacular than Skeffington's, they were not as durable in their results.

AO1b

[22]

AVAILABLE
MARKS

30

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions of Surrender and Regrant. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to identify some of the aims of Surrender and Regrant. The Gaelic Irish obtained a full pardon and an English-style title in return for their submission to the Crown and acceptance of English law. The Gaelic lords promised to banish “idle swordsmen” from their territories thus increasing security. This was a move to a conciliatory policy and promised the English government increased power in Ireland with the need for less financial and military resources. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the aims of the policy of Surrender and Regrant. As well as the government obtaining benefits from the policy, the Gaelic Irish lords stood to gain as well. The Gaelic Irish were granted all the land in their lordship for life, instead of just owning a small personal estate within it; moreover, since the whole lordship now belonged to them, they could, under the English law of primogeniture, pass it all to their heirs. These changes would increase their own power within their lordships. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the aims of the policy of Surrender and Regrant. Fighting a war on two fronts with France and Scotland, the English government did not have to provide the same level of scarce military resources. Indeed, 1000 kerne were enlisted for English service in France. Although superficially it looked as though the Gaelic Irish might be strengthened by Surrender and Regrant, in fact it worked to their disadvantage. In future, if a Gaelic lord were to rebel, or be considered to have rebelled, he would see all his land confiscated to the Crown, who could grant it to someone else. Surrender and Regrant set the scene for the demise of the Gaelic lords which is what the crown set out to achieve. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported assertions about the attempt to impose royal authority in Ireland and religious policies.

Level 2 ([6]–[11])

Answers will display a general understanding of the failure of Henry’s religious policies and whether this was the least successful aspect of his attempts to control Ireland. Answers may provide some detail on the limits of royal power and the inability of Irish Deputies to impose the religious policies. Only in the Pale was there any real change implemented but even here many elements of popular religion, and some monasteries, survived. Change was confined to issues of ecclesiastical authority, jurisdiction and patronage and transfer of monastic lands rather than doctrinal belief and practice and church renovation. Consequently, the religious policies were a poor means of imposing royal authority. At this level there may be some reference to other means used to impose royal authority such as surrender and regrant. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited at times and lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about to what extent Henry VIII’s religious policies were the least successful aspect of his attempts to control Ireland. When discussing the failure of the new religious policies, answers at this level may comment that those entrusted with implementing reformation, Grey, St Leger and Archbishop Browne, delayed, preferring to move slowly with consent. By 1547 only half of the monasteries had been dissolved. Answers at this level would be expected to introduce discussion of other means used in the attempt to impose authority. Some of the following may be mentioned: the Lord Deputy would always be an Englishman under strict royal direction, and Ireland would no longer be ruled by an Irish-born nobleman in the manner of an independent kingdom; the nature of Henry’s kingship changed; Henry subdued Ireland militarily; the New English were encouraged to come to Ireland and take up senior posts in government, the judiciary and the church. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and reach a sustained conclusion. The answer will refer to the period from 1534 to 1547 and evaluate the extent to which Henry VIII’s religious policies for Ireland failed in relation to other examples of his attempts to implement royal authority in Ireland.

AO1b

[22]

30

Option 1

30

AVAILABLE
MARKS

(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague generalisations about Ulster on the eve of the Plantation. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the steps taken by the English government between 1607 and 1609, e.g. land surveys and confiscation of Gaelic owned land in Ulster. The Flight of the Earls was quickly interpreted as treason which allowed the government to confiscate their land. There may be some discussion of the surveying of the lands, the publication of plans and rebellion of Sir Cahir O’Doherty, which gave the government the opportunity to extend the plantation to Donegal. Officials were sent out to survey the land. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility in a limited manner without development.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the steps taken by the English. They could refer to the arrest and imprisonment of Donal O’Cahan and Sir Niall Garbh O’Donnell which gave the government the opportunity to extend the plantation even further. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the steps taken by the government before implementing the Plantation of Ulster between 1607 and 1609. Answers at this level may note a reversal of earlier government policy, which had recognised followers of the earls as freehold tenants, but now treated all the land over which the earls had exercised authority as belonging to the earls and therefore available for confiscation. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding about how the London Companies were obliged to bring tenants from England and several thousand arrived after 1610. There may be no discussions of the limitations to the success of their efforts.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of the obligations and conditions placed on the London Companies. For example, the Companies were to plant the existing county of Coleraine, and develop Derry and Coleraine and other urban sites. The London Companies were to attract Protestant tenants and artisans and have no Catholic, Irish tenants on their lands. The government was concerned about how to best secure what was formerly and recently O’Cahan’s country. There was an expectation that the London Companies would use their capital to develop the trade of the North West and realise the commercial potential of the area. There may be limited analysis and some digression. There may be an awareness of the difficulties they faced. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement of both the success and the limits to the success of the Companies and the patchy nature of their progress. The Companies took their responsibilities for the towns of Derry and Coleraine seriously enough, but this was not the case for the rural areas in the new County Londonderry. The allocation should have meant in theory that 60% of the new county was forbidden to the Irish but in practice the Londoners made little effort to replace them. There should be an appreciation that the Companies faced the same difficulties as all the other categories of planters and all experienced the same degree of success: the indispensability of native Irish as tenants and labourers – a ready source of rents and labour; the failure of preliminary surveying which gave planters more land than they expected; the failure to appreciate that a ballyboe (townland) represented 60 acres of profitable land so that the allocation of certain number of acres was much larger than anticipated; the difficulties of certain environments, the hostile native population. Consequently, the familiar pattern of native occupation interspersed with colonial settlement appeared in County Londonderry as well as other parts of Ulster. In February 1635, the Court of Star Chamber ordered the city of London to pay a fine of £7,000 and surrender their patent to Londonderry because they had failed to replace the native population of the area with British settlers in accordance with the general conditions of plantation. Answers at this level may lack balance at times in knowledge or in argument.

Level 4 ([18]–[22])

Answers will be more comprehensive and provide a substantiated assessment of the success of the Companies and will be able to demonstrate the extent and limits to their success. Answers at this level should evaluate the success of the London Companies in comparison with other groups involved in the Ulster Plantation by 1636.

AO1b

[22]

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- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear generalisations about the native Irish: that they were known as the “Irish of good merit” because they were trusted by the English and Irish governments and permitted to play a role in the scheme of plantation. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the conditions that they were required to fulfil. They should recall some of the following: they were required to pay double the rent of the Undertakers, build houses and adopt English farming methods. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the conditions “The Irish of Good Merit” had to fulfil to participate in the plantation. The rent for Undertakers was £5.6s.8d per 1000 acres but the native Irish had to pay double this rate, that is £10.13s.4d They were obliged to break up their grant into freeholds and tenancies. They received their lands from the Crown by the onerous tenure of knight service, rather than by the common socage that was made available to Undertakers and Servitors. Knight service involved their heirs (though not themselves) in taking the Oath of Supremacy. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the conditions demanded by the native Irish as part of the plantation. Answers may discuss the expectation that the native Irish would act as role models and agents of change for how Ulster was expected to develop. The following were expectations rather than stipulations. The “Irish of good merit” were expected to maintain residences appropriate to their status as principal landowners under the Crown and furnish them and attire themselves in the English style and seek knighthoods and titles of nobility. The English and Irish governments believed themselves to be acting leniently towards the native Irish allowing them to be excused the Oath of Supremacy and with no obligations to bring in English or Scottish tenants and in granting some very large proportions to some favoured individuals. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Ulster Plantation.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of how far the political objectives of the English government in Ulster were met by 1636. There may be some appreciation of the religious composition, and consequent political allegiance, of the new planters, their representation in the Irish Parliament and dominance in local government as sheriffs and JPs. Answers will display some appreciation of the limitations to political change. For example, Undertakers, Servitors and the London Companies found it difficult to colonise their allocations with the full number of Protestant tenants and were therefore not so well supported and secure. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about the nature of political change in Ulster by 1636. Borough charters were quickly granted to a number of towns that had the potential to develop. These boroughs were controlled by Protestants and returned Protestant MPs to the Irish Parliament. At this level there may be some appreciation of, for example, the existence of the “Irish of good merit”, the patchy and incomplete nature of the colonisation to support the new landlords. The failure to attract the full quota of settlers prompted Wentworth to enquire into the progress of colonisation, challenge the planters and remove Presbyterian influences in the Church of Ireland. Answers may deal in more detail with the growing political tensions caused by disillusionment of the “Irish of good merit”, the presence of wood kern and the pressures upon the new leaders from the interference of Wentworth in land ownership. Answers may lack balance at times with some gaps in knowledge or they may ignore one of the four powers involved.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation about to what extent the English government had achieved all of its political objections in Ulster by 1636. They could refer to the changing conditions of the 1630s. Wentworth was forced to act against defaulting the Undertakers and the London Companies. The political life of the Province changed when Ulster Presbyterians sided with their co-religionists in Scotland and were beginning to be viewed as an obstacle to Wentworth's plans for Ireland. Consequently he sought to remove Presbyterian influences from the Church of Ireland. Also, the political life of Ulster polarised in the 1630s as some of the original settlers sold out and new ones, who did not co-exist so amicably with the Gaelic Irish, took their place.

AO1b

[22]

30

- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate and offer vague and unclear generalisations about the “Old English” and the parliament of 1613–1615. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the following points such as: the government planned to use the parliament to pass recusancy laws, it created forty new boroughs in order to manufacture a Protestant majority. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to identify some of the reasons why the “Old English” disliked the parliament such as some of the following points: the detail of the recusancy laws; the fact that 18 of the boroughs were in Ulster where there was little more than plantation villages; the refusal of the government to change its plans either before or during the parliament and when the English government finally compromised, the concessions were insufficient to prevent a Protestant majority; they could see that a permanent Protestant majority was certain in future and that the Old English, who preferred to work by constitutional methods, were denied a proper forum to air their grievances. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the reasons why the “Old English” disliked the parliament: the way the governments of Ireland and England had acted confirmed, at this early stage in the reign of James I, that they did not distinguish between the Catholic “Old English” and the Catholic native Irish, despite the almost consistent historic loyalty of the former. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding making unsupported assertions about “The Graces” and the “Old English”. There may be little discussion of the weaknesses of their position under Wentworth's administration.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of the position of the “Old English” and what they stood to gain by “The Graces” and may refer to the repeated procrastination by the government in having “The Graces” confirmed by parliamentary statute. There will be some awareness of Wentworth’s new policy to play off the New English against the Catholics in order to further the King’s interests. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited at times and lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about to what extent “The Graces” were responsible for poor relations between the “Old English” and Irish government in this period. Charles I in 1628 granted concessions relating to “Old English” grievances such as land security in return for the Irish giving the King a financial subsidy, is known as “The Graces”. However, by 1633 Wentworth was refusing to call a parliament to ratify “The Graces” which angered the “Old English”. Answers may refer to some of the other reasons why the Old English were displeased: for example, general lack of tolerance and the decision by James I to allow recusancy fines, the artificially contrived Protestant parliamentary majority since 1613, the Court of Wards and the proposed Plantation of Connacht. Answers at this level may lack balance at times in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation about to what extent “The Graces” were responsible for poor relations between the “Old English” and Irish governments by 1636. Answers will provide a suitably comprehensive and substantiated explanation of the attitude of the “Old English” towards Irish governments, demonstrating an understanding of their diminished power and status since 1603. They will have a full awareness of to what extent “The Graces” were responsible for poor relations between the “Old English” and Irish governments between 1613 and 1636.

AO1b

[22]

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- 4 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear generalisations about the Jacobean Plantations. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the steps taken by the English government to introduce plantations outside Ulster. They could refer to some following points: that the government sought to strengthen the Protestant interest by a further policy of plantation based on ancient royal claims and that this was at the expense of the native Irish in Wexford,

Leitrim, Longford and King's County, Queen's County and Westmeath. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be better informed and identify some of the steps taken by the English government. They could refer to the incomplete nature of the plantation process, some of which was deliberate, as James did not wish to alienate existing occupants and so reserved some of the land for them. Only one quarter of the land in each county, in which the crown title had been proved, was to be planted. Those receiving such grants of land were not permitted to sell it on later. However, there was no requirement to introduce Protestant tenants. What was seen as crucial for these plantations was more the personal presence of the planters, setting an example of English living, rather than the presence of a large British tenantry. Land which was not subject to plantation, i.e. the remaining three quarters of land found to belong to the Crown, was distributed in freehold to more significant individuals under similar restrictions. And the "inferior" natives were converted into leaseholders. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main steps taken by the English government in Ireland. Plantation grants were subject to stringent building regulations: houses were to be built in streets, with chimneys, gardens and orchards and one sixth of the rural allocation was to be enclosed and hedged and a proportion of hempseed cultivated. King James I had reached the conclusion that control over Ireland could be securely established only by extending the area of plantation outside Ulster. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding making unsupported assertions about Wentworth and fail to see much consistency in his actions.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of the consistency of Wentworth's policies and could refer to Wentworth's objectives and appreciate that the underlying theme of his administration was to strengthen royal power in Ireland. First in the area of government finances: Wentworth, with his thoroughness and devotion to the Crown, could make Ireland a place of profit and security to the English Crown. This is seen in his success in raising finance from the Old English and from six parliamentary subsidies without having to legislate for all of "The Graces". Then there was his desire to show that Crown interests of the New English, as seen in the humiliation

of Cork and Mountnorris. Then again, he wished control over the Church of Ireland. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited at times and lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about the consistency of Wentworth’s policies and refer to some of his goals and methods. There will be some awareness of Wentworth’s new policy to play off the New English against the Catholics in order to further the King’s interests. Answers may deal with his financial policies in greater detail, mentioning, for example, his revision of the system of assessment so that each parliamentary subsidy would yield greater income and his discouragement of the Irish woollen industry: his hold over the Irish government and punitive measures against Ulster planters and the assertion of control over the doctrine and discipline over the personnel of the Church of Ireland by the appointment of Bramhall and the introduction of the Thirty-Nine Articles, English Canons of 1604 and reforms of Trinity College. Extension of royal power can be witnessed too in his proposed plantation of Connaght. Answers at this level ought to make connections between these different policy areas but they may lack balance at times in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about the consistency of Wentworth’s policies. They should be aware of the objectives of Wentworth’s administration in Ireland with good appreciation of his famous maxim. “The truth is we must bow and govern the native by the planter and the planter by the native”, noting how such policy also had the effect of building a united opposition of unlikely allies of New English, Old English and Ulster Planter.

AO1b

[22]

AVAILABLE
MARKS

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Option 2

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(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be vague and superficial about the Lichfield House Compact.

Level 2 ([3]–[4])

Answers will provide a limited explanation. For example, they may address the gains for one side. O’Connell was satisfied that the tithe was reduced, even though it was not removed. The Poor Law attempted to help Irish poverty, albeit on an English model.

Level 3 ([5]–[6])

Answers will be more detailed if incomplete. For example, there may be a focus on some aspects of the Compact for both sides. For O’Connell, there was Tithe Issue and Poor Law. For the Whigs, the support of O’Connell and his loyal MPs was vital in securing through parliament other domestic legislation.

Level 4 ([7]–[8])

Answers will be more comprehensive, identifying a wide range of gains for both O’Connell and the Whigs. The Tithe Rent Charge Act of 1838 reduced tithes by 25%. The arrears from 1834–1837 were written off. The Poor Law established 37 workhouses in Ireland by 1841, and while the imposition of this English system did little for the rural poor, the workhouse system provided middle class Catholics with experience in administrative affairs. The Municipal Reform Act of 1840 eased the control of the Ascendancy at local level. O’Connell was especially satisfied with the work of Drummond, whose influence saw Catholics gain positions as magistrates, judges and police inspectors. The Whigs also gained from O’Connell’s influence outside parliament, as Ireland became more peaceful, with a decline in agrarian crime.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will produce a limited superficial account of the reasons for O’Connell’s success in achieving emancipation.

Level 2 ([6]–[11])

Answers will provide more evidence for the success of the campaign, e.g. the impact of O’Connell, the weakness of the British government, the tactic employed by O’Connell.

Level 3 ([12]–[17])

Answers will reveal more understanding of the issues raised by the question, and will commence to assess the role played by the Catholic clergy in relation to other factors. For example, clergy were key members of the Catholic Association, the organising body of the campaign, and held ex-officio membership. The Catholic rent, a key source of funds, was collected in the parishes and at Catholic churches. By 1828 churchwardens, one appointed by the parish priest, the other elected by the parishioners, were organising the collection of the rent on the first Sunday of each month in the churches. The clergy became O’Connell’s local organisers and the supervisors of rent collection. The accession of Bishop Doyle to the Catholic Association added a powerful intellectual influence to the emancipation cause. Candidates should refer to some of the other factors involved in the success of emancipation, such as the role of mass mobilisation, the significance of the by-election victories at Waterford and Clare.

Level 4 ([18]–[22])

Answers will assess the importance of the clergy in relation to other factors in a more complete way. In addition to the aforementioned, the clergy encouraged the freeholders to defy their landlords. During the Waterford by-election, churches were used as meeting houses. Clerical influence helped to maintain the sense of order and sobriety which O’Connell needed for electoral success at Clare. Top level answers will demonstrate an awareness of a wide range of other influences. There was the charisma of O’Connell; his tactics, and the mass mobilisation of the peasantry. The unity of the emancipation campaign, the use of the rent, and the role of the 40s freeholders were all vital. Moreover, the Catholic Association was a formidable organising force. The fragmentation of the Tories following the departure of Lord Liverpool in 1827 meant that a weak administration was confronted with a strong, widely supported pressure group which could not be deflected from its sense of purpose.

AO1b

[22]

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- 2 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will give a vague response with clear gaps in relevant detail about O’Connell’s tactics.

Level 2 ([3]–[4])

Answers will present a partial account of the tactics. They may comment on some of O’Connell’s tactics, such as the use of the freeholders, mobilisation of the masses, and the role of the Catholic clergy.

Level 3 ([5]–[6])

Answers will be more detailed yet incomplete. They may refer to the use of the Catholic Association: how it was organised, its functions and significance in the campaign. The penny rent widened the membership of the Association, embracing wider community support. The rent provided a fighting fund for

literature and election expenses. Moreover, participation in by-elections, such as Clare, facilitated a higher profile for the emancipation agenda as well as creating a sense of political crisis for the government to resolve the issue.

Level 4 ([7]–[8])

Answers will be better informed, identifying a wider range of tactics. In summation, these involved O’Connell’s use of rhetoric to frighten the government. His skilful presentation of emancipation as a cure for social ills in order to win over the Catholic middle class. Additionally, mass rallies, penny rent, the 40s freeholders, by-elections and clergy all played their part.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will produce a vague and limited account about the repeal campaign, with little reference to the key issues.

Level 2 ([6]–[11])

Answers will provide more evidence for the failure of the repeal campaign. For example, the absence of the 40s freeholders; errors of judgement made by O’Connell; the strength of the British government.

Level 3 ([12]–[17])

Answers will attempt to assess the significance of O’Connell’s quarrel with Young Ireland in explaining why his repeal campaign failed. O’Connell’s disagreements with Young Ireland took the form of a public quarrel which undermined the unity of the repeal movement. Their division over the use of force to achieve political objectives contributed to the alienation of those Presbyterians who had earlier endorsed the campaign for emancipation. O’Connell was wounded by allegations from Ireland that his rhetoric carried a sectarian tinge. The split between the two came down to a fundamental clash between an elder statesman who espoused practical politics against a group of young idealists who endorsed a more cultural and romantic philosophy. Top level answers may also comment on other reasons for the failure of repeal, e.g. O’Connell’s errors in using the same tactics for repeal as he had done for emancipation; the diminution of the 40s freeholders reduced the potential of by-election successes to boost repeal.

Level 4 ([18]–[22])

Answers will develop the reasons for the failure of repeal in greater detail, linking the O’Connell quarrel with Young Ireland to a wider range of factors. Peel played a key role: the foremost statesman of his day, he drew on his extensive experience as a Chief Secretary for Ireland to confront O’Connell in various ways. His reforms, such as the Maynooth Grant and the Colleges’ Bill caused divisions among repealers and provided an argument that repeal was unnecessary. In the commons, Peel united all political opinion to uphold the Union at whatever cost. Moreover, his dealing with O’Connell during emancipation meant that he could anticipate and respond, such as the occasion of the Clontarf rally. Additional factors weakened O’Connell: the lack of

enthusiasm from the Catholic middle-class, O'Connell's age, the impact of the famine. In summation, virtually all the ingredients for the success of emancipation were reversed when it came to mounting a campaign for repeal.
AO1b [22]

- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will provide a vague and generalised account of Peel's response to the Famine.

Level 2 ([3]–[4])

Answers will give a limited and partial account of how Peel dealt with the Famine. For example, they may mention one or two actions, such as the importation of Indian meal.

Level 3 ([5]–[6])

Answers will be more detailed if incomplete, explaining several actions of Peel's government. Meal was imported in spite of the Corn Laws. A Coercion Act was introduced to prevent lawlessness. Food depots were established to store and distribute food, with various sub-depots as well.

Level 4 ([7]–[8])

Answers will be more comprehensive, describing a wider range of responses taken by Peel's government. He made available funds for soup kitchens, while local relief committees provided funds for those worse off. Public works were created to provide a basic wage which gave those in need a small amount of money to buy food. In addition, answers may comment that in his efforts to help Ireland's crisis, Peel ruined his political career, as the impact of the Famine pushed him more quickly towards the repeal of the Corn Laws in 1846.

AO1a [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will present a generalised account of causes of the Famine, with little reference to any of the issues and themes raised in the question.

Level 2 ([6]–[11])

Answers will comment on the causes of the Famine in more general terms, perhaps identifying two or three factors, e.g. rise in population, the role of landlords, shortcomings in industrial development.

Level 3 ([12]–[17])

Answers will be more comprehensive, attempting to deal with the proposition in the question in relation to other factors. Successive governments failed to address the problems caused by poor landlord-tenant relations, understandable since the landed class dominated parliament. Most landlords failed to invest money on the upkeep of farms or on substantial agricultural improvements, preferring to spend money on their houses. Peel was critical of the Irish land-owning class even in the 1820s, and believed that government officials at Dublin Castle had placed too much focus on party interests instead of dealing with the real problems of Ireland. O’Connell had lobbied unsuccessfully for more state aid to assist emigration and thereby ease the burden on land. Calls for government intervention in the land market to provide opportunities for facilitating peasant proprietorship through the division and sale of estates, or through state reclamation of wasteland, were rejected as conflicting with the dogma of laissez-faire. Several proposals for a poor law for Ireland after 1817 were rejected on the grounds that this might encourage idleness among the poor. Even when the workhouse system was introduced into England in the 1830s, a commission resisted its implementation in Ireland deeming it too expensive to house an estimated 2.3m people. Government took no action to deal with the profound industrial problems which Ireland faced, where the industrial imbalance of Ulster highlighted the difficulties of the south and west. A decline in the domestic industries of wool and linen by the early 1840s created underemployment, which impacted mainly in the summer months, when labourers had neither enough work nor potatoes or money to purchase food.

Level 4 ([18]–[22])

Answers will assess the causes of the Famine in relation to factors other than the culpability of successive governments. Good responses at this level may consider factors such as the role of the increased population; the policy of sub-division, the over-dependence on the potato which accounted for one-third of cultivated land on the eve of the Famine, shortcomings in communications.

AO1b

[22]

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- 4 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will present a vague and generalised account of the impact of the Famine on tenant farmers.

Level 2 ([3]–[4])

Answers will give a limited account, e.g. commenting on the reduction of smallholdings in response to the consolidation of land; a rapid decline in population in the countryside.

Level 3 ([5]–[6])

Answers will be more complete, offering a wider range of comments on the effects of the Famine on tenant farmers. It is estimated that about 1m people died between 1845 and 1850 as a result of starvation and disease, while a

further 1.5m emigrated. Good answers may note that this Famine emigration marked continuity with an evident trend of pre-Famine emigration in the preceding years. Many cottiers' plots were taken over by the larger farmers, so that 200,000 smallholdings (about 1 in 4) disappeared. Whereas before 1845 only just over one-third of famers were over 15 acres in size, by 1849 about half were.

Level 4 ([7]–[8])

Answers will be more comprehensive. They may additionally comment on changes to the rural economy, with an accelerated move towards pastoral farming. The decline in population, by reducing the pressure on resources in Ireland, also led to a rise in living standards. Labourers' wages rose, housing standards improved, while Ireland became a more literate and urbanised society.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will present a vague and generalised account, perhaps describing some actions taken by the Whigs to respond to the Famine.

Level 2 ([6]–[11])

Answers will provide a more general yet incomplete account of how the Whigs dealt with the Famine. For example, they may make specific reference to actions over the use of soup kitchens, fever hospitals and workhouses.

Level 3 ([12]–[17])

Answers will begin to assess the issues regarding laissez-faire dogma in the Whig response. Answers may comment on the implications and meaning of the dogma, and comment that government only intervened reluctantly. Reflections on the government response may involve critical comment about the Labour Rate Act, which placed pressure on landlords to provide work or pay a "labour rate". The government also encouraged private charities, while Russell endorsed public appeals to raise funds for Famine relief.

Level 4 ([18]–[22])

Answers will be more comprehensive, linking the role of dogma to other factors which hindered the Whig response to the Famine. Trevelyan epitomised dogmatic rigidity by making it clear that it was not the role of government to provide charity or to solve the problems of Irish poverty. The government regarded the total of £7m spent on Famine relief as quite generous, though this contrasted unfavourably with the sum of £69m spent later on the Crimean War. Trevelyan believed that landlords should pay the burden of Famine relief, but while many did, some refused, while others lacked the necessary finance. While no one person can be blamed for famine suffering, Trevelyan more than anyone represented a system of response which was a mixture of minimal relief, punitive qualifying criteria and social reform. Top level responses will reflect on those other factors which impeded the government's response. Much of continental Europe was experiencing

economic problems, hence the term “hungry forties”. Many in England went hungry, thus partially explaining the decline in charitable donations for Ireland. Irish needs competed with those of industrial workers in Britain, and the Elizabethan distinction of “deserving” and “undeserving” poor worked against them. Evidence of this hardening attitude came in October 1847 when the government rejected a plea from a group of Catholic bishops for an increase in official aid. Additionally, there was inadequate medical knowledge about the reasons for the spread of Famine-related disease. Russell faced political difficulties. In ill health, he had a weakened parliamentary position and an inexperienced cabinet. Moreover, the scale of the Famine was far greater than that which confronted Peel, with whom Russell is frequently and unfavourably compared.

AO1b

[22]

Option 3

**AVAILABLE
MARKS**

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(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions of the political problems facing Charles X in this period. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the political problems facing Charles X in 1824, e.g. he wanted to play an active role in government. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to mention some of the political problems facing Charles X. Charles X had to deal with the Ultras who were deeply divided, the unpopularity of Villele and the lack of support for his ministers. Charles X wanted to restore the Ancien Regime, restore the position of the Church, restrict press freedom and aimed to restore the power of the monarchy. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the political problems facing Charles X in 1824. Charles X opposed political reforms and faced increasing public criticism of his regime and unpopular ministers. Charles X also compensated the Emigres, strengthened the influence of the Ultras and undermined the Charter of 1814. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the downfall of Charles X.

Level 2 ([6]–[11])

Answers will start to assess in general terms to what extent Charles X was solely responsible for his own downfall. Answers will have gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about the extent to which Charles X was solely responsible for his own downfall in 1830. Good responses could refer to some of the following points: his unpopular policies and opposition to political reforms. Charles X also introduced pro-clerical policies and gave compensation to the Emigres which increased opposition to his regime. Other factors such as economic problems and growing criticism from the press contributed to the removal of Charles X in 1830. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about whether Charles X was solely responsible for his downfall in 1830. Candidates could refer to some examples of his unpopular ministers, e.g. Polignac and their 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 the King was solely responsible for his own downfall by 1830.

AO1b

[22]

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- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions about the policies of the Polignac Ministry of 1829–1830. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons why the Polignac Ministry of 1829–1830 was unpopular such as dissolving the Chamber in the spring of 1830. The answer will have frequent lapses in accuracy, organisation, vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to mention some of the reasons why Polignac was unpopular. He was an “Ultra of the Ultras” and so was prepared to attack all the achievements of the revolution. He intended to give the clergy back their weight in state affairs and create a powerful nobility surrounded by privilege. When fresh elections to the Chamber produced more opposition

deputies than supporters of the monarchy, Polignac and Charles X set about organising a coup d'état.

Level 4 ([7]–[8])

Answers should be well informed and show a clear understanding of the reasons why Polignac's appointment was so unpopular. Good answers should refer to the four ordinances of St. Cloud and how they resulted in a revolution in July 1830. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Charles X in this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of the economic developments and political problems that Charles X dealt with during this period. Answers will be mainly narrative with gaps and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about to what extent economic developments were a greater challenge to Charles X than political problems. After 1826 France was badly affected by slumps, unemployment and high food prices, especially Paris which had started to industrialise. By 1830 France was experiencing an economic depression which together with poor harvests led to wages falling by over 30% whilst food prices stayed high. Charles X did little to tackle economic problems which helped to undermine support for his regime and create a revolutionary mob in Paris by 1830. During this period Charles X also tried to deal with political problems in France between 1824 and 1830. New political societies were formed by figures like Guizot and new opposition newspapers were formed to criticise the regime of Charles X. In January 1830 a new liberal middle-class newspaper La National was founded under its editor Thiers. Charles X also lost the support of key groups such as the Pays Legal and he tried to gain more control over the Chamber by reducing the number of voters in 1830. The growing economic and political problems facing Charles X by 1830 led to his downfall. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about which of these two factors posed the greater challenge to the reign of Charles X by 1830. Overall Charles X fail to deal effectively with economic developments and political problems and his policies tended to make him even more unpopular. By 1827

discontent was widespread but Charles X did retain political power until 1830 when he was overwhelmed by an economic depression which affected Europe not just France.

AO1b

[22]

AVAILABLE
MARKS

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- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions about the groups who supported the new King in 1830. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the groups who supported **Louis Philippe** accepting the offer to become King in 1830, e.g. support from *La National*. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to identify the main groups who supported **Louis Philippe's** acceptance of the **Crown in France** in 1830. They could refer to the following groups such as: the middle classes, bankers, merchants, industrialists and the liberal deputies. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the groups who supported **Louis Philippe** to become **King of France** in 1830. Louis Phillippe was helped by the public support of **Thiers** and his newspaper *La National*. Many groups were afraid of a republic which threatened their power and status so the wealthy groups also welcomed **Louis Phillippe** as **King** in 1830. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the policies of Louis Philippe during this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of his economic and foreign policies in this period and how they contributed to the downfall

of Louis Philippe in 1848. Answers will mainly be narrative with gaps in knowledge and the development of the questions will be limited or lack balance.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about to what extent his economic policies rather than his foreign policies were responsible for the downfall of Louis Philippe in 1848. Good responses could discuss some aspects of his economic policies in this period and their effects. There had been some economic problems in the early 1830s but after 1848 France experienced a severe economic crisis with falling share prices, poor harvests and increasing food prices which were blamed upon Louis Philippe. Candidates should also 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. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about to what extent his economic policies rather than his foreign policies led to the downfall of Louis Philippe in 1848. 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.

AO1b

[22]

30

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions of the features of Louis Philippe's relationship with the press in this period. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some aspects of the features of Louis Philippe's relationship with the press. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and show the main features of Louis Philippe's relationship with the press. Louis Philippe had been forced to relax the strict press censorship enforced by Charles X which meant that newspaper owners could print almost anything they wanted to with little risk of legal action over libel. The press who were opposed to the government of Louis Philippe throughout this period distorted and misrepresented the regime of Louis Philippe which increased public discontent with his government. The most important aspect of his relationship with the press was the series of political caricatures about Louis Philippe himself. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main features of Louis Philippe's relationship with the press. Good answers at this level could also be aware that the political caricatures were of greater significance during the first five years of the reign of Louis Philippe before they were effectively banned by 1835. The September Laws of 1835 tightened press censorship but newspapers still found ways to criticise Louis Philippe and his government up to his downfall in 1848. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Louis Philippe's domestic policies in this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some of the objectives of Louis Philippe's domestic policy and how effective it was. Answers will be mainly narrative with gaps in knowledge and development of the question will be limited and lack balance.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about how effectively Louis Philippe achieved his objectives in domestic policy during this period. Good responses could refer to some of the following points – his attempts to increase royal influence over the Chamber of Deputies, to keep control over his ministers and make the National Guard loyal to Louis Philippe. The Government showed little interest in social and economic problems. Louis Philippe tried to win the support of the middle classes and remove the power of the Catholic Church. When he first came to power minor reforms were made but after Guizot became chief minister in 1840 Louis Philippe took a more active role in domestic affairs. By 1847 the government of Louis Philippe was widely regarded as being corrupt,

inefficient and unrepresentative due to the restricted franchise. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about the extent to which Louis Philippe achieved his objectives in domestic policy across the whole period. Good responses could refer to some of the points outlined above in greater depth and detail. Up to 1840 the King appeared to enjoy some limited success but increasingly in the 1840s his government ignored demands for political reforms. From 1840 onwards Louis Philippe was attacked by newspapers and the government seemed unable to deal with growing economic problems from 1845 onwards which led to social unrest. The best answers will cover the whole period from 1830–1848 and clearly evaluate the effectiveness of Louis Philippe’s domestic policies.

AO1b

[22]

Option 4

**AVAILABLE
MARKS**

30

30

(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions about the economic problems that faced Italy in this period. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the economic problems that faced Italy in the period 1918–1922, e.g. rising unemployment. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify the main economic problems faced by Italy between 1918 and 1922. They could refer to some of the economic problems, such as the rising unemployment resulting from the end of the war, with the demobilisation of the armed forces, and the legacy of the war itself in terms of growing inflation and an increased national debt, the aforementioned conditions exacerbated by a period of industrial unrest. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be well informed and show a clear awareness of the main economic problems faced by Italy in this period. Good responses will refer to the points outlined above, and may also consider the endemic problem of the North-South divide, with the economy of the latter characterised by an inadequate infrastructure and overreliance on agriculture; and also the impact of the “Red years” (Bienio Rosso). The answer will be characterised by accuracy, consistently good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini’s use of propaganda.

Level 2 ([6]–[11])

Answers will start to assess in general terms some of the main aspects of Mussolini's use of propaganda as a means of control between 1922 and 1939, perhaps referring to press censorship and his use of the radio. Answers will be mainly narrative with gaps in knowledge, whilst development of the answer will be limited.

Level 3 ([12]–[17])

Answers will be more detailed and attempt to reach a judgement about whether or not propaganda was Mussolini's most important method of control between 1922 and 1939. The main features of Fascist propaganda could be examined such as promoting the cult of "Il Duce", the press censorship law of 1924, the creation of the Ministry of Popular Culture in 1937 which subsequently promoted large building projects to demonstrate the power and stability of the regime. Good answers will also note the importance of other methods of control, such as the deployment of the secret police (OVRA), the Fascist Militia and the role of the Corporate State. Answers may lack balance at times over the entire period, with some gaps in knowledge and argument.

Level 4 ([18]–[22])

Answers will be more comprehensive and well informed and present a more selective and sustained evaluation of the importance of propaganda in relation to other forms of control used by Mussolini in the period 1922–1939. Good responses could refer to the fact that Mussolini had been a journalist and appreciated the value of propaganda. Candidates might also consider the use of radio to broadcast Mussolini's speeches, and the use of the cinema with LUCE set up in 1924 to produce documentaries and newsreels promoting Mussolini and his regime. Other methods of control will be considered at greater length, e.g. the role of the Fascist Leisure Organisation (OND) and the Fascist Youth Organisation (ONB), the significance of the Lateran Pact (1929) and the application of the Legge Fascistissime. Good responses will reach a judgement based on the proposition posed in the question.

AO1b

[22]

30

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions about what Italy expected to gain from the Peace Settlement at the end of the First World War. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the gains Italy expected to make from the Peace Settlement, e.g. the port of Fiume. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and show some awareness of a range of gains Italy expected to make from the Peace Settlement. They could refer to the anticipated acquisition of Fiume and Dalmatia and the expectation of reward in the form of some of Germany's territories in Africa where Italy had empire-building aspirations. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be well informed and show a clear awareness of the main gains Italy expected to make from the Peace Settlement at the end of the First World War. In addition to the points listed above, candidates may also consider the fact that Italy expected to make substantial gains in southern Austria from what had been her principal opponent and the power against whom it had made a considerable sacrifice. In general, Italy hoped that its rewards from the Peace Settlement would assist its aspirations to build an empire in Africa and become a major power in the Mediterranean and Balkans. The answer will be characterised by accuracy, consistently good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgement.

Level 1 ([1]–[5])

Answers will be characterised by generalisations and poor understanding, giving little more than a narrative about the economic policies applied by Mussolini in the period 1929–1943.

Level 2 ([6]–[11])

Answers will start to assess in general terms the failure of Mussolini's economic policies in the period 1939–1943, e.g. the failure to achieve autarky, and the very limited success, largely of a propaganda nature, of the "battles" for grain and land. Answers will be mainly narrative with gaps in knowledge, whilst development of the answer will be limited.

Level 3 ([12]–[17])

Answers will be more detailed and attempt to reach a judgement about whether Mussolini's economic policies between 1939 and 1943 were a failure. In addition to the points already noted, candidates may also consider the focus on heavy industry after 1935 which restricted the production of consumer goods and increased the national debt, while the Corporate State benefited the rich landowners and industrialist but not the wider working population. There are, too, some successes which could be noted, such as the operation of the Institute Mobiliare Italiano (INI), which protected Italy from the worst effects of the Depression, and the Istituto Per La Ricostruzione Industriale (IRI), which helped large private firms and stimulated industrial production. Answers may lack balance at times over the entire period, with some gaps in knowledge and argument.

Level 4 ([18]–[22])

Answers will be more comprehensive and well informed and present a more selective and sustained evaluation of Mussolini's economic policies and their failure or otherwise in the period between 1939 and 1943. Answers may include some of the points already referred to, but will cover the whole of the period, and may note that it was the war that ultimately exposed the failure of Mussolini's economic policies, with the drive for autarky floundering and industrial and agricultural production actually falling by 25%. It could also be noted that even those aspects of the Fascist economy heralded as successes were only so to a very limited extent, e.g. the "Battle for Grain" did increase yields but failed to reach the targets set and came at the expense of products such as olives. Good responses will reach a judgement based on the question.

AO1b

[22]

30

- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions of the features of Mussolini's foreign policy in the 1920s. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the main features of Mussolini's foreign policy in the 1920s, e.g. the promotion of himself and Italy as major players in European diplomacy, as evidenced in the Locarno Pact (1925) and the Kellogg-Briand Pact (1928). The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and show an awareness of the main features of Mussolini's foreign policy in this period. Candidates could refer to Mussolini's desire to address the "Mutilated Victory", as illustrated by establishing a protectorate in Albania in 1926. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be well informed and show a clear awareness of the main features of Mussolini's foreign policy in the 1920s. Good responses will refer to the points outlined above and may indicate that in general, Mussolini adopted a cautious approach to foreign policy in this period, focusing on increasing Italy's prestige, though there were indications that he was prepared to gamble with the use of force, as in Corfu in 1923, also reflecting his aim of extending Italian influence in the Mediterranean, and that his longer-term goal for an African empire was already underway with the campaign to consolidate Italian control of Libya. The answer will be characterised by accuracy, consistently good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be characterised by generalisations and poor understanding giving little more than a narrative about Mussolini's foreign policy in the period 1922–1939.

Level 2 ([6]–[11])

Answers will start to assess in general terms to what extent Mussolini's role at the Munich Conference was his greatest foreign policy success in the period 1922–1939. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers will be more detailed and attempt to reach a judgement about whether or not his role at the Munich conference represented Mussolini's greatest foreign policy success in the period 1922–1939. Candidates should be able to identify other episodes in Mussolini's foreign policy that possibly have greater merit than Munich, e.g. the Italian conquest of Abyssinia, while acknowledging its longer-term costs; the acquisition of Fiume, which went some way to address the problem of the "Mutilated Victory"; or the prevention of the Anschluss in 1934. Answers may lack balance or digress into consideration of foreign policy failures, with some gaps in knowledge and argument.

Level 4 ([18]–[22])

Answers will be more comprehensive and well informed, presenting a more selective and sustained evaluation of the extent to which Munich represented Mussolini's greatest foreign policy success in the period 1922–1939. Responses should refer to specific examples of what they regard as successes in Mussolini's foreign policy. In addition to the points already referred to, candidates could also note Mussolini's diplomatic successes at Locarno (1925) and in the Kellogg-Briand Pact (1928), while acknowledging that while Mussolini was hailed as the saviour of European peace at Munich, it was another superficial success and in fact he was largely following Hitler's line. Good responses will reach a judgement based on the question.

AO1b

[22]

30

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions about why Italy did not enter the war in 1939. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons why Italy did not enter the war in 1939, e.g. the effects of the Spanish Civil War. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will outline a wider range of factors why Italy did not enter the war in 1939. They could refer to some of the following: the lack of preparation of the Italian armed forces, the effects of intervention in Abyssinia and Spain and the resultant problems with the Italian economy. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be well informed identifying a wide range of factors. Good responses will refer to the points outlined above, and other factors could be discussed, such as the fact that Italy and its people were not ready for war, the drive for autarky had failed and Mussolini had not been expecting a general war so soon. Candidates may also refer to the condition of the Italian army and air force which were both badly equipped and under-strength, while steel reserves were sufficient for only two weeks. In addition, Mussolini's hesitancy over the German alliance could be mentioned. The answer will be characterised by accuracy, consistently good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgement.

Level 1 ([1]–[5])

Answers will be characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini's leadership in the Second World War.

Level 2 ([6]–[11])

Answers will start to assess in general terms how Mussolini's leadership was to blame for Italy's defeat in the Second World War. Answers will be mainly narrative with gaps in knowledge, whilst development of the answer will be limited.

Level 3 ([12]–[17])

Answers will be more detailed and attempt to reach a judgement about whether or not Mussolini was solely to blame for Italy's defeat in the Second World War. Answers could refer to the fact that Mussolini held all the key posts in relation to the war – Commander-in-Chief, War Minister and Minister for the Army, Navy and Airforce – but failed to coordinate an effective war plan. Also, his strategic errors could be highlighted, as in making no attempt to capture Gibraltar or Malta. Other factors should also be considered at this level, such as the low morale of the armed forces after fighting wars in Abyssinia and Spain, and military weaknesses such as the shortage of troops, scarcity of weapons (e.g. insufficient tanks), poor air defences, lack of aircraft carriers and fuel shortages. Good responses will begin to assess the extent to

which Mussolini was solely to blame for Italy's defeat in the Second World War against other factors. Answers may lack balance at times, with some gaps in knowledge and argument.

Level 4 ([18]–[22])

Answers will be more comprehensive and well informed and present a more selective and sustained evaluation of the extent to which Mussolini was solely to blame for Italy's failure in the Second World War. Good responses could refer in greater depth and detail to some of the points outlined above regarding the role of Mussolini, perhaps additionally considering the impact of his health problems on his leadership, his failure to create an economy that could sustain a war, and strategic errors such as sending Italian forces to participate in Operation Barbarossa and declaring war on the USA. In relation to other factors, candidates may consider the unpopularity of the war, and indeed the German alliance, with the civilian population. Good responses will reach a judgement based on the proposition posed in the question.

AO1b

[22]

Option 5

Total

**AVAILABLE
MARKS**

30

30

30



Rewarding Learning

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

History

Assessment Unit AS 3

assessing

Module 3

[ASH31]

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 question 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 **one** question)

- 1 (i) This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear generalisations about Edwardian religious policies. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the ways the Prayer Book of 1549 changed worship in the Church of England. They could refer to some of the reforms arising from the Prayer Books of 1549 in areas such as the Mass/Communion, the placing of the altar/communion table and vestments. The Prayer Book contained a mixture of Lutheran and Catholic beliefs. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility in a limited manner without development.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the ways the Prayer Book of 1549 changed worship in the Church of England. They could refer to some of the following points: the 1549 Prayer Book had many conservative features – it left the structure of the mass unchanged and retained vestments. The doctrine of the Eucharist was still defined in terms similar to the Catholic doctrine of transubstantiation. The order of service was very similar to the old Latin mass and the clergy continued to wear traditional robes and vestments. However, the mass was not exactly the same: it was conducted in English and it was more a commemorative rather than an actual supplementary re-enactment of Christ’s sacrifice on the Cross. It was an attempted compromise between Catholic and Protestant doctrine. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main ways the Prayer Book of 1549 changed worship in the Church of England as part of the Edwardian reformation. A commemorative rite was replacing the idea of real presence of Christ in the service. The sacrifice, of Christ made on the Cross, was held to be complete and sufficient itself for man’s salvation. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Mary I's aims to restore Catholicism.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of the religious reforms made by Mary. Answers will display a general understanding of the progress made by Mary I to restore Catholicism. In 1553 a statute of her first parliament abrogated all the Edwardian legislation thus restoring the position at the end of Henry VIII's reign. In January 1555, in her third Parliament, a second Statute of Repeal abolished all acts passed against the papacy since 1529 and revived the medieval heresy laws. She had thus succeeded in restoring England to its allegiance to the papacy and had the weapon to extirpate Protestantism. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about how successful the religious reforms introduced by Mary I in this period were. Some religious houses were restored and actions were brought against clergymen who had married between 1549 and 1553. Diocesan seminaries were set up for the education of the clergy and competent men were appointed bishops. Answers at this level will be aware of the limits to her success. For example, the Marian exile of 800 leaders of Protestantism living abroad inspired and financed a flood of Protestant writings, which Mary could not keep out of England. Answers at this level may lack balance at times in knowledge or in argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and reach a sustained evaluation about to what extent Mary I's religious reforms were a success. Between 1553 and 1558 Mary I attempted to restore Catholicism and stamp out heresy but many ordinary people were not won over by her religious reforms. Mary I and Cardinal Pole's efforts were inevitably legalistic, concentrating on changing laws, rather than winning hearts and minds. Of course in the few years that were available this was the essential foundation that first had to be laid. But there was no time for a sustained missionary effort to educate the masses, who waited, wearily, to see what their betters decided for them.

AO1b

[22]

30

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions about Puritan opposition to the Elizabethan Church Settlement. It was an attempt to find a via media and inevitably Puritans felt that it was not Protestant enough. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons for Puritan opposition to the Elizabethan Church Settlement up to 1571. Answers at this level may note the “vestierian controversy” of 1566, which led to thirty-seven suspensions of Puritan clergy. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the reasons for Puritan opposition by 1571. Puritans opposed the retention of “Popish” rituals such as the making of the sign of the cross in baptism and kneeling to receive Communion. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the reasons for Puritan opposition. For example, answers may refer to Puritan disappointment that it was not made compulsory to remove fixed altars from fixed positions at the east end of the church. They were unhappy too that the new statement of faith of 1563 did not adopt the doctrine of double predestination. They also were dissatisfied that the wording of the Communion service implied a “real presence” of Christ's body and blood. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the 1549 rebellions.

Level 2 ([6]–[11])

Answers will start to assess in general terms the role played by weak leadership in the failure of the 1549 rebellions. They may focus on the Western Rising in Devon and Cornwall from June to August, which was motivated by opposition to the new Prayer Book, imposed on the country

in 1549. Alternatively, the answer may focus on the other rebellion, Ket's Rebellion in Norfolk and Suffolk, in July and August, which was motivated by agrarian grievances such as enclosures, high rents and the overstocking of common lands by the large sheep-flocks of the gentry. It was made up of tenant farmers and freeholders directed at local landlords. Both were really no more than protest movements, which did not seek to overturn established authority or seize political power. There was little violence and each movement made conservative demands, asking for a return to traditional values in religion or in economic relationships. Their conservative, moderate nature made them ineffective, as well as their lack of strong leadership. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to reach a judgement on the extent to which weak leadership was the reason for their failure. Answers may refer to some other reasons for their failure. Neither had upper class support. Each lacked clear objectives, with Ket's supporters believing for a while that the government had sympathy with them. This was based on their misreading of Somerset's intentions. Somerset had urged the Enclosure Commission to be more sympathetic to the poor, appearing to be caring, enlightened and paternalistic, because he did not want domestic tension to distract and divert his planned invasion of Scotland. The government's first response was to issue warnings and by sending small forces to Norfolk and Devon initially the rebels were misled into thinking that they could succeed. However, ultimately a major reason for the failure of the two rebellions was the power of the authorities' forces. When the rebels in Devon and Cornwall were properly and finally confronted, it was with 8000 well-armed men, including Italian mercenaries, led in the West by Lord John Russell and Sir William Herbert. In the other rebellion, in Norfolk and Suffolk, the rebels were rebelling against their local landlords and were finally suppressed by the Earl of Warwick (soon to be Duke of Northumberland) with cavalry, artillery and arquebusiers. Answers may lack balance at times with some gaps in knowledge or they may ignore one of the four powers involved.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and reach a sustained conclusion about to what extent the poor leadership of both rebellions was responsible for their failure in 1549. Some additional reasons for their failure were that key towns such as Exeter did not support the rebels. The government was never going to sacrifice its religious reforms just to please the rebels in Devon and Cornwall. There may have been local rivalries involved and this divided the community.

AO1b

[22]

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- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about inflation and its problems, which were the reasons for currency reform. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons why Northumberland introduced currency reforms in 1551. They could refer to the rapid rise in prices brought about by three bad harvests in a row between 1549 and 1551. Debasements of the coinage between 1544 and 1551 had been tempting to the government as such policies had yielded £1.3 million to the Exchequer, and may have given a boost to cloth exports. However, public confidence in the currency was undermined and, by allowing a greater amount of money in circulation, inflation was further boosted. Northumberland decided to end this policy by re-valuation. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to identify some of the reasons why Northumberland introduced currency reforms in 1551. They should refer to economic problems such as the cost of Somerset's wars against Scotland and France, which left the government almost bankrupt, increased taxes, currency debasement, poor harvests of 1549–1551, disease, epidemics and unemployment. Northumberland was forced to take action to restore confidence and prevent a further rise in prices to minimise social strain and suffering. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the reasons why currency reforms were introduced to solve the main problems that Northumberland sought to address by his restoration, in a good measure, of sound currency. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative of the economic problems England experienced in this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of how expensive wars caused England's economic problems between 1547 and 1571. Since 1542 England had been engaged in a series of enormously expensive wars against Scotland and France that continued until 1550 and resumed again in the period 1557–1559. The wars were very costly (estimated at £3.5 million) and were financed by heavy taxation (£1 million), sale of monastic and chantry lands (over £1 million) and massive debasement of the coinage (£1.3 million), which helped increase inflation. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited at times and lack balance.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about the effects of wars and other reasons for economic problems. There were three bad harvests in a row in 1549, 1550 and 1551 and further very bad ones in 1555 and 1556, the last being the worst in the century, with grain prices shooting over twice their normal level. The effects of these harvest disasters on the lower orders can be imagined: they led to extreme hardship. Just like the debasements of the previous decade, they gave a sharp twist to the inflationary spiral. Also contemporaries believed enclosure to be the major source of the country's economic and social problems. Sheep farming was profitable, as it required a much smaller labour force. Conversions by landlords from arable to pastoral farming, usually accompanied by the enclosure of the land involved, led to unemployment for those driven from the land and reduced them to vagrancy. The change in farming practice forced up food prices at a time of rising population. Runs of very bad harvests between 1549–1551, 1555–1556; a dramatic rise in prices, especially food prices; a **crisis in the dominant export trade** (cloth) all produced severe economic and social problems. Exports had risen from 60,000 cloths a year in 1500 to 150,000 cloths in 1550. This was England's greatest industry and largest export. The vast bulk went to Antwerp. The cloth was made in the homes of the workers who used the wages they received to supplement their meagre agricultural earnings. The industry had expanded to meet this huge demand. However, in 1551, the exports crashed to 100,000 cloths and fell away, reaching lows of 50,000 by 1560 before steadying at about 100,000 cloths in the 1560s. Employers had to cut back on production and this affected thousands of families. It was some time before English trade broadened out to include more products and a wider range of markets. Another factor was **population increase** – from about 2.8 million in 1547 to almost 3.5 million by 1571. England became over-populated in relation to the available resources. Food prices were forced up (doubling between 1540 and 1560) and, when combined with the enclosure movement, a fall in demand for cloth and poor harvest the numbers of poor and vagrants grew. Answers at this level may lack balance at times in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and reach a sustained evaluation about to what extent expensive wars were to blame for England's economic problems in this period.

Answers will provide a suitably comprehensive and substantiated assessment, taking account of a wider range of factors and perhaps noting that the factors, which caused economic problems, were interlinked. [22]

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions about population growth in this period. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons why England experienced rapid population growth in this period, e.g. thanks to increased fertility. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to identify some of the main reasons for rapid population growth in England during this period. During this period the average age for marriage dropped which increased birth rates helped by growing wealth and lower mortality rates all helped population growth. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main reasons for rapid population growth in England during this period. Population growth in this period was helped by fewer poor harvests, fewer outbreaks of disease as agriculture became more intensive and extensive. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the response of Somerset and Northumberland to the economic problems they faced.

Level 2 ([6]–[11])

Answers will start to assess in general terms how both men responded to the economic problems facing England in this period. They could refer to some of the following points: their policies on government finances, currency, inflation, enclosure and employment. Somerset involved England in expensive wars against Scotland and France, which left the government almost bankrupt. Northumberland took a different line. He ended the wars against Scotland and France and sold back Boulogne to France. Somerset seized church lands which caused hardship for certain groups who had rented church lands on

low rents. Somerset rejected advice to revalue the currency and instead set up an Enclosure Commission to impose curbs on enclosure, believing that these were cause of food shortages and hence high prices. But his anti-enclosure legislation was rejected by the landed interest in parliament. Northumberland abandoned the Enclosure Commission. Thus his approach was the opposite of Somerset's. Debasements of the coinage between 1544 and 1551 had been tempting to the government as such policies had yielded £1.3 million to the Exchequer, and may have given a boost to cloth exports. However public confidence in the currency was undermined and, by allowing a greater amount of money in circulation, inflation was further boosted. Despite such disadvantages Somerset debased the coinage and this led to higher inflation. Northumberland made one final debasement of the coinage in June 1551 but then revalued some of it the following month bringing good quality coins into circulation alongside the base coins. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited at times and lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and will make an attempt to compare and evaluate the two rulers. Somerset's Vagrancy Act of 1547 took a hard line approach to the able-bodied unemployed, enabling them to be branded and enslaved. Somerset empowered JPs in July 1548 to fix food prices and force farmers and drovers to bring goods to markets where there were shortages. Northumberland took a rather softer approach; he repealed the Vagrancy Act in 1550. Northumberland saw important legislation passed, such as Acts of 1552 to protect arable farming and prohibit usury and the introduction of a new Poor Law to help the aged and infirm. Northumberland was also more creative in his approach to economic problems. He responded to the collapse of the Antwerp market in 1551 by revoking the Hanse merchants' privileges and conferring a monopoly of cloth exports on the Merchant Adventurers in return for loans to the government. Duties were imposed on cloth exports and abolished on sheep. Trade was encouraged with Morocco and the Gold Coast. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and may appreciate that although there were differences between the two rulers there were also some similarities. Both took action against enclosure, which they believed was a great economic and social problem. Although Northumberland abandoned the Enclosure Commission, there were more prosecutions for depopulation than in Somerset's time. Northumberland continued the spoliation of the church wealth. The best answers will cover the period 1547 to 1553 and reach a sustained valuation about whether Northumberland was more successful than Somerset.

AO1b

[22]

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Option 1

30

(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear generalisations about Charles I’s financial policies. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the methods used by Charles I to raise money during the period of Personal Rule. They could refer to some of the following points: unauthorised collection of tonnage and poundage, distraint of knighthood, sale of monopolies, forest fines and Ship Money. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar, punctuation and legibility in a limited manner without development.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the methods used by Charles I such as the taxes and may note that these taxes were unauthorised by parliament and so Charles was forced to be imaginative in his ideas. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the methods used by Charles I to raise money: although they were apparently innovative, all were ancient forms of revenue and arguably within the law. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Parliament’s victory during the Civil War and may mention some of the reasons for Parliament’s victory such as the character of the New Model Army or the nature of its leadership following the Self Denying Ordinance.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of how the control of London helped Parliament win the Civil War. They could refer to the financial and psychological benefits from the possession of London, which gave to it the large share of the nation's customs, valuable assessments on urban property and a large reservoir of manpower. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about to what extent Parliament's control over London helped it win the Civil War. They should refer to some of the other reasons for Parliament's victory. Answers may mention the **alliance with Scotland**. In 1643 Pym recognised the benefits to be gained by this alliance. From a military point of view they would provide experienced soldiers and in the terms of the Solemn League and Covenant of September 1643 the Scots provided 21,500 troops. This increase in the forces available to Parliament enabled a joint force of the Scots, local troops from Yorkshire under the command of Sir Thomas Fairfax and the Eastern Association to defeat the Royalists at Marston Moor in July 1644. Consequently, Parliament was able to take control of the north of England. Parliament's creation of a "national" army in contrast to the provincialism of the Royalists was an important factor. Answers may refer perhaps to the qualities of the **New Model Army**: its size, how it was usually paid and the fact that it was led by officers who were well-motivated. In addition, there could be some awareness of other factors such as the **role of Cromwell and Pym**, the **methods of raising money**, e.g. excise, the Assessment, sequestrations, and possession of the navy, allowing it to collect the customs. There may be a contrast offered to the Royalists, difficulties in collecting money. As well as military and financial factors, other factors should be considered such as: the triumph of the "war party" on the parliamentary side, in contrast to the continuing disunity among the royalists. Answers at this level may lack balance at times in knowledge or in argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation of to what extent control over London contributed to the victory of Parliament in the Civil War. They must also be aware of the role of other factors in the victory of parliament in the Civil War, e.g. the role of Cromwell.

AO1b

[22]

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- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear generalisations about Charles I's Personal Rule. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to why Charles's opponents criticised his attempts to reform local government during his period of personal rule. They could refer to some of the following points: his policies in local government – the "Exact Militia" and the "Book of Orders" – which challenged the power of local gentry in the areas of their leadership of the country militia and their social responsibility as Justices of the Peace. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the reasons why Charles I's opponents criticised his attempts to reform local government. Charles I's demand for a more efficient militia raised fears that he might use this enhanced military power for political purposes. The Book of Orders demanded higher levels of accountability in the exercise of JPs' welfare responsibilities and gave new powers to the County Sheriff who was directly appointed by and accountable to the King. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of why Charles I's opponents criticised his attempts to reform local government in this period of personal rule. Charles's policies in local government were considered as centralisation and cut across the strong feelings of localism and autonomy, which the gentry valued. When taken together with his more authoritarian policies in finance, the Church, in Ireland and Scotland, it appeared that Charles was developing an absolutist type of monarchy. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, making unsupported assertions about the execution of Charles I such as the radical character of the New Model Army.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of the tactics used by Charles I – such as his refusal to recognise the authority of the Court which meant that the trial was over in a matter of days and this gave too little time for contemporaries to step back and reflect on the enormity of regicide. In addition there should be some awareness of other factors such as the role of Cromwell and the Army. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about how far the tactics used by Charles I at his trial were to blame for his execution. Answers will deal with some of the following: the strategy employed by Charles I since the end of Civil War – his stalling tactics in order to divide and conquer his opponents and foment splits among them; the role of Scotland, and the intrigues of the King in re-starting the Civil War; as well as the King's tactics at his trial. Answers at this level may lack balance at times with some gaps in knowledge.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and reach a sustained evaluation about to what extent the tactics used by Charles I at his trial were to blame for his execution in 1649. They will be also be aware of other relevant factors leading to his execution.

AO1b

[22]

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- 3 (i) This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions of the economic ideas of Puritanism. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the economic ideas of the Puritans. They could refer to some of the following: Puritans attacked idleness and stressed that work was a calling and a duty; Puritans also attacked waste and therefore attacked monastic living, celibacy and wasteful extravagance in church adornment. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the economic ideas of the Puritans. It may be noted that Sabbath keeping, rather than the observance of over a hundred saints' days, was more suited to the rhythms of an industrial society. Puritans insisted that they should not have to stay away from business on numerous saints' days but they should be free to get on with their work and business. But, at the same time, they acknowledged the value of resting one day in seven instead. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the economic ideas of Puritanism. The economic ideas of the Puritans were what one would expect from their economic and social identity. Puritans were found amongst the yeomen farmers, artisans, small and medium sized merchants and the gentry; most were small-scale employers or self employed. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding giving little more than a narrative about William Laud. Answers may contain more description than assessment of Laud's reforms.

Level 2 ([6]–[11])

Answers will start to assess in general terms to what extent Laud had achieved the aims of his religious reforms by 1642. They could refer to some of his reforms such as the importance of the altar, its changed position, improving the aesthetic quality of the church buildings, more attention to ceremony and less to preaching and Sabbath observance. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited at times and lack balance.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about to what extent Laud had achieved the aims of his religious reforms by 1642. Laud wanted to make the Church of England more efficient and effective by Episcopal visitations, more efficient collection of tithes, the work of church courts and the court of high commission. Laud also wanted to stamp out Puritanism and make the church more appealing to the ordinary man. However Laud's "Beauty of Holiness" was expensive and many ordinary churches could not afford to make the changes Laud demanded. Despite his efforts the Puritans remained a threat as did his Catholicism. Answers may either assess the difference the reforms made to church belief and practice or they may concentrate on how the reforms were received by contemporaries. In the case of the former, Laud's canons were passed by convocation only in 1640 and rejected by Parliament in the same year and Laud was arrested. In the case of the latter, answers may point out that critics detested the reforms, which they associated with Catholicism. Answers at this level may lack balance at times in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation of to what extent Laud had achieved his aims with his religious reforms in this period. Good responses will be aware of his main aims and the scale of his religious reforms between 1633 and his own downfall in 1640. The best answers will clearly assess the

success or failures of Laud's religious reforms. After Charles I abandoned his support for Laud in 1640 many features of Laudianism were quickly swept away by 1642.

AO1b

[22]

AVAILABLE
MARKS

30

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions about the ideas of these two groups. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the ideas of the Levellers and Quakers in this period. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to identify some of the ideas of both these groups. The Levellers wanted economic, legal and educational reforms. They also wanted extension of the franchise, a written constitution, disestablishment of the church, abolition of tithes and decentralisation of power. The Quakers rejected the existing social order as it was the ruling class that was responsible for the state of the church and maintaining the ordained clergy who were not gifted to receive from God. They refused to show deference to authority and their anti-clericalism made them disrupt church services. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main ideas of both these two groups. The Levellers believed in equality and wanted frequent fixed term parliaments whilst the Quakers felt compelled to transcend conventional religious ways. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Court of Charles I and Queen Henrietta Maria.

Level 2 ([6]–[11])

Answers will start to assess in general terms how the actions of Queen Henrietta Maria made the Caroline Court unpopular. The Catholicism at Court centred on Queen Henrietta Maria. She had an entourage of priests and this alarmed the nation. Answers may have some awareness of other reasons for unpopularity such as the King’s art collection and the dramatic productions. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited at times and lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about to what extent the Queen was responsible for the unpopularity of the Caroline Court. They could refer to some of the following points: how Charles copied the formal etiquette of the Spanish court; the increasing number of Catholic converts and crypto-Catholics; the reception of the Papal Nuncios; and details of the expensive and cosmopolitan art collections and the unreal world of masques and show also how the culture of the court was associated more with the Catholicism and absolutism of continental monarchies. Answers at this level may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and make a sustained evaluation about to what extent Queen Henrietta Maria was responsible for the unpopularity of the Caroline Court. They will also be aware of other relevant reasons that made the Caroline Court unpopular in this period.

AO1b

[22]

30

Option 2

30

AVAILABLE
MARKS

(Answer **one** question)

- 1 (i) **This question targets AO1a:** the ability to recall, select and deploy knowledge effectively and to communicate knowledge in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be vague and superficial about the origins of the Chartist movement.

Level 2 ([3]–[4])

Answers will produce a limited account of the problems which gave rise to Chartism. The working class was angry at the response of government to trade unions, such as the case of the Tolpuddle Martyrs in 1834. Many working class people regarded the outcome of the 1832 Reform Act as a betrayal.

Level 3 ([5]–[6])

Answers will be more complete. There was anger at the New Poor Law of 1837, which coincided with an economic depression. The Factory Act of 1833 appeared to offer little solace to those who endured harsh working conditions in factories.

Level 4 ([7]–[8])

Answers will be more complete in their account of the problems which prompted Chartism. The economic boom of the mid-1830s ended in 1836 and continued into the “hungry forties”. The government clamped down on the “unstamped press”, while the Municipal Corporations Act of 1835 appeared to extend middle class control over the lives of the working class. Thus, the problems were social, political and economic.

AO1a

[8]

- (ii) **This question targets AO1b:** the ability to present historical explanations and arrive at a substantiated conclusion.

Level 1 ([1]–[5])

Answers will be vague and superficial on the issue of the failure of Chartism.

Level 2 ([6]–[11])

Answers will provide a more generalised account of the reasons for the failure of Chartism. For example, they may identify several factors, such as role of government, mistakes by the Chartist leadership.

Level 3 ([12]–[17])

Answers will assess in a more detailed manner the reasons for the failure of Chartism. The flaws in the Charter will be addressed. For example; there were too many aims – six in all – while the Anti-Corn Law League had only one. Too many aspirations in the Charter were unrealistic for their time, e.g. universal manhood suffrage, secret ballot. It was inconceivable that a parliament dominated by owners of property and wealth would hand over political power to the lower orders. Additionally, some aspects of the Charter

appeared ill conceived, such as annual parliaments. Answers at this level will attempt a partial focus on other factors in the demise of the Chartists, e.g. their tactics, divisions among the leadership.

Level 4 ([18]–[22])

Answers will be more informed, discussing the proposition of the question in relation to a wider range of other factors. The government was strong, and utilised the wire telegraph, railways and the Rural Police Act to full advantage. Parliament was united behind government attempts to rebut the Chartists, hence the overwhelming rejection of the three petitions. Chartism also undermined itself. Leaders quarrelled over methods and the use of force. Some tactics displayed shortcomings, such as the Newport riots and the Plug Plot. Peel's social and economic reforms sapped at the strength of Chartism. Good answers may also reflect on other formidable barriers, such as regional variations in aims, a hostile Established Church, competition from trade unions and a resolute judiciary.

AO1b

[22]

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- 2 (i) **This question targets AO1a:** the ability to recall, select and deploy historical knowledge accurately.

Level 1 ([1]–[2])

Answers will be superficial about the problems that gave rise to the Anti-Corn Law League.

Level 2 ([3]–[4])

Answers will outline a partial account of the problems. For example, they may address economic or political issues.

Level 3 ([5]–[6])

Answers will be more detailed. Economic problems in the 1830s and the 1840s persuaded the middle class that corn could no longer be given special protection under the Corn Laws of 1815. The League argued that the protection afforded to corn failed to bring to British industry the prosperity that the efforts of manufacturers deserved. Politically, the middle classes were disillusioned with the response of the landed parliament after the Reform Act of 1832. They believed that further reforms were needed in order to grant the commercial class the recognition that they deserved.

Level 4 ([7]–[8])

Answers will be more complete. Richard Cobden believed that the repeal of the Corn Laws would unify the diverse elements within parliamentary radicalism and ultimately benefit the middle class. The League represented the views of a disaffected social force, namely the middle classes, which were conscious of their role as wealth creators but jealous of the political status of the aristocracy. Humanitarians who believed that repeal would ease the plight of the starving poor in society also influenced the League.

AO1a

[8]

- (ii) **This question targets AO1b:** the ability to present historical explanations and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will present a vague and superficial account of the League's success.

Level 2 ([6]–[11])

Answers will give a more generalised account of the reasons for the League's success. For example, by commenting on its methods, organisation.

Level 3 ([12]–[17])

Answers will assess in a more detailed way the role of the League's leadership. Richard Cobden was key to the League's organisation and propaganda. He recognised the negative impact of the argument that cheap food would lead to lower wages, and instead of arguing for "cheap bread" his case for repeal highlighted the benefits to manufacturers, workers and increasing international trade. With his colleague John Bright, Cobden pioneered the political mailshot in selected constituencies from 1843 onwards by making use of the penny post. In Parliament, both men were inspirational in their arguments for repeal. Candidates at this level should refer to other factors beyond the role of leadership, which are identified in the next Level.

Level 4 ([18]–[22])

Answers should be well informed, identifying a wide range of factors in the success of the League. League tactics were critical: funds of £50,000 raised from businessmen; petitions organised; propaganda through literature such as the *Economist*, and exploiting the use of the railways. Their electoral strategy involved a general survey of constituencies and their accessibility to repeal candidates. Good answers will acknowledge the influence of factors outside of the League, for in spite of all their efforts Parliament remained unconvinced up to 1845. Peel's work was crucial. His free trade budgets of 1842 and 1845 foretold repeal. His commitment to repeal of the Corn Laws was accelerated by the outbreak of the Irish Famine in 1846. In this sense, Peel's actions were indicative of his determination to show the country that the Conservatives were willing to govern in national, rather than sectional interests, and that the removal of protectionism would end the growing tension between land and industry.

AO1b

[22]

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- 3 (i) **This question targets AO1a:** the ability to recall, select and deploy historical knowledge in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be vague and superficial about Peel's career between 1819 and 1832.

Level 2 ([3]–[4])

Answers will present a partial account, perhaps addressing some of Peel's achievements or commenting on his disappointments.

Level 3 ([5]–[6])

Answers will show awareness of some aspects of both disappointments and achievements of Peel in the period 1819–1832. The complete list outlined in Level 4 below.

Level 4 ([7]–[8])

Answers will deal more fully with both aspects of the question. Peel had many achievements, such as his chairmanship of the Bullion Committee in 1819. During his tenureship as Home Secretary (1822–27, 1828–30), Peel pushed through many reforms of the criminal code, such as the Gaols Act and the creation of the Metropolitan Police Force. He experienced disappointment over the controversy surrounding the passing of Catholic Emancipation in 1829. Perceived by political opinion as a staunch defender of the Established Church, Peel was forced by the circumstances of the O’Connell campaign to reconsider his position, and argued that the granting of emancipation was preferable to the risk of civil war in Ireland. Ultras within the Tory party never forgave Peel for this, and he lost his Oxford seat shortly afterwards. Additionally, Peel failed to prevent the passing of the Reform Act of 1832, though he could take consolation from the fact that he was able to rescue the fortunes of the Tory Party after the disarray following the events of 1827–1832.

AO1a

[8]

- (ii) **This question targets AO1b:** the ability to present historical explanations and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be vague and generalised on the career of Peel between 1833 and 1846.

Level 2 ([6]–[11])

Answers will start to assess Peel’s response to the problems of the Conservatives. Such answers may reflect on some of his achievements, perhaps focusing on one period, such as 1833–41 or 1841–46.

Level 3 ([12]–[17])

Answers will be more detailed and identify the problems which faced Peel and assess his response. Such answers should attempt to cover the 1830s and 1841–46, the latter being the years of his Second Ministry. Answers may be lacking detail on one period, and/or may lack adequate reference to the nature of problems. A full account of problems/response is in Level 4.

Level 4 ([18]–[22])

In the period **1833–1841**, Peel faced several problems. The Party needed to readjust to the new political realities following the passing of the 1832 Reform Act. Party organisation had to be set in place. Ideological direction was required. It was essential to win back seats from the Whigs. The Tamworth Manifesto gave the Party the ideological direction it required, as Peel outlined his appeal to the newly enfranchised middle class voters. Bonham organised the Party through the Carlton Club, and to deal with the new electoral requirement to register. Peel’s sober minded attitude towards the Whig programme of social and economic reform contrasted with the dissent presented by the Tories after 1827, and contributed to significant

electoral gains in the general elections of 1835 and 1837. Peel's 100-day Ministry of 1834–35 gave tangible evidence to Tamworth, as the Ecclesiastical Commission was put in place by Peel to demonstrate that the Established Church was not above scrutiny and reform. The victory over the Whigs in the general election of 1841 was resounding. Yet, Peel failed to resolve the underlying problems that the majority of Conservative MPs came from an agricultural background, steeped in the sentiments of aristocratic privilege and protectionism. They regarded Peel as an asset to resume power, yet had no time for his political philosophy nor his apparent cold and aloof personality. Between 1841–46 Peel faced social problems such as unemployment, Chartist activity and poverty. Economic problems included a £7m deficit from the Whigs and an economic slump. There were political problems caused by the tensions with backbenchers who resented the Peel brand of Conservatism. Peel responded more effectively to economic than social problems. Good answers should refer to some of the following: his free trade budgets of 1842 and 1845; reintroduction of income tax, Companies Act and Bank Charter Act. Socially, there was a Mines Act and a Factory Act. Peel's determination to push the repeal of the Corn Laws in 1846 ultimately split the party.

AO1b

[22]

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- 4 (i) **This question targets AO1a:** the ability to recall, select and deploy historical knowledge effectively.

Level 1 ([1]–[2])

Answers will be vague and superficial about the problems facing Peel in the period 1819–32.

Level 2 ([3]–[4])

Answers will present a limited account of the problems facing Peel. For example, as a member of Lord Liverpool's government, Peel was entrusted with the task of restoring the country's post-war economy. Hence his involvement as Chairman of the Bullion Committee in 1819. Peel, as Home Secretary on two occasions during this period, was responsible for maintaining law and order and dealing with crime levels, especially in the newly expanding industrial towns.

Level 3 ([5]–[6])

Answers will provide more detail. For example, Peel had to rationalise the criminal code in the light of anomalies and shortcomings. There were too many offences for which an individual could be sentenced to death. As a result, juries were acquitting many guilty people. The humanitarian work of Romilly and Fry highlighted the evils of the prison system. There were also demands to repeal the Combination Laws, which were seen as unjustified in the post-war era of peace.

Level 4 ([7]–[8])

Answers will be more complete on the problems facing Peel. In addition to the aforementioned question of the economy and law and order, Peel faced two serious issues: Catholic Emancipation and Parliamentary Reform. Peel had to respond to the question of the former following the victory of O'Connell in the Clare by-election of 1838. He mounted a strong defence of the existing constitution in the face of a demand for the reform of parliament.

Therefore, Peel was confronted with a diverse mixture of social, economic, political, religious and constitutional problems in this period.

AO1a

[8]

- (ii) **This question targets AO1b:** the ability to present historical explanations and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will produce a vague account of post-repeal politics.

Level 2 ([6]–[11])

Answers will present a generalised account of the impact of the repeal of the Corn Laws on the fortunes of the two political parties by 1865. Answers may comment on the political gains of the Whigs (the term “Liberal” was not commonly used until 1865) gained office and capitalised on the split in the Conservatives. Moreover, repeal contributed to the growth of the Liberals as a more coherent and clearly understood group in politics. The fundamental divisions in Conservatism were deepened in the years after 1846 and created the opportunity for the Whigs to dominate government in the period up to 1865.

Level 3 ([12]–[17])

Answers will be more comprehensive, providing more analysis of post-repeal politics. Corn Law repeal in 1846 widened the pre-existing split within the Conservative Party, which was partly personal, partly ideological and partly due to differing attitudes toward the evolving party system. It also played a part in keeping the Conservatives out of government – except for brief tenureships – until 1874. Those loyal to Peel, known as the “Peelites”, were the most able group within the Conservative Party, yet their failure to reconcile themselves with the “Protectionist” wing proved to be a major cause of political instability in the period. In particular, the Peelites could never forgive Disraeli for the role he played in Peel’s downfall.

Level 4 ([18]–[22])

Answers will provide more detail on the political fortunes of the Whigs and the Conservatives up to 1865. Many able Peelites like Gladstone joined the newly formed Liberal party. The personality clashes between Peelites and the Protectionists continued to divide the Conservatives. Apart from two brief periods of Conservative rule, the period was dominated by the Whigs/Liberals, whose careful management of foreign affairs epitomised the spirit of the age. Good answers may comment on how the Whigs capitalised on the weaknesses of the Conservatives in order to dominate the post-1846 period. For example, Palmerston developed a foreign policy which was in keeping with the public mood. As PM between 1855–1858, he ensured that there was no controversial domestic issue upon which the Conservatives could unite.

AO1b

[22]

Option 3

AVAILABLE
MARKS

30

30

(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about Greece’s independence in 1832. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to identify some of the reasons why Greece was able to achieve full independence in 1832, e.g. role of Britain and France. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to mention some of the main reasons why Greece became fully independent in 1832. They could refer to some of the following points: the emergence of Greek nationalism from 1820 onwards, the intervention of Turkish troops to stop Greek rebellions and Britain’s support for Greek independence. The Treaty of London (1827) saw Britain, France and Russia agree to persuade Turkey to grant Greece independence. Finally the Treaty of Adrianople (1829) guaranteed Greece independence before achieving full independence in 1832. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of how Greece was able to achieve full independence by 1832. The decline of Turkish power combined with Britain’s desire to keep Russia’s interest in this area checked led to a final agreement of 1832 granting Greece full independence. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a [8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the 1830 Revolutions in Europe.

Level 2 ([6]–[11])

Answers will start to assess in general terms how the major powers responded to the 1830 Revolutions in Europe, e.g. the failure of the Polish revolt. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to reach a judgement about the extent to which the major powers responded effectively to the 1830 Revolutions in Europe. Good responses could refer to some of the following points – the success of the 1830 Revolution in Belgium which gained independence without a major war, compared with the failure of the Polish revolt which was crushed by Russia. In July 1830 Charles X fled to England to be replaced by the more moderate Louis Philippe. The other major powers such as Austria and Russia did not intervene over France because they had their own problems, whilst Britain welcomed the new government. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

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 major powers responded effectively to the 1830 Revolutions. Candidates could refer to the immediate response of the three Eastern powers to the revolution in France which was to promise to sustain the 1815 treaties. These three powers also wanted to help the Dutch defeat the Belgian revolt, but Belgium was supported by France and Britain. By the end of 1830 the three Eastern powers were further distracted by the revolt in Poland, which Russia quickly suppressed as the western powers were reluctant to help the Poles.

AO1b

[22]

30

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions about why Russia became involved in the Crimean War. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons why Russia became involved in the Crimean War, e.g. rivalry with Turkey. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and show awareness of the main reasons why Russia got involved in the Crimean War. They could refer to some of the following points: Russia's strategic interests, its rivalry with Turkey, its desire for free access to the Mediterranean Sea and Russia's role in the Eastern Question since 1828. Since 1828 the Ottoman Empire had been

in decline and this region had been unstable which Russia tried to exploit. Russia was also concerned by the actions of Napoleon III which it regarded as French interference in a region important to its strategic and military interests. Candidates could also refer to the role of religion, e.g. the Holy Keys Dispute. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main reasons why Russia got involved in the Crimean War. Candidates could also refer to how Tsar Nicholas I was convinced by 1853 that the Ottoman Empire was about to collapse. Russia also believed that Britain and Austria would not intervene in any crisis. As Turkey had rejected Russian attempts to reach a compromise before the Russian armed forces attacked Turkey by the end of 1853. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Mehemet Ali and the Concert of Europe.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of how Mehemet Ali challenged the Concert of Europe in this period, e.g. the two crises of 1831–1833 and 1839–1841. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about to what extent Mehemet Ali was the greatest challenge to the Concert of Europe during this period. Good responses could also refer to other challenges such as the revolutions of 1830–1831 and 1848, the problems caused by the Greek revolt which was part of the Eastern Question. The two Mehemet Ali crises showed how unstable this region had become as the power and influence of Turkey declined. The rivalry between Russia and Turkey also threatened the Concert of Europe. The great powers had worked together during the second Mehemet Ali crisis to protect Turkey and avoid a major war. The Concert of Europe was successful in avoiding a major European war in this period, until the Crimean War broke out in 1854. Answers may lack balance at times with some gaps in knowledge.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation as to what extent Mehemet Ali provided the greatest challenge to the Concert of Europe in this period. The great powers had also to deal with the problem of the weakening power of the Ottoman Empire, which was supported by Britain, the ambitions of Russia against Turkey and French interests in this area which led to the Crimean War. Throughout this period the Eastern Question threatened to cause a major European war, whilst the influence of the Concert of Europe itself had clearly declined before 1856. The best responses will cover the whole period and present a sustained evaluation of the challenge of Mehemet Ali in relation to other relevant factors to the Concert of Europe between 1823 and 1856.

AO1b

[22]

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- 3 (i) This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about industrial developments in this period. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some examples of industrial development in Europe during this period. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to mention some of the main industrial developments in Europe between 1823 and 1856. They could refer to some of the following points: urbanisation, increased trade, creation of a railway network, and mechanisation of factories. There will be some gaps in knowledge or the answer may focus more on one area of industrial development than others. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main industrial developments in this period. Candidates may also refer to other features such as: the removal of trade barriers, increased coal production and the growth of the iron and steel industries. Candidates may make brief reference to the regional and variable nature of industrialisation in this period. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Europe and urbanisation in this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms how widespread urbanisation was in Europe by 1856, e.g. how some states were more urbanised than others. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about to what extent urbanisation in Europe had become widespread by 1856. Candidates should be aware that urbanisation took place at different levels of density between different states and even within a state itself. They could refer to Britain where urbanisation proceeded faster than other states in Europe, e.g. France and Germany. At the start of the 19th Century only two cities had a population of over 100,000, yet by 1851 nine cities met this target in Britain. Answers may lack balance at times with some gaps in knowledge or argument, or they may lack balance.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation about how widespread urbanisation was in Europe by 1856. Candidates will be aware of different rates of urbanisation between and within some European states. By 1852 50% of the population of Britain lived in cities/towns, whilst in France and Germany this figure was less than 25%. Candidates could also refer to the rapid growth of conurbations, e.g. around Liverpool and Manchester which did not take place elsewhere in Europe until after 1856. Finally candidates should be aware of how people moved from rural areas to new industrial towns and cities during this period.

AO1b

[22]

30

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions of the features of the Romantic Movement in Europe. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some features of the Romantic Movement in Europe during this period. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the features of the Romantic Movement during this period. They could refer to some of the following: the religious revival, the glorification of the individual and the importance of action over thought and reason, e.g. the example of Byron. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main features of the Romantic Movement in Europe in this period. The Romantic Movement had political implications with its belief in a national community with its own cultural values which led to secret societies, e.g. Mazzini. Finally the Romantic Movement was associated with music, literature and the arts, which developed into a broad protest movement based upon the role of the community and the culture of a society. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Secret Societies in Europe in this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of how Secret Societies were the most important expression of cultural change in Europe during this period. Answers will be mainly narrative with some gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about to what extent Secret Societies were the most important expression of cultural change in Europe between 1823 and 1856. Good responses could refer to the impact of the Adelfia and the Carbonari upon cultural change in this period. Candidates may also refer to other expressions of cultural change, such as the Romantic Movement, Nationalism and Liberalism. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about the importance of Secret Societies as an expression of cultural change in Europe throughout this period. Good answers at this level could argue that Secret Societies were more influential up to the 1830s and that after 1840 other expressions of cultural change, such as Nationalism and Liberalism, became more important by 1856. The best responses will cover the whole period and be aware of the importance of Secret Societies, compared with other expressions of cultural change in Europe.

AO1b

[22]

Option 4

**AVAILABLE
MARKS**

30

30

(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions of the causes of the February Revolution of 1917. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the short-term causes of the February Revolution, e.g. the role of the Tsar. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the main short-term causes of the February Revolution of 1917. They could refer to some of the following points: the effects of World War I, mistakes by the Tsar and the economic problems facing Russia by 1916–1917. Candidates could also refer to the removal of the Duma and how government ministers were weak and frequently changed. During the war Russia suffered defeats and heavy losses which were blamed on the Tsar. There may be some gaps in knowledge or the answer may lack development at times. It will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be well informed and show a clear awareness of the main short-term causes of the February Revolution. Candidates could refer to the Tsar’s decision in 1915 to make himself Commander-in-Chief of the Army. As a result of this, the influence of the Tsarina and Rasputin grew which undermined support for Tsarism by 1917. The war had led to food shortages, inflation and tax increases before the harsh winter of 1916–1917 led to more economic and social problems. By 1917 the Tsar had lost support even from those who had supported him in 1914, whilst political unrest grew as he rejected reforms. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the downfall of the Provisional Government in October 1917.

Level 2 ([6]–[11])

Answers will start to assess in general terms some of the reasons for the failure of the Provisional Government in 1917, e.g. Dual Authority. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited and lack balance.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about the extent to which the Provisional Government was responsible for its own downfall in October 1917. Good responses could refer to some of the following points: the Provisional Government lacked experience yet it faced immense problems when it took power unexpectedly in 1917. It was also weakened by having to share power with the Soviets who had come under Bolshevik influence by October 1917. The Provisional Government appeared to lack a mandate and authority which made it easy for Lenin's Bolsheviks to criticise the new government for unpopular decisions, e.g. to stay in World War I. Answers may lack balance at times with some gaps in knowledge or argument or they may omit part of this period.

Level 4 ([18]–[22])

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 Provisional Government was responsible for its own downfall in October 1917. The new government freed prisoners, granted freedom of speech and removed the ban on parties like the Bolsheviks which allowed Lenin to return to Russia. Lenin in his April Theses called for the overthrow of the Provisional Government and was linked to the July Days when the Provisional Government survived this first attempt at removing it from power. Kerensky's government also lost support because of the Kornilov affair of August 1917 when the Provisional Government had to ask the Bolshevik Red Guards to help keep them in power. Overall the new government was discredited due to its links to the old Duma and its unpopular decision to stay in the war. Dual Authority reduced the authority of the Provisional Government which promised many reforms but delivered few results before its downfall in October 1917. Russia during 1917 experienced severe economic upheaval and social/political discontent which Lenin exploited with Bolshevik propaganda against the Provisional Government. They could also refer to Trotsky's role in the October Revolution. The best responses will come to a clear sustained conclusion.

AO1b

[22]

30

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions about the political problems facing the Bolsheviks in this period. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the political problems that faced Lenin and the Bolsheviks, e.g. the need to consolidate power and remove political opposition. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the main political problems facing Lenin and the Bolsheviks between 1918 and 1924. They could refer to some of the following points such as the Civil War, bringing Russia and its people under their control. In 1918 Lenin dissolved the Constituent Assembly and ended the war with Germany, which led to the Civil War which the Bolsheviks had won by 1921. The nationalities issue was another political problem which had been dealt with by 1922, when the USSR was formed. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the political problems facing Lenin and the Bolsheviks in this period. Good responses could point out that many Bolsheviks felt that the new communist state would be lucky to survive by 1924, considering the vast array of political problems it had to deal with. By 1921 the Civil War had been won and political opposition defeated. Russia was a one party state by 1924, with a party bureaucracy established across the USSR, bringing the people under communist control. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the economic objectives of the Bolsheviks between 1918 and 1924.

Level 2 ([6]–[11])

Answers will start to assess in general terms to what extent the Bolsheviks achieved their economic objectives in this period, such as the introduction of the NEP. However, there will be gaps in knowledge and the answer will lack development.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to make a judgement about the extent to which the Bolsheviks had achieved their economic objectives for Russia between 1918 and 1924. Candidates may argue that the Bolsheviks had achieved some of their objectives by 1924 such as bringing industry and commerce under the control of the communist state. They may also refer to the

problems of the peasantry, who had been brought under the full control of the Bolsheviks by 1924. Answers may also discuss the different economic policies used by the Bolsheviks between 1918 and 1924 and the main economic objectives of the War Communism and the NEP and judge the extent of their success and failure. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation about to what extent the Bolsheviks had achieved their economic objectives for Russia between 1918 and 1924. During the Civil War the Bolsheviks imposed their economic policies upon the people such as War Communism which was unpopular but justified by Lenin as being needed to ensure the survival of the world's first communist state. During the Civil War there was no room for compromises in the methods used by the Bolsheviks to achieve their main economic objectives of supplying the Red Army with what it needed to win the war. The end of the Civil War and the Kronstadt Rising forced the Bolsheviks to compromise their economic policies and allow some degree of capitalism to return, despite communist ideology. The NEP, introduced in 1921, was a success by 1924 as it allowed the agricultural economy to recover from the Red Terror and famine on the land in 1920–1921.

AO1b

[22]

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- 3 (i) This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions about Stalin and the power struggle. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to outline in what ways Stalin was able to defeat his political rivals between 1924 and 1929, e.g. his role as General Secretary. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the main reasons why Stalin was able to defeat his rivals for power between 1924 and 1929. Good responses could refer to his control over the party. Trotsky was unpopular, whilst the ban on factionalism made it difficult for others to challenge Stalin's position within the party. Answers may also refer to the policy debate within the party over the NEP and Permanent Revolution between the New Opposition and the Right Opposition which Stalin exploited. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the reasons why Stalin was able to defeat his political rivals between 1924 and 1929. When Lenin died in 1924, Stalin was quick to act and present himself as the natural heir to Lenin whilst many in the party underestimated his importance. Stalin ruled along with Kamenev and Zinoviev to isolate his main rival Trotsky, before expelling him from the party in 1927, followed by his exile in 1929. After this between 1928 and 1929 Stalin then isolated and defeated the Right Opposition, led by Bukharin who had helped Stalin defeat Trotsky. Stalin skilfully used the Lenin enrolment to support his control over the party to eliminate all his rivals by 1929. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Stalin and Russia's economic problems.

Level 2 ([6]–[11])

Answers will start to assess in general terms how Stalin dealt with Russia's economic problems in this period and their effects upon the people. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about the effects of Stalin's economic policies upon the people of Russia and whether no one had benefited by 1941. Good responses could refer to how Stalin was trying to build "Socialism in One Country" to defend the USSR from the western powers. Stalin aimed to modernise Russia with a revolution from above, which was meant to transform the lives of the citizens of the USSR. The Five Year Plans had been launched in 1928 leading to massive changes in population, whilst the wages and working conditions of industrial workers had failed to improve by 1941, despite the claims of Stalinist propaganda. In 1929 the policy of collectivisation in agriculture had become compulsory, which led to massive upheavals on the land and widespread famines as the peasants resisted this policy. Few peasants had gained from Stalin's agricultural policies, despite a recovery in production from the mid-1930s onwards. Good responses at this level will start to assess the impact of Stalin's economic policies after 1929 upon the Russian people, society and economy and industry by 1941. Answers at this level may lack balance at times with some gaps in knowledge or argument or they may omit part of this period.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation of to what extent the people of Russia had benefited from Stalin's economic policies by 1941. By 1929 Stalin had launched his ambitious new economic policies for agriculture and industry. As a result millions of people were moved from rural to urban areas, millions of peasants were starved to death or transported elsewhere which devastated agricultural production by 1932–1933. Agriculture had recovered to some extent by 1941, but greater damage had been done by collectivisation. In industry the USSR appeared to have become a world economic power by 1941, but most workers were harshly treated as the Stakhanovites were a privileged minority. The best responses will cover the whole period and present a sustained evaluation of the success/failure of his economic policies by 1941.

AO1b

[22]

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- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions of Stalin and the purges. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons why Stalin carried out the purges between 1934 and 1939. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the reasons why Stalin carried out the purges in this period. They could refer to some of the following: the murder of Kirov, Stalin's fear of opposition to his policies from within the party, armed forces and the people. There will be some gaps in knowledge. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the reasons why Stalin carried out the purges between 1934 and 1939. Candidates could refer to the personality of Stalin, his fear of opposition inside and outside the USSR. Answer may refer to the elimination of the surviving old Bolshevik leaders during the purges of the party, people and armed forces by 1939. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

(ii) This question targets AO1b: the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Stalin and the personality cult.

Level 2 ([6]–[11])

Answers will start to assess in general terms how Stalin used his personality cult as a means of control over the USSR in this period, e.g. the role of propaganda, etc. Answers will be mainly narrative with gaps in knowledge and development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about the importance of the personality cult as a means of control over the people compared with other factors. Stalin also used state terror and purges to support his cult of personality to keep the people and party under his control. Under Stalin many aspects of everyday life were centred around his personality cult, e.g. arts, education and culture, etc. Using propaganda Stalin was represented as the heir of Lenin and by the late 1930s he became an almost god-like figure. Answers may lack balance at times with some gaps in knowledge or argument. They may also omit part of this period.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation of the role played by the personality cult in helping Stalin control the USSR between 1929 and 1941. Good responses could refer to some of the points outlined above in greater depth and detail. Candidates could also refer to the role of the secret police and how Stalin eliminated opposition within the party itself after 1934 with show trials. By 1941 in a totalitarian state all opposition to Stalin had been eliminated, through his ruthless tactics and his control over the party itself. The personality cult presented an image of Stalin, which he used to contribute to his regime's control over the people and the party members. After 1929 Stalin also exploited fears of the western powers and offered incentives to loyal supporters of his regime and its aims. The best answers will cover the whole period and present a sustained evaluation of the importance of the personality cult as a means of control in relation to other relevant factors.

AO1b

[22]

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Option 5

30

Total

30

AVAILABLE
MARKS