

**Published Mark Schemes for
GCE AS History
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**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2010)

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.

CONTENTS

	Page
AS 1	1
AS 2	33

New
Specification



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010**

History

Assessment Unit AS 1

[AH111]

THURSDAY 14 JANUARY, AFTERNOON

**MARK
SCHEME**

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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.

Option 1: England 1520–1570

AVAILABLE
MARKS

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

- 1 (a) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. They may be characterised by generalisations and a biography of Wolsey's life. Answers may typically mention his rise to power and his demise. But they will fail to focus on his role in the divorce. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer may contain some explanation, analysis and judgement. Answers will start to assess Wolsey's role within the divorce. They may mention his position as Papal Legate and Cardinal and how due to this Henry and Wolsey both believed this would secure a divorce. Answers will be mainly narrative with gaps in knowledge, while development of the answer will be limited. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing a more developed answer. They should begin to analyse the steps taken by Wolsey such as his analysis of the original dispensation and the arguments for the marriage to be annulled. They should then look at his appeal for the divorce case to be heard in England and Campeggio's arrival in England. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. The answers will fully analyse the various steps taken by Wolsey to achieve the Royal divorce. They should also mention the role of the Pope and Charles in the delay of the case. To reach this level they should also mention how Wolsey's failure to achieve a divorce led to his downfall. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[12]

- (b) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

AVAILABLE
MARKS

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. They may be characterised by generalisations and poor understanding, giving little more than a narrative account of the rebellion. Answers may typically make some remarks about religious factors contributing to the rebellion or the hatred of Spain. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer may contain some explanation, analysis and judgement. Answers will start to assess in general terms some of the reasons why the rebellion occurred such as the significance of religion and the fear of Spanish domination. Answers will be mainly narrative with gaps in knowledge, while development of the answer will be limited. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing more developed explanation and analysis of reasons for the rebellion. Answers will mention both xenophobic and religious reasons for the rebellion. They will look at a variety of causes of the rebellions. They may mention the timing of the rebellion and the climate of fear and suspicion. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. They will understand the complexity of multi-causal reasons for the rebellion. For instance, they will link the xenophobic fear of Spanish domination which Henry VIII had skilfully created with the Protestant suspicion of a Catholic Counter-Reformation. They will focus on the political causes of the rebellion and highlight the significance of this. They should mention the leadership of the rebellion and the way they attempted to exploit fear and rumour to secure their own position in the new regime. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[12]

12

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

AVAILABLE
MARKS

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will probably interpret some, but not all, of the following points. Since this is a prayer from Elizabeth, it is a first hand account of her religious beliefs. In it she asks God for his protection and the ability to govern a peaceful country. She asks Him to let her rule over a reformed Church and make her subjects obedient. This answer mainly deals with the content of the source and analysis is limited.

Level 3 ([7]–[9])

Answers may attempt to exploit and analyse the source more comprehensively. The source is useful as it is a personal prayer from Elizabeth herself yet it was received in public. It also highlights how Elizabeth sought God's protection when in danger. It suggests that Elizabeth has been influenced by new reforming ideas with reference to a reformed Church. This answer will mainly deal with the content of the source with some attempted analysis.

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but in the quality of the evidence. The candidate will also exploit the limits of the source. It is a primary source from Elizabeth herself following the arrival of Mary, Queen of Scots, the rebellion of the Northern Earls and the Papal Bull of Excommunication. Therefore Elizabeth is facing danger internally and externally. At this time her Council was pressing her to make a decision regarding Mary Stuart. Since it is a public prayer, the purpose of this source is to remind her subjects of Divine Right and that their obedience to God demands obedience to the Queen. Therefore she is using it as a tool to control her people. It implies that Elizabeth held reforming sympathies as she makes reference, in prayer, to the reformed Church. She also mentions obedience according to the Bible and that there is only one mediator which is Jesus Christ. It also makes reference to the benefits the subjects have received during the rule of Elizabeth. The limits to the source would be that we are given no exact date and although it is Elizabeth's prayer its purpose is to secure internal stability rather than express a genuine commitment to Protestantism. It tells us little about what Elizabeth truly believed but more about how she used religion to ensure loyalty from her people. Answers at this level must refer to content, analysis and limitations of the source in great detail. [13]

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

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis **AO1b**. Answers will merely paraphrase the sources and fail to utilise the source content to address the question **AO2a**. Answers may typically present a description of the Elizabethan Church Settlement or a description of the sources, revealing little or no awareness of contemporary or later interpretations **AO2b**.

Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

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

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis or judgement **AO1b**.

Answers may begin to interrogate the sources with regard to the question posed. Answers may draw on the sources and interpret them with some relevance to the question, using contextual knowledge. Source 1 presents Elizabeth's own personal prayer to God. Source 2 shows us how she used her Settlement to secure her political position and the stability of the country. Source 3 suggests that the Settlement was established due to practical reasons and tensions between Elizabeth and those who helped to govern. Answers at this level will have some awareness of either contemporary or later interpretations of this subject **AO2b**. Answers at this level will have frequent lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are developed and substantiated **AO1b**. Answers will evaluate the sources in the context of the enquiry. There may be an imbalance of evaluation. Answers may draw in more contextual knowledge and begin to assess how far the Settlement was determined by Elizabeth's own religious and political views. They may assess her upbringing and personal belief as well as her desire for political stability. For instance, they may mention the influence of her mother and Catherine Parr. This perhaps shapes her personal devotions mentioned in Source 1. They may use Source 2 to illustrate how she was determined to use her Religious Settlement to bring stability to her country. They may also use Source 3 to question whether the Settlement truly reflects Elizabeth's own religious and political views. They may also begin to assess other factors which contributed to her Settlement such as foreign and economic factors. Candidates may also wish to mention the financial rewards Elizabeth would receive with a Protestant Settlement. Candidates should also draw in contextual knowledge not provided in the sources. They may question her commitment to Protestantism; for example they should make reference to her personal chapel and her dealings with the

Puritans. They may wish to mention her dealings with the Catholic population which illustrates her desire for political stability. Answers at this level will provide a satisfactory analysis and evaluation of contemporary and later interpretations of this subject. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are very well developed and substantiated **AO1b**. Answers will fully evaluate all the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment of how far the Religious Settlement was determined by Elizabeth’s own religious and political views. The answer may refer to the fact that Elizabeth’s background and education favoured the new Protestant ideas but at the heart of it Elizabeth put the stability of the country before her personal convictions. Candidates may also mention the lessons Elizabeth had learnt from previous reigns and the need for a middle way. Candidates may also look at other factors which contributed to the Religious Settlement: economic, political and foreign relations. They may also link her Settlement with foreign relations and how, regardless of Elizabeth’s own religious view, she needed to ensure no foreign invasion was launched. They may mention how she wished to follow in her father’s footsteps and strengthen the economy of the country through her Settlement. Candidates may also wish to refer to the Settlement to illustrate some of the points they are making. Candidates should produce a balanced assessment and reach a substantiated conclusion. Answers will provide a good analysis and evaluation of this subject with regard to contemporary and later interpretations. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [35]

Option 1

**AVAILABLE
MARKS**

48

60

Option 2: England 1603–1649

AVAILABLE
MARKS

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

- 1 (a) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be better informed and show some details of the opposition to Charles. Archbishop Laud's religious policies provoked widespread opposition as did the range of financial devices employed by Charles to raise money without calling his parliament. The answers will have some supporting evidence. Answers will have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional lapses in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will begin to give a balanced, substantiated understanding of the reasons for opposition to Charles during his Personal Rule. Level 3 answers will be more detailed, covering a wider range of issues. Laud's religious policies were the most significant cause of opposition although it was the way in which he implemented them that caused most resentment. There should be a more complete explanation of Charles I's financial policies during his Personal Rule and the extent of opposition they provoked. Answers may highlight the controversial collection of Ship Money and the court case taken by John Hampden in 1637. The closed and catholic nature of Charles's court also caused suspicion during Personal Rule. His wife, Henrietta Maria, and her fellow Catholics at Court alarmed the Puritans. The outbreak of rebellion in Scotland may be explained with the central role played by critics of Laud's religious reforms identified. Candidates may also explain how Thomas Wentworth was identified, alongside Laud, as the cause of many of the problems. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Level 4 answers will be well informed and focused, developing many of the points mentioned in Level 3. Charles faced widespread opposition over his use of prerogative devices to raise money and his Laudian religious policy. Good candidates may note that his foreign policy, while limited, did exhibit a pro-Spanish bias. Charles himself was a private, uncommunicative man whose closed court only served to fuel the rumours of absolutism that his financial and religious policies had begun. His actions during his Personal Rule were to culminate in open rebellion in Scotland and Ireland. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, explanation and analysis. Answers will be better informed and start to explain some of the most significant developments in the economy during the period 1603–49. There was a rapid rise in population which stimulated growth by raising prices and expanding the market. Answers may have some lapses in meaning due to inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated showing more developed explanation and analysis. Answers will be more detailed and show greater awareness of the changes in the economy. London became the centre of commercial activity and its population more than doubled due to the migration from rural areas. Other towns such as Norwich and Bristol increased in population to over 10 000 inhabitants although most towns remained small. Despite these changes English society remained overwhelmingly rural. Rising prices stimulated both agricultural and industrial production. Agriculture became more efficient as the land was more extensively and intensively farmed. Technical innovations emerged including water meadows, alternate husbandry, enclosures and the introduction of new crops. Increased industrial production

provided more goods for internal and external trade and encouraged the beginnings of a consumer society. The cloth industry remained the mainstay of English trade and industry despite the disaster of the Cockayne Scheme. The success of the Jamestown settlement in Virginia encouraged a steady flow of emigrants to the colonies throughout the period. Answers will display clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated showing sound understanding, explanation and analysis. Level 4 answers will explain more fully many of the points raised in Level 3. For example, as London grew so too did its influence and by the end of this period a national price standard had been established for goods such as textiles, coal and grain. London dominated the export market with Europe the most common destination for English goods although trade with the Far East and America was increasing. Although the amount of land being cultivated grew, price rises suggest that productivity did not keep pace with population growth. Indeed the number of poor and vagrants grew and, at times, parts of England even experienced famine. Good candidates may note that these were significant changes but there was no real 'agricultural revolution in this period. Answers will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

12

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will limit their response to the content of the source and assess its utility. For example, the source reveals that Parliament considered the Pope to be at fault for the war in Europe. The pamphlet criticises James for 'beheading' the Protestant Union and urges him to take up its leadership once more.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively, focusing totally or mainly on its **merits as evidence** in a study of the attitude of the English towards the Thirty Years War in Europe. The source lays the blame for war at the feet of the Catholic nations of Europe, particularly Spain. James is encouraged to believe that the Protestant Union will rise as one, if he is willing to lead it. The author also argues that action in the Palatinate is difficult due to its position and that the most natural place in which to intervene is 'in Flanders'. In order to secure the Palatinate and assist his son-in-law, James is urged to 'send help to the Hollanders'. If this is a failure the writer suggests sending an army to Frederick and taking direct action in the Palatinate. Answers at this level should also place some value on the nature of the evidence: The source is part of a puritan campaign to persuade James to enter the war on the Protestant side. Designed for propaganda

purposes, it outlines the options for James never once suggesting that remaining neutral is one of them.

AVAILABLE
MARKS

Level 4 ([10]–[13])

Answers will fully exploit the source and show full appreciation that the value of the source does not just lie in its content but in the quality of the evidence. Answers will not only discuss the **strengths** of the source but **also** its **limitations**. The pamphlet was published in 1622, only four years after the beginning of the war, and reveals the criticism of James I's failure to join the ongoing war in Europe. Puritans represented the 'hotter' form of Protestants and were critical of James I's failure to enter the war on the side of Protestantism. Concerned by the possibility of the Spanish marriage creating closer links with Spain, the Puritans sought to pressurise their king into entering the war. The pamphlet highlights the leading role in the Protestant Union that James had once held and urges him to once more sound the Protestant 'trumpet'. The source clearly argues the puritan perspective on the war in Europe; however it is designed to win support for their cause and does not represent the views of all Englishmen. Many of the nobility supported James I's neutrality and even in 1622 were wary of entering war on the scale suggested by the pamphlet. Even many MPs who were critical of James's neutrality would have balked at sending an army into the Palatinate. Candidates who reflect along these lines and use contextual knowledge to indicate where they perceive shortcomings in the source can be rewarded with the very top mark. [13]

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

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

Level 1 ([1]–[3]) AO1b

AO1b:

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

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

AO2a:

SOURCES: Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which James I was successful in his foreign policy.

AO2b

INTERPRETATIONS: Answers will reveal little or no awareness of contemporary or later interpretations of the extent to which James I was successful in his foreign policy. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

Level 2 ([4]–[6]) AO1b

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answer contains some explanation, analysis or judgement. For example: there may be a partial account of the policies pursued by James.

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

AO2a:

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example: Source 1 suggests that James's refusal to enter the Thirty Years War was opposed by Puritans in England. In Source 2 parliament too expressed its 'sorrow' about the situation in Europe and pleaded that if negotiations failed there should be 'no more delay in taking action'.

AO2b:

INTERPRETATIONS: There will be some awareness of contemporary or later interpretations of this subject. There will be frequent lapses of meaning due to shortcomings in legibility, spelling, punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9]) AO1b

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example: there will be a more complete account of the success of James I's foreign policy. His failure to enter the Thirty Years War provoked opposition at home and abroad although the huge expense of war made his decision understandable. Avoiding being drawn into this long and costly war could be seen as one of his main successes. James also used the marriage of his children to further his interests abroad. He successfully married Elizabeth to Frederick of the Palatinate although this alliance was to put pressure on James to come to his son-in-law's assistance during the Thirty Years War. His attempt to secure a Spanish marriage for his son Charles was less successful and ended in the farcical trip to Madrid.

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

AO2a:

SOURCES: Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation. For example: one source may be neglected. In Source 1 James is seen to have failed in his duty to lead the Protestant Union against the Catholic League although he is informed that it is not too late to take up the role. The source argues that his failure has allowed the Pope and Catholic nations, led by Spain, to wage war in 'Christendom'. In Source 2, Parliament makes clear its concern about the situation in the Palatinate and the 'general threat to fellow protestant countries in Europe'. The declaration begs that, should James fail in his diplomacy, action will be taken. Parliament declares itself ready to pay with

AVAILABLE
MARKS

'our lives and riches' to defend Protestantism. The subtle suggestion is that James's mediation is failing and that direct military action is required. Source 3 recognises James I's desire to remain out of war, take up the position of 'mediator' in Europe and use the marriages of his children to achieve his aims. Brice acknowledges that he had some success in these ambitions but was thwarted by the outbreak of the Thirty Years' War which 'destroyed' his hopes.

AO2b:

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of the subject. For example: Puritans openly criticised James for failing to defend Protestantism during the war. In Source 3 Brice absolves James of blame suggesting that it was the circumstances of war that made his policies fail and that his aims were 'unrealistic but not impossible'. Candidates should provide interpretations by way of appropriate comments which attempt to assess the extent to which James I was successful in his foreign policy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; at times the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12]) AO1(b)**AO1b:**

KNOWLEDGE: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will assess to what extent James I's policies were a success. Throughout his reign James had managed to keep England free of costly wars in Europe. Before he died he warned his favourite, Buckingham, and his son, Charles, about the dangers of entering into war in Europe at the call of Parliament. His warnings went unheeded and Buckingham's foreign policy disasters of the late 1620s suggest James was wise to keep England out of war during his reign. James can certainly be criticised for his failure to secure the Spanish marriage for his son and there is some doubt as to whether the Infanta had ever really intended to proceed with the union. He could also be criticised for attempting to intervene in the Thirty Years War. The attempt to secure a military alliance with France also failed and led to a failed marriage alliance. James did enjoy some notable successes in his foreign policy including signing the 1604 Treaty of London with Spain and his important role as mediator in the Julich-Cleves dispute.

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

SOURCES: Answers will fully evaluate the sources in the context of the inquiry using this information to inform the response. For example: Source 1 argues that James I's foreign policy has been a failure and led to Catholic domination in Europe. The writer urges James to take action in Europe, at once, to assist the Dutch in Flanders. This open criticism of the King suggests opposition to his policies was growing in England although the puritan author is far from representative of all opinion in the country at that time. Source 2 reveals that Parliament shares the puritan concerns about England's inactivity in the war in Europe. James is urged to delay no longer and attempts to achieve his aims by the 'sword'. Good candidates may note that a declaration from Parliament does not mean that every MP would have been in agreement with its content and, while it urges James to act, it is respectful of his position. Of course for Parliament to be

discussing foreign policy at all was an infringement of the king's prerogative power. Clearly James I's foreign policies were not seen as successful by Parliament if it issued this declaration in 1621. Source 3 argues that James had understandable if 'unrealistic' ambitions. What was to ruin his chance of success in his foreign policy was not his own ability or actions but the changing circumstances in Europe. Brice argues that the Thirty Years War in Europe undermined James's 'policy of peace' and his hopes of being a 'mediator'.

AO2b:

INTERPRETATIONS: There will be a good analysis and evaluation of contemporary and later interpretations of this subject. Answers may refer to contemporary opinion about the success of James I's foreign policy noting the extensive opposition from Puritans and some members of Parliament. Some Puritans interpreted his refusal to enter the Thirty Years War on the side of Protestantism as support for Catholicism. Others such as John Williams, the Bishop of Lincoln, and a member of James I's government, defended the king from accusations of favouring Catholicism and described him as a 'resolute protestant'. Candidates may exploit the content of Source 3 to explain the interpretation that his foreign policy aims were thwarted by the outbreak of war in Europe. While they were 'unrealistic' from the outset, they were not impossible and James had some success in his desire to be a mediator in Europe. Even his marriage aims were achievable. Modern historians' opinions may be utilised to support the view that the foreign policy catastrophes of the early years of Charles' reign suggest James was astute in his pursuit of peace. Candidates should provide interpretations by way of appropriate comments which attempt to assess the extent to which James was successful in his foreign policy. Answers will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; appropriate style of writing, with good organisation and appropriate use of key words. [35]

Option 2

**AVAILABLE
MARKS**

48

60

Option 3: England 1815–1868

AVAILABLE
MARKS

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

- 1 (a) **This question targets AO1a and AO1b:** recall, select and deploy historical knowledge appropriately; communicate knowledge and understanding of history in a clear and effective manner; demonstrate understanding of the past through explanation and analysis.

Level 1 ([1]–[3])

Answers will be vague, superficial, inaccurate and convey limited understanding. Meaning will be unclear due to illegibility, grammar and structure.

Level 2 ([4]–[6])

Answers will deploy historical knowledge with more relevance, with occasional lapses. There will be some lapses in grammar and structure. Some understanding and explanation will be evident. For example, most of the unrest was motivated by economic and social grievances, rather than by a political agenda to bring about a revolution.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge more effectively. Points are developed and substantiated. Clarity of meaning due to legibility and grammar and structure is evident. Much of the unrest amounted to nothing more than local expressions of grievances carried out by hopeful protesters rather than determined revolutionaries. In this sense the popular protest which characterised the period 1815–1820 was essentially “traditional”, i.e. non-political activity to redress economic distress. Luddism was more an expression of dissatisfaction against new machines rather than part of a serious political threat against the establishment. Spa Fields and Peterloo were mainly peaceful and legal and taken over by a tiny minority of extremists who took the law into their own hands. Answers may reflect on other factors which made revolution unlikely, such as divisions among protestors and the lack of weapons.

Level 4 ([10]–[12])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis is well developed and substantiated. Answers will be well informed about a variety of reasons as to why revolution did not occur. Post-war radicalism in England was divided between those who supported a violent programme of change (Spenceans), and those advocating a non-violent response (Hunt and Cobbett). This division weakened the development of a united radical response, and also contributed to regional differences which hindered any coherent revolutionary threat. Radicals were severely weakened by a lack of weapons. The success of any revolutionary organisation depended on a successful use of arms to overthrow a government. The response of the Tory government was a key factor in thwarting revolution. Legislation such as the Six Acts and the suspension of Habeas Corpus were effective, proportionate and appropriately used. The armed forces were deployed in the areas where the revolutionary threat was the greatest; e.g. 23 000 troops were posted to those areas in the North and East Midlands in an effective show of strength. The use of spies helped to undermine disorder. Answers may reflect on the overall scale and nature of government response in two further ways. First, the legislation was temporary and sparingly used, with only 44 people arrested and 37 detained on charges of treason. Secondly, this suggests that the government was confident that it could contain any unrest without being excessive. The introduction of a Truck Act and a Factory Act in order to ease social unrest suggests that the government was well in command of the situation.

[12]

(b) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[3])

Answers will recall and select historical knowledge in an episodic manner. There will be limited understanding. Meaning will be unclear due to illegibility, grammar and punctuation.

Level 2 ([4]–[6])

Answers will deploy historical knowledge with more relevance though there will be lapses in evidence, grammar and structure. Some understanding will be evident. For example, Peel demonstrated his economic skill as a member of the Bullion Committee in 1819. He was a successful Home Secretary under Lord Liverpool in the 1820s. During this time he modified the criminal law, improved prison conditions and introduced the Metropolitan Police Force.

Level 3 ([7]–[9])

Answers will recall, select and deploy historical knowledge more effectively. Points are developed and substantiated. Clarity of meaning due to legibility, grammar and structure is evident. Candidates may reflect that while Peel opposed Catholic Emancipation, he showed political courage in recognising the consequences if the measure was not passed in 1829. Peel became leader of the Tories following the crisis of the 1832 Reform Act, and an early achievement in this period was to persuade his party to accept the realities of the 1832 Reform Act namely, that the newly enfranchised middle class had to be accommodated by a Tory Party that could no longer be perceived as acting on grounds of self-interest. His refusal to oppose the Whigs on purely party grounds and provide a responsible opposition yielded dividends when Peel led a 100-Day Ministry in 1834.

Level 4 ([10]–[12])

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation is well developed and substantiated. Answers are well informed about Peel's achievements in the period 1819–1841. Peel's minority government gave him the opportunity to increase his grip on his parliamentary party, while his experience in office convinced him that the key to electoral success for the Tories lay in widening their base of support. Peel's Tamworth Manifesto of December 1834 gave the Tories – henceforth Conservatives – a new sense of ideological direction. He aligned the party to a maintenance of existing institutions, a determination to reform when abuses were apparent, and to appeal to the middle class. Peel deserves credit for encouraging party reorganisation and registration. In the general election of 1835 the party won 273 seats, and increased further to 313 seats in the election of 1837. Peel's refusal to accept the premiership over the Bedchamber Crisis of 1839 proved correct, as he allowed the Whig ministry to drift on aimlessly until June 1841, when a successful vote of no confidence was put before the Commons. In the general election which followed, the Conservatives achieved a majority of 76 seats.

[12]

12

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will limit their response to the content of the source and assess its utility. For example, the source reveals arguments against the Corn Laws by the League: it imposes hardship on the lower classes, and constitutes a tax on bread, the most basic of food.

Level 3 ([7]–[9])

Answers will utilise the sources more comprehensively, focusing totally or mainly on its **merits as evidence** in a study of the Anti-Corn Law League. First, the **authorship** enhances its value, since it is from Cobden, one of the leading forces behind the League. Contextual knowledge may be used to validate Cobden's role. Moreover, the **date** of the source gives it value: 1841 is the commencement of Peel's Second Ministry. Answers may comment on Cobden's motives: perhaps he wanted to put pressure on Peel, or even remind Peel of some of the sentiments he had conveyed in his Tamworth Manifesto of 1834. Additionally, answers may examine the **content** of the source in order to demonstrate value. Cobden cleverly links the Corn Law directly to the cost of bread in order to maximise its impact on the community. He describes the hardships of the lower orders, which make up the mass of the population. He provides figures to illustrate his argument. Cobden reveals the humanitarian aspect of the League's argument by aligning the fight against the Corn Laws with religious leaders. The 'crusade' takes on a more tangible guise. Skilfully, Cobden throughout refers to the hardship caused by the Corn Laws to the labourers, and neglects to comment on the material benefits which the commercial classes would glean from freer trade.

Level 4 ([10]–[13])

Answers must also discuss the **limitations** of the source to reach this level. Any valid observation on limitations is acceptable. For example, the source provides only one argument against the Corn Laws, and leaves no clue as to the wider economic implications if repeal followed. While hinted at, the source does not reveal how the League set out to encompass a strong humanitarian argument, and use nonconformism to bolster its campaign. The methods of the League are ignored; the use of literature, mailshot, contesting by-elections and fund raising. Also, the League deliberately set out to mobilise an essentially middle-class opinion against the Corn Laws, and thereby highlight how this question of repeal was a divisive issue between industry and agriculture. *Candidates who reflect on the limits of the source in these and other ways should be rewarded.* [13]

- (b) **This question targets AO1b:** understanding of the past through explanation, analysis and arriving at substantiated judgements.

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

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

KNOWLEDGE: ([1]–[3]): Historical knowledge is episodic and largely inaccurate; in narrative form with little understanding or analysis.

AO2a:

SOURCES: ([1]–[3]): Answers merely paraphrase the sources, failing to utilise the source content in relation to the question.

AO2b:

INTERPRETATIONS: ([1]–[2]): There is little or no awareness of contemporary or later interpretations about the repeal of the Corn Laws.

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

KNOWLEDGE: ([4]–[6]): Answers recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. For example, there may be a partial account of the activities and role of the League.

AO2a:

SOURCES: ([4]–[6]): Answers will utilise the sources in regard to the question, without any context. For example, Source 1 reveals some of the arguments used by the League to justify repeal of the Corn Laws; thus the League's role is suggested here. Source 2 indicates Peel's motives in advocating repeal.

AO2b:

INTERPRETATIONS: ([3]–[5]): There will be awareness of either contemporary or later interpretations on the repeal of the Corn Laws. For example, answers may refer to a comment from Peel or a contemporary about the role of the League or Peel.

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

KNOWLEDGE: ([7]–[9]): Knowledge is recalled, selected and deployed more relevantly, clearly and effectively. Analysis and judgements are well substantiated. For example, the League played a role in the repeal of the Corn Laws in several ways. Cobden and Bright provided able leadership, devising strategy and coherent arguments. The League adhered to a single-issue agenda which unified a powerful middle-class lobby, producing an antithesis towards the Corn Laws which could not be ignored. The League organised petitions, conducted rallies, raised substantial sums of money, contested parliamentary elections and utilised all the available technology of the time to facilitate their campaign.

AO2a:

SOURCES: ([7]–[9]): Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation. For example, one source may be neglected. Source 1 reveals some of the arguments used by the League to justify Corn Law repeal, and how the League perceived the issue as a humanitarian one, which affects the mass of the population, especially those in need. In Source 2, Peel reveals his attitude to repeal: that it is the "best policy" for all concerned, and its timing owes less to the Famine than contemporaries alleged. Source 3 weighs up the role of the League against the contribution made by Peel.

AO2b:

INTERPRETATIONS: ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of the subject.

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

AVAILABLE
MARKS

AO1b:

KNOWLEDGE: ([10]–[12]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are well developed and substantiated. Top level answers will assess the role of the League and other factors, mainly Peel, in the repeal of the Corn Laws, and attempt a reasoned conclusion. Answers should refer to the wide range of tactics used by the League; the role of leaders such as Cobden and Bright, the quality of their arguments and the significance of the fact that they represented the commercial and business class of England. Other factors must be considered. The Irish Famine impacted on the timing of repeal. Peel's endorsement of repeal was consistent with his economic ideology, e.g. his free trade budgets of 1842 and 1845. Moreover, Peel had, since the Tamworth Manifesto, been aware that the stability and welfare of the country depended on the social harmony between industry and agriculture. In this sense, the national interest was being undermined.

AO2a:

SOURCES: ([10]–[12]): Answers will fully utilise the sources in the context of the inquiry using the information to inform the response. Source 1 reveals the League's arguments, and how they portrayed repeal as a humanitarian measure designed to help the masses. Repeal is also linked to a sense of natural justice, confirmed by Cobden's use of statistics regarding bread prices and weekly income. Answers may see the link between Peel's speech in Source 2 in 1846 and Cobden's comments of 1841. He too refers to the masses and the labourers. He goes further, associating repeal with the need to ensure fair play for both industry and agriculture. Source 3 provides the most wide-ranging account of repeal. It comments on the Famine, the methods of the League and Peel's role. Source 3 can be referred to several times in the answer, since distinct points are made. Source 3 refers to the Famine as well and, like Peel, comments on the importance of industry and agriculture.

AO2b:

INTERPRETATIONS: ([9]–[11]): There will be a good analysis and evaluation of contemporary later interpretations of this subject.

Contemporaries had differing views on the role of the League. Peel declared that the name of Richard Cobden, more than any other, should be associated with repeal, "As one who acted with untiring energy, appealing to our reason". Remarkably, Cobden conceded that repeal owed more to the circumstances of the Famine "and a Prime Minister who thought more of the lives of the people". Tory Protectionists like Disraeli and Bentinck believed that the League unduly and wrongly swayed Peel. **Historians** have provided later interpretations. It has been suggested that repeal came about because Peel no longer believed in the Corn Laws or that repeal was for Peel what the Reform Act of 1832 had been for Grey: a preserving measure. **Candidates** may interpret the evidence too, by ascribing significance of the aforementioned factors in the story of repeal. For example, the importance of the social forces mobilised by the League; impact of their electoral strategy; the quality of arguments in favour of repeal. Comments of this sort constitute good responses at this level. [35]

48

Option 3

60

Option 4: Unification of Italy and Germany 1815–1871

AVAILABLE
MARKS

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

- 1 (a) **This question targets AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and an understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([1]–[3])

Answers at the level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about the causes of the revolutions in Germany in 1848. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at the level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the reasons for the revolutions of 1848. Answers at this level may note political unrest and social discontent. The middle classes were frustrated by their lack of progress; conditions in the countryside were harsh. The growth of nationalist and liberal movements might be noted, as well as events in other parts of Europe. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at the level recall, select and deploy historical knowledge relevantly, clearly and effectively, though there are occasional lapses. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of the above points but address factors in more detail. For example, with regard to social and economic factors, mention might be made of how, in the south and west, peasants were increasingly forced to subdivide land. Rents were high for those who had been emancipated. All agricultural labourers were subject to the harsh impact of famine. Potato and cereal shortages worsened the plight of urban workers. Urban conditions for workers were frequently awful. Artisans were particularly hard done by – the arrival of new technology and the drift of population to the towns undermined their businesses which led to overmanning – which in turn led to unemployment and poverty. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at the level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top-level answers will discuss clearly the reasons for the revolutions in Germany in 1848. They may address some of the following: the impact of the Zollverein, nationalist sentiment was stimulated by the Rhine crisis of

1840, when it seemed France would invade the Rhineland. This event spawned a wave of anti-French sentiment and the composition of patriotic *Rhineland* songs. In addition, Denmark's declaration that it would invade Schleswig-Holstein provoked widespread opposition. Nationalistic poems and songs were written, such as the *Deutschlandlied* ("Deutschland über alles", 1841) which eventually became the national anthem. New journals, magazines, and papers arose, such as *Die Deutsche Zeitung* (The German Newspaper), widening awareness of events in France and Denmark. February 1848 witnessed revolts in Paris which sparked off revolts in German towns – starting with Mannheim in Baden and spreading north. Any other relevant points should be rewarded. Answers at this level will consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) **This question targets AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([1]–[3])

Answers at the level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about the role of war in German unification. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at the level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information concerning the wars with Denmark, Austria and France and how they led to the expansion and unification of Germany. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little use of specialist vocabulary.

Level 3 ([7]–[9])

Answers at the level recall, select and deploy historical knowledge relevantly, clearly and effectively, though there are occasional lapses. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider the importance of how each of the wars enhanced the position of Prussia. The manner in which the conflicts developed and the impact they had will be considered. Reference may be made to the manner in which the war with Denmark was connected with the war with Austria in 1866 and Bismarck's desire to remove Austria from German affairs. Answers will mention how the war with Austria led to the North German Confederation and the impact that this in turn had on Bismarck's standing within Prussia. Equally, answers should refer to the events that led up to the war with France and the success of the German military and how war had provided the final impetus to unification. They will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at the level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. The emergence of Bismarck and the impact and inter-relationships between the three wars proved to be crucial. Answers may focus on the details of the wars and the outcomes in terms of specific treaties and the subsequent machinations that led to war with Austria over Schleswig-Holstein and with France over the candidature to the throne of Spain. At each point there was a direct impact on the character of inter country relations and the standing of Prussia with regard to the other German states. Attention may also be given to the quality of the leadership of the Prussian army. Count Helmuth von Moltke distinguished himself as Prussian Chief of Staff and after the Danish War William 1 appointed him as Supreme Commander of the Army. Moltke played a major role in Prussia's military success in the Austro-Prussian War where he proved far superior to his Austrian counterpart, General Ludwig von Benedek. Moltke established a body whose task was to organise the transportation of troops to the battlefield, making effective use of the railway network. This proved to be very successful and in 1866 Prussia mobilised its troops more quickly than the Austrians. Answers may also focus on the part played by General Albrecht von Roon in the unification of Germany. Roon was appointed Prussian War Minister in 1859 and his reform of the Prussian military created a larger and more professional army. Prussia also had superior weaponry, in particular the "needle gun" in the Austro-Prussian War. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

12

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides – that Cavour and Napoleon III were attempting to manipulate a situation where Austria declared war on Piedmont thereby facilitating French intervention on the side of Piedmont.

Level 3 ([7]–[10])

Answers will not only discuss the content of the source well but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The strength of the source lies in the fact that its author is Cavour. Cavour was at the centre of policy and his direct meeting with Napoleon III is captured in this correspondence. It is a private letter and the value this may bring to it in terms of its utility could be noted. The date of the source is also useful in terms of the immediacy to the war with Austria and the nature of how the plans to secure this were to unfold.

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. The source provides a direct commentary on the meeting at Plombieres and highlights the significance of how key individuals were determining policy. The source also draws attention to the other considerations that were necessary before Austria could be drawn into war with France and Piedmont, such as French domestic opinion and the attitudes of other powers. However, the source does not give the full details of what was established nor does it give an insight into the dilemmas facing Cavour, particularly the problem of generating a casus belli. Equally, while the source provides us with an immediate insight into Cavour and his role, it does not show the limits of Cavour's ambitions and how in effect he was not seeking a unified Italy. [13]

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

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

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

AO1(b):

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

AO2a:

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

AO2b:

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

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

AO1b:

KNOWLEDGE: Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. For example, there may be a partial account of the role of Garibaldi in Italian unification and his invasion of Sicily and his takeover of southern Italy.

AO2a:

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, in Source 3 reference is made to the stunning achievements of Garibaldi in 1860.

AO2b:

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

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

AVAILABLE
MARKS

AO1(b):

KNOWLEDGE: Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example, there will be a more complete account of the specific role of Garibaldi in Sicily and subsequently the Italian mainland. However, emphasis will also be given to Cavour and the role of Piedmont, the economic development of Piedmont but also the significant diplomatic manoeuvres of Cavour. Attention could also be drawn to how Garibaldi in effect moved further than Cavour ever intended and how it was unification by accident as much as design.

AO2a:

SOURCES: Answers will analyse sources in the context of the enquiry. There may be an imbalance of evaluation. Source 1 illustrates the significant role that Cavour played in getting France to deal with Austria, a lesson learnt from the failures of 1848. Source 2 provides an insight into the leadership qualities of Garibaldi. Equally, Source 3 emphasises the importance of both Cavour and Garibaldi but allows for the significance of Garibaldi after the Spring of 1860.

AO2b:

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of how significant Garibaldi was in securing Italian unification. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

AO1b:

KNOWLEDGE: Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top-level answers will provide a comprehensive assessment of the extent to which Garibaldi brought about the unification of Italy. They will discuss his successful conquest of Sicily and triumphant return to the mainland and his successful taking of Naples. Answers at this level will also assess the other factors which helped to bring about the unification of Italy. They will recognise the pivotal role of Cavour dating back to the lessons learnt from 1848, the success of the Crimean War and the subsequent peace conference which established both the Italian question and the presence of Piedmont amongst the Great Powers. Answers may also refer to the role played by Napoleon III in 1859 when France joined forces with Piedmont against Austria and achieved military success at Magenta and Solferino, events which enabled Piedmont to gain Lombardy at the Peace of Villafranca. Answers may also assess the contribution of Victor Emmanuel II to the unification of Italy. Reference may also be made to Venetia being ceded to Italy in the Austro-Prussian War. Finally, answers at this level may refer to the unusually favourable international situation at this time which facilitated the unification of Italy.

AO2a:

SOURCES: Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 allows for the significant role played by Cavour but also the role of France in the defeat of Austria. Source 2 indicates the key role Garibaldi saw his actions had led

to but also the fervour of the speech lends credence to the idea of Garibaldi as a great leader. Source 3 gives space to both Cavour and Garibaldi but emphasising the key role of Garibaldi after the Spring of 1860 and how the momentum had altered.

AO2b:

INTERPRETATIONS: Answers will provide a good analysis and evaluation of contemporary and later interpretations of how far Garibaldi was vital in achieving Italian unification. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation with some specialist vocabulary. [35]

Option 4

**AVAILABLE
MARKS**

48

60

OPTION 5: GERMANY 1918–1945

AVAILABLE
MARKS

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

- 1 (a) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in a largely inaccurate manner. There is limited understanding, explanation and analysis. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response. A superficial awareness of the Weimar economy in the period 1919–1929 will be revealed.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, analysis and explanation. The answer will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary. Answers will reveal an understanding of the Weimar economy in the period 1919–29 but with significant omissions, perhaps discussing either just the 1919–1923 phase or the 1924–1929 phase but not both.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. They will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary. Answers will reveal a competent awareness of the Weimar economy in the period 1919–1929 but there may be an imbalance with one of the two phases being discussed in greater depth.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. Answers will reveal a comprehensive awareness of the Weimar economy in the period 1919–1929 contrasting the economic instability of the 1919 to 1923 phase with the relative economic recovery from 1924 to 1929 even with underlying weaknesses, culminating in the onset of the depression from October 1929. In 1919 the Weimar economy faced fundamental problems such as a decline in world trade which affected its exports and an increasing national debt as a result of the First World War. As a result of the Treaty of Versailles there was a loss of resources such as coal, iron ore and arable agricultural land from the loss of territories such as the Saar,

Alsace-Lorraine and Silesia plus the cost of paying reparations from 1921. Prices had already started to increase by 1919 but inflation dominated the first phase of the Weimar economy up to 1923. From 1919 Weimar governments did not attempt to balance their budgets and adopted policies of deficit financing, both of which allowed inflation to continue. The need to pay reparations then contributed to even greater inflation. By 1923 the Weimar economy was suffering from hyper-inflation and when the Weimar government defaulted on its reparations payments French and Belgian troops occupied the Ruhr. This meant that the value of the mark continued to decline. It was only in August 1923 when the German economy was on the verge of complete collapse that the formation of a new coalition government under Stresemann found the will to introduce economic policies which were aimed at controlling the amount of money in circulation. These included: the resumption of reparations payments, reduction of government expenditure and the introduction of a new currency. By April 1924 the Dawes Plan had fixed reparations payments for the next five years in accordance with Germany's ability to pay. The 1924–1929 phase of the Weimar economy appears to be one of greater stability when compared to the economic chaos that preceded it especially in 1922–1923 and the Great Depression of 1929–1933 which followed. Evidence for an economic recovery could include: production levels increased, greater foreign investment, rising exports and rising wages. However, the recovery was not as sound as was once thought. Economic growth was uneven while the value of imports always exceeded that of exports. Unemployment never fell below 1.3 million and by 1928 there was a rural recession. Such evidence suggests that before the start of the depression in 1929 the problems of the German economy were hidden by a flood of foreign capital. The German economy's dependence on foreign loans made it liable to suffer from any problems that arose in the world economy. America's financial collapse in October 1929 added to an already grave situation. [12]

- (b) **This question targets AO1a and AO1b:** the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner and demonstrate understanding of the past through explanation and analysis.

Level 1 ([1]–[3])

Answers at this level recall, select and deploy historical knowledge in a largely inaccurate manner. There is limited understanding, explanation and analysis. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response. A superficial awareness of how the Nazis used the arts and the media as a means of control will be revealed.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some understanding, analysis and explanation. It will have supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary. Answers will reveal an understanding of how the Nazis used the arts and the media as a means of control but with significant omissions.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary. Answers will reveal a competent awareness of how the Nazis used the arts and the media as a means of control with a few omissions.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. The explanation and analysis is very well developed and substantiated. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. Answers will reveal a comprehensive awareness of how the Nazis used the arts and the media as a means of control. The Nazis attempted to use culture in the Third Reich as a form of propaganda which meant the organised spreading of information to promote the views of a government with the intention of persuading people to think or behave in a certain way in accordance with the regime's ideological beliefs. As part of its policy of co-ordination – the process by which all institutions were made to conform to the policies of National Socialism – the Nazi state tried to get control over the media and all cultural activities. In 1933 Hitler set up the Ministry for Public Enlightenment and Propaganda under Goebbels, who supervised a vast machinery for control of all aspects of the media. Alongside this the government established a Reich Chamber of Culture which was used to exercise control over all aspects of culture. It consisted of seven sub-chambers covering Press, Radio, Film, Literature, Theatre, Music and Fine Arts. Membership was compulsory for people involved in cultural activities. The Nazis exercised control through direct ownership of some forms, by controlling those working in the media, by directing the media as to what to produce, and by prosecuting non-conformist activities. After 1933 the arts were compelled to serve as vehicles for the transmission of Nazi ideology and to help forge the people's collective mind. Candidates could give specific illustrations of how the Nazis used the arts and the media as a form of control by discussing evidence from any one or more of the following: press, radio, film, photography, paintings, sculpture, architecture, literature, theatre and music.

[12]

12

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers will confine themselves to the content of the source and assess utility only to the information it provides. The source gives the historian an insight into the atmosphere of Nazi intimidation of political opponents within the Reichstag at the consideration of this particular piece of legislation. Nazi activists not only engaged in abusive language but their general demeanour and threatening behaviour all contributed to the anxiety Nazi opponents experienced on that particular occasion.

Level 3 ([7]–[9])

Answers will not only discuss the content of the contemporary source but focus mainly on its merits as evidence. An eyewitness who was present in the Opera House recalls informatively what he observed, publishing his account when it was safe to do so long after the Nazi regime had collapsed and therefore under no fear of recrimination.

Level 4 ([10]–[13])

Answers will not only discuss the strengths of the source through its content and nature but also its potential limitations. Any plausible limitations should be rewarded. As this is only one person's account produced three decades after the event by a political opponent of the Nazis its reliability would need to be treated with caution. [13]

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

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

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

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

AO2a:

SOURCES: Answers will merely paraphrase the sources and fail to utilise the source content to address the question.

AO2b:

INTERPRETATION: Answers will reveal little or no awareness of contemporary or later interpretations on the subject.

Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

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

KNOWLEDGE: Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis or judgement but will be a partial account.

AO2a:

SOURCES: Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge.

AO2b:

INTERPRETATIONS: Answers at this level will have some awareness of contemporary or later interpretations of this subject. Answers will have frequent lapses in meaning due to illegibility, inaccurate spelling,

punctuation and grammar; at times the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

AVAILABLE
MARKS

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

AO1b:

KNOWLEDGE: Answers recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are developed and substantiated.

AO2a:

SOURCES: Answers will analyse the sources in the context of the inquiry. There may be an imbalance of evaluation, for example, one source may be neglected.

AO2b:

INTERPRETATIONS: Answers will provide a satisfactory analysis and evaluation of contemporary and later interpretations of this subject. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

AO1b:

KNOWLEDGE: Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis or judgements are very well developed and substantiated. Answers will reveal a comprehensive awareness of the process by which the Nazis created a dictatorship in 1933–1934. Candidates can offer their explanation in either a chronological or a thematic structure to reveal how the Nazis created a one party state dictatorship. Thematically legality could be illustrated with evidence such as the Decree of the Reich President for the Protection of the People and State in February 1933 after the Reichstag Fire, the Enabling Law in March 1933 which allowed the Nazis to bypass the Reichstag, the Law against the Formation of Parties in July 1933 and the Law Concerning the Head of State of the German Reich in August 1934 which merged the offices of President and Chancellor due to the death of Hindenburg; terror could be illustrated by the violence of the rank and file SA after the March 1933 Reichstag election and the Night of the Long Knives in June 1934 when the SS shot at least 90 people including about 50 SA leaders in a purge to defeat “the Second Revolution.” The highest marks within this category at Level 4 could be given to candidates who suggest additional evidence for other elements of the process such as: popular support with 288 seats gained in the Reichstag election of March 1933, propaganda with the creation of the Ministry for Public Enlightenment and Propaganda in March 1933, co-ordination with the amalgamation of trade unions into the German Labour Front in May 1933 and the Army Oath of August 1934 and concessions with the signing of the Concordat between the Nazi state and the Vatican in July 1933.

AO2a:

SOURCES: Answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment. Source 3 could be utilised to support the contention in the question as not only does it refer

to Nazi contemporaries suggesting the significance of legal means but the historian himself strongly places emphasis on such lawful tactics. While Source 1 initially illustrates the importance to the Nazis of basing their dictatorship on the firm foundation of such a significant constitutional measure as the Enabling Act, the source also reveals not only the use of intimidation towards political opponents on the day of the passing of the Act by the Reichstag but also to the use of terror by the regime in society at large with Hoegner's references to Wels' concerns about the lack of human rights and the persecuted filling the concentration camps. Source 2 could be utilised as evidence towards the end of the 1933–1934 period to primarily illustrate support for the legal tactics of the Nazis. Birchall stresses their policy of having a plebiscite of the people to endorse Hitler's merger of the offices of Chancellor and President after the death of Hindenburg and, according to his testimony, the public vote was conducted in such an exemplary way that even inmates in Dachau were able to vote and some were permitted to register their dissent. However, Source 2 could also be utilised to illustrate terror as it provides evidence of the existence of Dachau.

AO2b:

INTERPRETATIONS: Answers will provide a good analysis and evaluation of this subject with regard to contemporary and later interpretations. Candidates could react to the implications of the statements by Bracher in this particular extract in Source 3 in relation to the proposition in the question concerning legal means. They can concur with Bracher's views, qualify them or disagree with them. It is more important that they debate the issues, consider evidence and substantiate a relevant line of argument. Many other historians, while acknowledging that the use of legality was an important element of the process, would suggest that other means were also significant, such as terror. The Nazis attempted to give the impression that the dictatorship they built rested on a legal foundation. The steps they took did not necessarily break the letter of the constitution but they changed it beyond recognition. It was brought about by a combination of legal measures, terror, manipulation and collaboration. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [35]

Option 5

Total

**AVAILABLE
MARKS**

48

60

60

New
Specification



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010**

History

Assessment Unit AS 2

[AH121]

THURSDAY 28 JANUARY, AFTERNOON

MARK SCHEME

Level of response mark grid

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

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

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

AO2 In relation to historical context:

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

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

Answer two questions

1 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity, although there are occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answer will be better informed and start to identify the impact of the Counter-Reformation. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show some awareness of the impact of the Counter-Reformation. Candidates might focus on church reform, brought about by the Council of Trent which improved the education of the Priesthood and consequently their service to Spain. Philip II's support of the Counter-Reformation culture developed Spain as a stronghold for the Arts. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the range of issues related to the impact of the Counter-Reformation on Spain. Candidates will develop Level 3 answers by emphasising Philip II's support for literature, art and architecture. Individuals like Cervantes, Lope de Vega and El Greco all benefited, as did the mystic traditions of Teresa and St John of the Cross. The Inquisition and censorship could be used to explain that Spain was cut off from mainstream European culture, with Spaniards being forbidden from studying abroad. For those without pure Spanish blood, Conversos, Mudejars and Moriscos, the Inquisition and Counter-Reformation made life extremely difficult. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess to what extent Philip II deliberately encouraged faction fighting. Candidates will consider Philip's character, his need to be in control and his lack of trust in others. Consideration of the Eboli, Perez and Alva factions should demonstrate how government was restricted. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is good organisation and appropriate use of specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement should be very well developed and sustained throughout the answer. Answers will show clear understanding of faction fighting in Spain and Philip's tactics after the fall of both Perez and Alva. The development of the committee system (Junta del Noche) shows how Philip continued to distrust his advisors as his father had advised him to do. Candidates should identify that Philip controlled his nobles through factional rivalry, yet the effectiveness of his monarchy was damaged. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

30

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

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the economic problems facing Spain. Candidates will consider the variation between different areas in Spain. Population growth, in the early part of the period, seems to suggest economic strength. Difficulties like large amounts of infertile land, poor agricultural productivity led to the importing of wheat. Industry lacked investment and was unable to take advantage of the American market. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear understanding of the range of economic difficulties that Spain faced. Level 3 answers will be developed and may emphasise the inflationary pressures of American bullion. High taxation, which grew steadily throughout the period, further weakened the economy. Financial investment tended to be in Juros rather than in industry. Despite the commercial opportunities of the Empire, Spain's economic weakness meant that it was unable to take advantage. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, answering in general terms how war affected the Spanish economy. Answers at this level may still have some lapses in meaning, as well as inaccurate spelling punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to focus on how war put a strain on the Spanish economy. Philip II inherited an almost bankrupt state yet his reign saw the situation worsen. Bankruptcy was declared on four occasions and by the end of his reign debt had reached 85.5 million ducats with an income of only 9.7 million ducats per year. Most of Philip's expenditure was on military campaigns that Spain's economy could not sustain. Candidates should consider other weaknesses such as: infertile land, poor agricultural production, inflation and limited investment. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is good organisation and appropriate use of specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess the main causes of economic weakness in Spain at this time. Candidates should show a comprehensive knowledge of the variety of economic difficulties. Answers will develop Level 3 factors and focus on how Philip II's policies further aggravated economic problems. A clear comparison between issues such as poor administration, over regulation, dispersal of the Moriscos and war spending is necessary. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

30

3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity, although there are occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answer will be better informed and start to identify Philip's relations with the Pope. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of how Philip II dealt with the Papacy. Candidates should identify that Philip II had certain powers in relation to the Papacy; he could reject Papal Bulls, deny appeal to Rome and appoint Church Officers. Clashes with the Pope on foreign policy issues might be considered to some extent. Philip II's positive attitude to the Jesuits in Spain could be used to emphasise his support for Catholicism. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the relationship between Philip and the Pope. Level 3 answers might be developed by considering foreign policy in more detail. They may discuss the Pope's role as an Italian Prince, whose interest often led to clashes with Philip II, who also had major Italian possessions. Pope Paul IV's anti-Spanish accord of 1556 and Sixtus V's opposition to Philip II's actions in France in the 1580s support this. Candidates should show that the relationship was not constant being influenced by the appointment of new Popes. Philip II's treatment of the Jesuits emphasises this with the arrest of Marceau in Toledo proving a change of policy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess to what extent Philip II was responsible for revolts during his reign. Candidates should consider that Philip II's action to control the Moriscos was driven by a distrust of their links to the Turks. Philip II's strengthening of controls in Granada did cause rebellion but discontent already existed due to poor economic conditions and religious persecution. Philip II's arrest of Perez in 1579 caused 'the Perez affair', but candidates should also consider his actions prior to his arrest. Philip II's appointment of a Castilian as chief minister of Aragon points responsibility for the revolt at Philip. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is good organisation and appropriate use of specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement should be very well developed and sustained throughout the answer. Answers should be comprehensive and well informed and clearly assess Philip's responsibility for the revolts. Candidates should develop Level 3 answers considering a range of factors. The appointment of Pedro Guerrero as Archbishop of Granada saw a more vigorous campaign against the Moriscos. Heavy taxation of the silk trade and other economic measures provided a basis for rebellion. Philip failed to respond to warnings from the Marquis of Mondejar and replaced him with Cardinal Espinosa so sparking revolt. Philip did discredit and arrest Perez each time he caused a problem and ultimately forced him to flee to France. Philip's actions in the Escobedo affair could be said to have caused the Perez problem. Philip II's focus on Castile and his failure to follow his father's example visiting his other Kingdoms was the ultimate cause of the Aragonese revolt. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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4 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of Spain's policy in the Netherlands. The spread of Calvinism and the sacking of churches in 1566 was seen by Philip as both heresy and rebellion so Alva was sent to suppress this revolt. The unpopular 'reign of terror', the Council of Blood and the executions of Egmont and Horn ushered in the Dutch revolt. Taxation to pay for the army escalated the revolt and Philip's inability to reach a compromise continued it. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the range of causes of the revolt. Candidates will build on Level 3 answers and consider Philip II's overall policy towards the Netherlands. Philip gave the Netherlands too low a priority and failed to use the established traditions of government as his father had done. Preoccupation with the Turks and the Mediterranean allowed revolt to develop. The appointment of Granvelle and religious reform sparked the revolt which might have faded away had Philip not overreacted. Poor management of the revolt in the 1570s, financial difficulties and missed opportunities allowed the revolt to continue. Parma's military successes were undermined by Philip's inability to use an advantageous position to reach a compromise which favoured him. Involvement in conflict with England and France allowed the revolt to flourish and succeed. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess the difficulties that caused the outbreak of the war in 1585. Candidates will focus on the Netherlands as the main cause of conflict and should mention that the Treaty of Nonsuch forced Philip to take action. Answers will identify that Elizabeth felt drawn into this action by Philip's interference in England and fear of Spanish invasion from the Netherlands. Candidates could identify a range of other clashes such as; the 'Sea Beggars', the Americas and the assassination of William of Orange. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is good organisation and appropriate use of specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess the extent of Philip's culpability for the outbreak of the war. The Treaty of Joinville might be used by candidates to explain Elizabeth's worry of a 'Catholic crusade' and whether Philip had any such intentions. The successes of the Duke of Parma further threatened England and exaggerated Anglo-Spanish disharmony. Support for plots such as the Northern Earls, Ridolfi and Throckmorton show Philip's aggressive intentions against England. Elizabeth's theft of the Genoese silver ships of 1568 led to a series of tit for tat reprisals and might be used to shift the blame away from Philip. Clashes in the New World, where the 'Sea Dogs' challenged Spain's dominance, can be seen to be equally the fault of both countries. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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Option 1

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1 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the events of the war and its aftermath. The response may contain some explanation of the immediate results of the conflict. The terms of the Treaty of Aix-la-Chapelle, May 1668, may be briefly outlined. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, dealing perhaps with the precise terms of the Treaty which compelled Louis to return Franche-Comte while retaining the French gains in the Spanish Netherlands including Douai, Charleroi, Oudenarde and Lille. Louis's army had displayed its strength to Europe and expanded French territory through a series of carefully orchestrated sieges. Candidates may explain how Louis was angered by the attitude of the Dutch, who had formed a Triple Alliance with England and Sweden, and ordered his army to launch an attack on Holland that culminated in the Dutch War of 1672–78. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the actions of Louis XIV and the reaction of his opponents at the time of the outbreak of war. Answers at this level may communicate some knowledge of Louis's invasion of the Palatinate and attack on Phillipsburg and its impact upon his enemies. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how the invasion of the Palatinate and attack on Phillipsburg contributed to the outbreak of war and also examine other factors that were influential. Louis had issued a manifesto to Leopold, and directed at most of Europe, demanding that the terms of the Truce of Ratisbon be recognised before January 1689. His invasion of the Palatinate before the ultimatum had run out compelled his enemies to react and triggered the outbreak of war. Although French forces failed to secure Cologne, several key places, including Mannheim and Heidelberg, were taken. While there is little doubt that Louis's actions in the Palatinate triggered war, the causes of the conflict were more wide-ranging. His revocation of the Edict of Nantes and the subsequent persecution of the Huguenots had resulted in huge numbers of French Protestants fleeing their homeland to swell the armies of Louis's enemies. Louis had gifted protestant propagandists with plenty of material with which to attack Catholic France. Louis was also involved in a long standing quarrel with the Papacy which had been worsened by his invasion of the papal state of Avignon. The crisis over the Archbishopric of Cologne had brought his conflict with the pope to a head and Louis was angered by Pope Innocent's refusal to support his candidate. England was alarmed by Louis's harbouring of their exiled Catholic King, James II, and French support for his attempt to recover his throne through Ireland. Louis XIV's earlier expansionist exploits had impinged upon the interests of Austria, Spain, England, the United Provinces, Brandenburg, Saxony and Bavaria. The formation of the defensive League of Augsburg, in 1686, had united many of Louis's enemies allowing them to respond together when French forces entered the Palatinate. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will cover the points mentioned in Level 3 and reach relevant conclusions about the extent to which the invasion of the Palatinate was the most important reason for the outbreak of war. Candidates may show some understanding of the long-term build up of grievances and the role Louis's expansionism and aggressive attitude had played in provoking opposition. A more detailed analysis may also be made of the antagonistic relationship between Louis and William of Orange. The answer will be well informed about the events of 1688 and 1689. Candidates may note that Louis's intentions were defensive but the timing and manner of his actions in the Palatinate compelled his opponents to act and undoubtedly started the conflict. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

**AVAILABLE
MARKS**

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2 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the events of the war and its aftermath. The response may contain some explanation of the immediate results of the conflict. The terms of the Treaty of Nymegen, 1678, may be briefly outlined. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, dealing perhaps with the precise terms of the Treaty which saw France gain a number of important territories including Franche-Comte, Lorraine, Freiburg and areas of Flanders including St. Omer, Aire and Ypres. Louis had succeeded in strengthening his vulnerable north eastern frontier. His actions had caused countries to fear France and encouraged some to seek to form defensive alliances. France had also become hated and distrusted in Europe with an anti-French alliance beginning to emerge. French atrocities in Holland and the Palatinate were widely criticised and Louis's expansionist actions were to have long term consequences. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be better informed and may dispute the value for France of Louis's aggression. The Dutch had offered more favourable peace terms to Louis earlier in the conflict and the war had been costly and unpopular. It is arguable that Louis's real enemy was Spain rather than Holland and he would have been better served focusing his attentions upon the Spanish Netherlands. Nonetheless Louis had continued to expand French territory and was buoyed by the peace negotiations being conducted in French and the title 'Great' being bestowed upon him. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers will make unsupported, generalised assertions about the details of the Treaty and whether or not it represented a victory for France. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer focusing exclusively on explaining the terms of the Treaty of Ryswick and failing to make substantiated judgements about the relative success each represented for France. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be able to explain that France made substantial concessions to its opponents in the Treaty. William of Neuberg was granted the Palatinate, Prince Clement of Bavaria received Cologne, Lorraine was restored to its original owners and Spain acquired Luxemburg, Charleroi, Mons, Coutrai and Barcelona. Louis had been compelled to return most of France's gains through his reunion policies and was forced also to recognise William as King of England and withdraw his support from James II. He restored the barrier fortresses to the Dutch and there is no doubt that France had been forced to make substantial concessions in the Treaty, agreeing to restore virtually all the lands it had seized since the Treaty of Nymegen. France did retain Strasbourg and Alsace and the earlier conquests of Metz, Toulon, Verdun and Franche-Comte. Although Louis was forced to give up some of his acquisitions in the New World, he did make some gains including Saint-Domingue and Nova Scotia. The terms of the Treaty suggest that it represented a defeat rather than a victory for France. France had performed well in the war itself yet most of the terms of the treaty saw territory it had acquired being returned or redistributed. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will cover most of the points mentioned in Level 3 and reach relevant conclusions about the extent to which the treaty was a French victory. Top level answers may acknowledge that the Treaty of Ryswick can be interpreted as a diplomatic manoeuvre by Louis as he turned his attention to the real prize in Europe, the Spanish throne. Louis's willingness to sacrifice territory in the

Treaty of Ryswick is best understood in the context of his subsequent attempts to partition the Spanish Empire and expand France through negotiation rather than conflict. Many of the concessions he made were never intended to be permanent and, while the treaty can be interpreted as a defeat for France, Louis had not moderated his expansionist aims and ambitions. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

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3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers at this level may make some of the following points. The First Partition Treaty gave most of the Spanish Succession to Joseph Ferdinand, the Electoral Prince of Bavaria, who was a compromise candidate between the claims of France and Austria. Small portions were to compensate Austria and France. The Second Treaty gave Spain and most of the colonies to Archduke Charles compensating France with land in Italy. Level Two answers may only deal with one of the Treaties. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers at this level will have more detail. In the First Partition Treaty Joseph Ferdinand was to receive Spain, the Spanish Netherlands, Sardinia and Spain's lands in the New World. Austria's share would go to Archduke Charles, the younger son of the Austrian Emperor, while France's portion would go to the Dauphin, the heir to Louis XIV. Candidates should note that the death of Joseph Ferdinand necessitated the drawing up of a second treaty in which Archduke Charles was to receive the bulk of the Spanish inheritance on the condition that he renounced his claim to the Austrian Empire. France's compensation was to be land in Italy of which Milan was to be exchanged with the Duke of Lorraine for his territory. Candidates may have a more full explanation of one Treaty than the other but both will be addressed. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Level Four answers will provide precise detail about the terms of both Treaties and the main beneficiaries. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will display a broader knowledge and understanding of the causes of the War of the Spanish Succession and make clear judgements about the importance of Louis's acceptance of the Will and perhaps question the suggestion that this action was the most important factor in causing war to break out. The acceptance of the Will did not, in itself, make war inevitable and both the English and Dutch governments acknowledged Philip V as king of Spain. Furthermore the conditions of the Will ensured that Louis had little option but to accept it if he did not wish to see the Austrian Hapsburgs dominate Europe. After lengthy debate with his closest advisors he made a decision that was simply in the best interests of France. Louis's subsequent series of blunders certainly contributed directly to the outbreak of war. The insensitivity and timing of his actions compelled the Allies to reform their Grand Alliance and declare war on France. It could be argued that the first aggressive act of war was by this Alliance and that Louis was defensive in his own actions. Good candidates may note that many issues had been left unresolved from the previous conflict and the outbreak of another war was likely. Leopold cannot be absolved of blame either and his dynastic ambition explains his refusal to accept the terms of the Will and his willingness to restart war with France. Answers at this level

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

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated assessment, taking account of the wider range of issues and communicating more detail on each side of the debate. Top level candidates may argue that accepting the Will was the only realistic choice he had and many of his subsequent actions were in the best interests of France. If Louis was guilty of one thing it was his inability or unwillingness to consider the impact of his actions. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

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4 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers at this level may make some of the following points. Louis's grandson, Philip of Anjou, remained king of Spain although his empire was to be partitioned. Philip was allowed to continue the Bourbon dynasty in Spain on the proviso that the thrones of France and Spain were never united. The Netherlands, most of Italy, Naples, parts of Milan and Sardinia were transferred to the Austrian Emperor. The barrier fortresses were restored to the Dutch and Sicily was granted to the Duke of Savoy. Answers at this level may have some lapses in meaning due to inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers at this level will explain the points raised in Level Two in more detail. The transfer of the Spanish Netherlands to Austria and the securing of the barrier fortresses satisfied Holland that the French threat had been lessened. England also gained by securing the right of Asiento and extending its territories in the New World. Louis was compelled to surrender his claims to Acadia and Newfoundland. England and Holland also stood to benefit from the closure of the river Scheldt which ruined the commercial position of Antwerp. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Level Four answers will provide precise detail in outlining the terms of the Peace. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may offer an incomplete and generalised description of Marlborough's leadership during the War of the Spanish Succession. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty engaging with the question on its own terms and include some analysis of Marlborough's contribution but fail to address the other factors that contributed to the Allies' success in the war. Responses may focus mainly on the importance of Marlborough's victories at Blenheim, Ramillies, Oudenarde and Malplaquet. His use of the terrain, personal courage and tactical skill all contributed to these battle successes. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. The Duke of Marlborough proved himself to be a highly skilled and inspirational military leader. His ability to conceal his intentions from the enemy and employ the element of surprise proved critical on the battlefield. In all four battles he probed the French flanks creating a fear of encirclement and enabling his forces to advance successfully in the centre. Candidates may note that these tactics became less effective as they became more predictable and Malplaquet was far from a decisive victory. Marlborough also improved the efficiency and effectiveness of his troops by refining the use of cavalry and employing platoon firing. Level three responses should be aware of some of the other factors that enabled the Allies to succeed. Marlborough was ably supported by other generals, notably Eugene who was particularly prominent at Blenheim and Oudenarde. One crucial factor in the Allied success was the weakness of the French war effort. Throughout much of the war the French forces were incompetently or, at least, inadequately led. At Blenheim, Tallard's failure to anticipate Marlborough's central advance contributed to the devastating defeat for France and Villeroi performed little better at Ramillies. French military leadership reached its nadir at Oudenarde where the Burgundy and Vendome's inability to work together resulted in chaos and another devastating defeat. Economic problems at home only contributed to the inadequacy of the French performance in the first stage of the war. The extent of their earlier failures is perhaps best illustrated by the improved performance at Malplaquet under the leadership of Villars. Candidates may also highlight the pivotal importance of the French defeat at Blenheim and how France was reduced to fighting to avoid defeat thereafter. Certainly Marlborough deserves much of the credit for the Allied success at Blenheim. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be well informed and reach relevant conclusions about the role of Marlborough in the Allied successes of the War of the Spanish Succession. Good candidates may question if his leadership was the most important factor, perhaps noting his failures as well as his successes. His political problems at home eventually led to his removal from his position of leadership in the war and France was never completely defeated on the battlefield. Some historians, and indeed Napoleon, rated Prince Eugene as the more impressive military general. There is no doubt, however, that the series of victories Marlborough enjoyed against the French during this conflict were, in the main, due to his leadership skills and tactical genius. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

**AVAILABLE
MARKS**

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Option 2

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1 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

Answers will recall and select information in an episodic or inaccurate manner. Answers will be vague and superficial about O’Connell’s tactics. Meaning will be unclear because of illegibility and lapses in grammar.

Level 2 ([3]–[4])

Answers will recall and select knowledge with more relevance. There will be some limited information about O’Connell’s tactics. For example, the use of mass mobilisation, the collection of repeal rent as a fighting fund.

Level 3 ([5]–[6])

Answers will recall and deploy historical knowledge more clearly and effectively. There will be more detail on O’Connell’s tactics. For example, he enlisted the support of the Catholic clergy. He used rhetoric to put pressure on the government to acquiesce.

Level 4 ([7]–[8])

Answers will consistently recall and utilise knowledge relevantly and effectively. Explanation and analysis are well developed. The Repeal Association was founded as the organising body. In virtually all aspects O’Connell duplicated his emancipation tactics. The clergy collected funds, such as the repeal rent, and ensured that rallies were orderly. The mass rallies of peasants were designed to frighten the Tory government. O’Connell employed the tactic of rhetoric. He was careful to present repeal as a cure for all other social ills. O’Connell welcomed the Young Irelanders into the Repeal Association in an attempt to broaden its support base. The style of writing is most appropriate, with good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers will deploy knowledge in an episodic or inaccurate manner. There is little understanding explanation. There will be some basic points about the success of emancipation. Meaning will be unclear, with lapses in grammar, organisation and use of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall and deploy knowledge with more relevance and clarity, with occasional lapses. Answers will assess in a limited way some of the factors behind the success of the emancipation campaign. For example, the role of O'Connell, the tactics he employed, the support of the Catholic clergy. There may be some lapses due to defects in legibility and grammar, with some defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select knowledge more relevantly and effectively. Explanation and analysis will be substantiated, and answers will contain a breadth of understanding. Answers will attempt to assess the role of the weak British government in relation to other factors. For example, the departure of Lord Liverpool brought to a head long-held divisions in the Tory Party over the question of emancipation. Liverpool had succeeded avoiding, rather than reconciling his cabinet. The rapid changes in the holders of the office of PM attested to the uncertainty in the Tory Party. Canning's short tenure was followed by Goderich. Peel and others refused to serve under Canning because of his pro-emancipation stance. Wellington's appointment as PM was on the mistaken belief that he would stand firm against O'Connell. Ironically, it was his experience as a military man which prompted him to grant emancipation rather than face the consequences of possible loss of life in Ireland. Answers may refer to one or two other factors, such as the role of O'Connell and his mobilisation of widespread support.

Level 4 ([18]–[22])

Answers will consistently select, recall and deploy knowledge relevantly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be comprehensive, assessing the role of a weak government in relation to a wide range of other factors. For example, the political skill of O'Connell: his use of rhetoric, the portrayal of emancipation a cure for all social ills, his charisma. The role of the clergy was vital, along with the penny rent, the electoral strategy and the involvement of the 40s freeholders. There was the mass support of the peasantry, Catholic middle-class, as well as sympathy from Presbyterians. Answers will have clarity of meaning due to legibility, accurate spelling and grammar. The style of writing is most appropriate, and there is very good organisation and use of specialist vocabulary. [22]

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2 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers will recall and select information in an episodic or inaccurate manner. Answers will be vague and superficial about the nature of the quarrel. Meaning will be unclear because of illegibility and lapses in grammar.

Level 2 ([3]–[4])

Answers will recall and select knowledge with more relevance. There will be some limited information about the quarrel. For example, the large age gap: a clash between “Old” and “Young” Ireland. There was a difference of opinion over the Lichfield House Compact with the Whigs.

Level 3 ([5]–[6])

Answers will recall and deploy historical knowledge more clearly and effectively. There will be more detail on the quarrel. For example, answers will additionally comment on the divisions over the tactics used by O’Connell to achieve repeal. Some members of Young Ireland resented the use of rhetoric, believing that O’Connell was contributing to religious divisions in Ireland.

Level 4 ([7]–[8])

Answers will consistently recall and utilise knowledge relevantly and effectively. Explanation and analysis are well developed. In addition to the causes of the quarrel that have been mentioned, there was also a divergence over Peel’s reforms. The Colleges Bill split the repeal movement. Moreover, some members of Young Ireland were disappointed that O’Connell appeared to back down to Peel over the cancellation of the large rally at Clontarf. The relationship was undermined by the fundamental difference between the elder statesman who practised practical politics against the young idealists who espoused a more cultural and romantic philosophy. The style of writing is most appropriate, with good organisation and appropriate use of specialist vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers will deploy knowledge in an episodic or inaccurate manner. There is little understanding or explanation. There will be some basic points of detail about the Lichfield House Compact. Meaning will be unclear, with lapses in grammar, organisation and the use of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall and deploy knowledge with more relevance and clarity, with occasional lapses. Answers will give a partial focus on the nature of the Compact. For example, answers may describe some of the successes of the Compact for either O’Connell or the Whigs. There may be some lapses due to defects in legibility and grammar, with some defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select knowledge more relevantly and effectively. Explanation and analysis will be substantiated, and answers will contain a breadth of understanding. There will be an attempt to assess the legacy of Lichfield House for both sides, albeit in a limited fashion. Answers may reflect on the gains which O’Connell received, and point to the terms of the Tithe Act and the reform of Municipal Corporations. For the Whigs, the Compact meant that they could oust Peel from his “100 Day” ministry. Moreover, their liaison with O’Connell contributed to an easing of the violent tensions in Ireland over tithe, and there was a much calmer period in the country.

Level 4 ([18]–[22])

Answers will consistently select, recall and deploy knowledge relevantly and effectively. Explanation and analysis are very well developed. Answers will be comprehensive, *assessing more fully the gains and losses for both O’Connell and the Whigs as a result of the Compact. It is acceptable for the candidates to argue either way where the balance of success and failure lay.* Top level answers will comment in some detail on the brief tenureship of Thomas Drummond, whose initiatives constituted perhaps O’Connell’s greatest gain from the compact. Additionally, answers will weigh up the merits and weaknesses of reforms regarding tithe, poor law and municipal corporations. The Whigs gained O’Connell’s parliamentary support to oust Peel, bring some calm to Ireland and secure the passage of their social reforms in England. However, there was a price to be paid. The association with O’Connell – a much maligned figure after 1829 – earned the Whigs much contempt from English political opinion, both from the Established Church and the Conservatives, and contributed to their heavy defeat in the general election of 1841. The style of writing is very appropriate, and there is good organisation and use of specialist vocabulary. [22]

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

Answers will recall, select and deploy knowledge in a disorganised or largely inaccurate manner. The answer will be vague and superficial about the impact of the Famine on tenant farmers. Meaning will be unclear because of illegibility and lapses in grammar.

Level 2 ([3]–[4])

Answers will recall and select knowledge with a greater degree of relevance. Answers will contain some limited explanation about tenant farmers. For example, as a result of declining population and other socio-economic changes, the tenant farmers became the largest class in Ireland. Before the Famine, the labourers had outnumbered the tenant farmers by 4 to 1; afterwards, farmers outnumbered labourers.

Level 3 ([5]–[6])

Answers will recall, select and deploy knowledge relevantly, clearly and effectively. Answers will provide more detail about the impact of the Famine on tenant farmers. There was a change in the pattern of landholding in Ireland. The cottier class of smallholders was almost completely wiped out as a result of death and emigration. This encouraged the consolidation of holdings, with the cottiers' plots taken over by larger tenant farmers. In this way about 200,000 smallholdings disappeared. Whereas before 1845 only 1/3 of farms was over 15 acres in size, by 1851 about 1/2 were.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy knowledge relevantly, clearly and effectively. Explanation and analysis are well developed. Tenant farmers became involved in the emergence of a more balanced farming system, in which there was less concentration on tillage, and especially potato cultivation, and more on pastoral farming. The move to pastoral farming accelerated after 1850, especially in the form of dairy farming and the export of cattle. By 1867 the acreage devoted to grain and potatoes had halved compared to pre-Famine days. The medium-sized family farm of 5 – 10 acres, devoted to mixed farming, became the norm in the years following the Famine. Tenant farmers were also affected by the acceleration in the trend of emigration, and in marriage patterns. Additionally, tenant farmers experienced a rise in living standards, as indicated by better housing and an increase in literacy. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [8]

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

Answers will select and deploy knowledge in an episodic or largely inaccurate manner. Answers will be mainly narrative, with little analysis or explanation. There will be some basic points about general causes of the Famine. There will be lapses in organisation, grammar, illegibility, and organisation, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will select and utilise knowledge with more relevance and clarity, with occasional lapses. The answer contains some explanation and analysis. Answers may address in a limited way the causes of the Famine. For example, the impact of increased population, a lack of industrial development, the role of landlords. There will be some lapses in meaning due to illegibility, lapses in grammar, organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select knowledge more relevantly and effectively. Explanations and analysis will be substantiated. Answers will contain some breadth of understanding, and attempt to assess the role of the rise in population to other factors. Fewer countries experienced a higher population rise than Ireland, partly due to an increased birth rate, decreased death rate and the abundance of cheap food in the potato. Ireland's population rose from 5m in 1780 to 8m in 1845. There was a general improvement in health and diet that occurred in the relatively prosperous years of the later 18th century. This population rise brought about the Famine because of the interrelationship with other factors. The lack of industry, the upsurge in population growth led to intense competition for land, so possession of a plot of land became literally the difference between life and death. Farmers who themselves rented small holdings were prepared to subdivide them further in order to help their families. Some reference will be made to other factors which caused the Famine. For example, Ireland suffered from a lack of industrial development due to a dearth of resources and inward investment. Outside of north-east Ulster there was no significant middle class of entrepreneurs and an inadequate transport system. The state of the Irish land was a key factor. The prevailing system of land ownership encouraged backward, wasteful and primitive methods of subsistence farming. Because of the large number of tenancies-at-will the peasants who worked the land had little security of tenure. Tenants had no inducement to improve their holdings. Landlords were either unable or unwilling to employ capital for improvement. The theory of laissez-faire precluded government intervention. Successive governments ignored calls for a special tax on absentee landlords. No attempt was made to buy up tracts of wasteland and lease it to tenants who could reclaim it. There was a reluctance to introduce a scheme for tenants' proprietorship, with long leases giving some security of tenure.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy knowledge relevantly and effectively. Explanations and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing a full range of causes of the Famine. Payment of tithes to the Church of Ireland was bitterly resented, and at times prompted "tithe wars". The increase in subdivision to meet the pressure of population contributed to early marriages. Also, unemployment, under-employment and poverty were widespread. A report in 1836 on the condition of the poor noted that over 1/2m labourers with about 1.8m dependents were unemployed for 30 weeks of the year. Answers will give clarity of meaning due to illegibility and good grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

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4 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers will recall, select and deploy information in an episodic or largely inaccurate manner. Answers will be vague and superficial about the ideas and beliefs of the Fenians. Meaning will be unclear because of illegibility and lapses in grammar.

Level 2 ([3]–[4])

Answers will recall, select and deploy information with a greater degree of relevance. Answers will contain some limited explanation about the ideas and beliefs of the Fenians. For example, the Fenian revolt took place because it was their basic objective to achieve the total separation of Ireland from the UK by force of arms. Military means lay at the heart of Fenians methods and there was to be no compromise with constitutional or reformist organisations.

Level 3 ([5]–[6])

Answers will recall, select and deploy knowledge relevantly, clearly and effectively. Answers will provide more detail about the about the ideas and beliefs of the Fenians. While other physical force nationalist movements such as Young Ireland began as constitutional movements, the Fenians rejected constitutional action from the beginning. Their aim was to create an independent Irish Republic, which would embrace universal suffrage, a two-chamber legislature, and a separation of powers as in the USA and an almost complete Church–State separation. The Fenians also had some socio-economic aims for Ireland. They hoped to create peasant ownership of land. The Fenians believed that the land problem could not be solved within a UK framework, but only once independence had been won.

Level 4 ([7]–[8])

Answers will consistently recall, select and deploy knowledge relevantly, clearly and efficiently. Explanation and analysis are well developed. The Fenians justified their rebellion on the grounds that the vast majority of the Irish people desired complete separation from Britain, and that the Fenians had an indisputable right to obtain this by force of arms. Candidates may reflect on the reason why the rebellion took place in 1867. Aware of British military might, the Fenians intended to strike when the international situation would be in their favour. After the American Civil War there were strained relations between Britain and the USA. The Fenians hoped that if even one large Irish town could hold out, then perhaps international help might materialise from either the USA or France. In these circumstances some foreign power might accord belligerent status to a newly establish Irish Republic. For some Fenians, the rebellion of 1867 was part of a grand gesture that would mobilise the population. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers will deploy knowledge in an episodic or mainly inaccurate manner. The answer is mainly narrative with little understanding or explanation. The answer will contain some basic points about the failure of the Fenians. Answers will have unclear meaning due to illegibility and lapses in grammar, inappropriate style of writing, defects in organisation, with a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers will recall, select and deploy knowledge with a greater degree of clarity, though there will be occasional lapses. The answer contains some explanation and analysis. For example, divisions among the leadership of the Fenians contributed to their failure. They lacked widespread support. There will be some lapses in meaning due to illegibility, lapses in grammar, organisation, with little specialist vocabulary.

Level 3 ([12]–[17])

Answers will recall and select knowledge more relevantly and effectively. Explanation and analysis will be substantiated. Answers will contain a breadth of understanding, and attempt to assess the role of the Catholic Church in relation to other factors. Cardinal Cullen led a resolute opposition to the Fenians, publicly condemning their activities and creating a spiritual dilemma for Catholics. The Church declared that it was sinful to join secret societies, or to use force to overthrow the legitimate government. Cullen moulded the Catholic clergy and hierarchy to present a virtually unanimous and forthright response. His pastoral letter in 1861 was against all secret societies, while a meeting of the bishops in 1862 warned Catholics against all such organisations, whether bound by oath or otherwise. Answers at this level will make limited references to other causes of the Fenians' failure, such as the firm response of the British government.

Level 4 ([18]–[22])

Answers will consistently recall, select and deploy knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be more comprehensive, assessing fully the role of the Catholic Church in relation to a wide range of other factors. The Fenians failed to win any level of popular support in Ireland i.e. from Presbyterians, ordinary Catholics or landowners. The government moved decisively, responding with a mixture of coercive legislation and actions such as the movement of army regiments whose loyalty might be in doubt. Moreover, government was assisted by the work of the G division of the DMP which was responsible for intelligence work, as well as information from informers. The actual plans for the rising in March 1867 were fundamentally flawed: the weather was inclement, rebels were badly armed and the leadership disorganised. The Fenians received little help from their counterparts in the USA. Additionally, there were serious divisions among Fenian leadership both in Ireland and in the USA. Answers will have clarity of meaning due to legibility and good grammar. The style of writing is most appropriate, and there is very good organisation and appropriate use of specialist vocabulary. [22]

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Option 3

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

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

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity, although there are occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to the aims of the domestic policy of Louis XVIII between 1815 and 1824. e.g. to establish a stable constitutional monarchy. Answers may still contain lapses in spelling punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the aims of the domestic policy of Louis XVIII in this period. They could refer to some of the following points: to remain as King, maintain many of the reforms of the Revolution, uphold the Charter of 1814 and to win popular support for the Bourbon regime. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the aims of the domestic policy of Louis XVIII in the period 1815–1824. They may refer to the new Press Law in 1819 which permitted the publication of periodicals without the prior agreement of the government. Through his policies the King tried to create political stability as well as trying to introduce financial reforms to encourage an economic recovery in France. Louis XVIII tried through his moderate policies and working with the Assembly to avoid alienating the French people. However, after the assassination of the Duc de Berri in 1820 the censorship of the press was tightened and the electoral law was amended to favour the royalists. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

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

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely in accurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor

understanding, giving little more than a narrative about the problems facing the Bourbon monarchy in this period. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms whether the period 1815–1824 was more stable for the Bourbon monarchy than the period 1824–1830. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess in specific ways to what extent there was more stability in the period 1815–1824 for the Bourbon monarchy than the apparent instability of the period 1824–1830. For much of the period between 1815 and 1824 Louis XVIII ruled France appearing to act as a constitutional monarch, upholding the Charter of 1814. During this period France was generally political stable and the King dealt with the threat of the Ultras. The Bourbon monarchy appeared stable when Louis XVIII died in 1824 and this had been helped by an economic recovery in France between 1815 and 1824. However, when Charles X took over power in 1824, the new King lost public support and attracted growing political criticism for his regime by 1830. Charles X wanted to increase the power of the monarchy, promised to compensate the *Émigrés* and ignored the views of the Pays-Legal and the Chamber. His opposition to political reforms, increased press criticism and the economic crisis that hit France by 1826/1827, along with poor ministers such as Polignac, made the Bourbon monarchy increasingly unstable by 1830. Answers may lack balance at times with some gaps in knowledge or argument. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed. Good responses will be aware of how effectively Louis XVIII tried to deal with political problems such as the Ultras, compared with Charles X who made himself unpopular by giving in to most of the Ultra's demands by 1830. Whilst Louis XVIII worked well with the Chamber, Charles X, despite all his efforts, struggled to control the Chamber, whilst his policies upset all shades of political opinion by 1830. The best responses will address both parts of the question and come to a sustained judgement. They may not accept that the Bourbon monarchy was stable between 1815 and 1824, referring perhaps to the assassination of the Duc de Berri in 1824. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

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

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the problems facing Louis Philippe in 1830. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the domestic problems facing Louis Philippe in 1830 when he became King. e.g. meeting the demands of the radical working classes and keeping the middle classes content. Answers may still contain lapses in spelling punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the domestic problems facing Louis Philippe when he accepted the offer of the Crown in 1830. They could refer to some of the following points: winning support for the new regime, dealing with demands for political and electoral reforms, dealing with the role of the Church and to deal with political opposition to the new regime. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the domestic problems that faced Louis Philippe when he became King in 1830. As well as opposition to the new regime Louis Philippe also faced social and economic problems. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

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

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

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms to what extent Louis Philippe was responsible for his own downfall. e.g. his character and political mistakes. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess in specific ways to what extent Louis Philippe was responsible for his own downfall in 1848. Good responses could refer to some of the following points – the lack of social reform, working class discontent, economic hardships and the failure of Louis Philippe to deliver political reforms. During this period political opposition grew, helped by criticism of the King in the press, while he did not deal effectively with either the Republicans or the Bonapartists. By 1848 Louis Philippe had lost the support of many groups who had supported him in 1830, because he failed to deliver what he thought they wanted. During this period Louis Philippe also enjoyed little success in foreign affairs. The King and his Government had lost touch with the people, whilst France's economic and social problems remained unsolved by 1848. Answers may lack balance at times with some gaps in knowledge or argument. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent Louis Philippe was responsible for his own downfall in 1848. By 1848 political opposition had grown with a series of political banquets and the spread of radical newspapers/journals. The people by 1847 were becoming unhappy with the King and his Chief Minister Guizot, who appeared to ignore food shortages and rising unemployment. Since 1830 Louis Philippe had refused to extend the franchise and deliver political reforms, which lost him popular support and contributed to his downfall in 1848. The best answers will cover the whole period and present a sustained evaluation of the role of Louis Philippe in relation to other relevant factors. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary.

[22]

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3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding about cultural and social developments in this period. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/or grammar.

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of some of the social and cultural developments in France between 1848 and 1871. They could refer to the social impact of urban renewal, the rebuilding of Paris, growth of railways, industrial growth and agricultural developments. In culture the work of French authors such as Dumas, Hugo, Flaubert and Balzac influence French literature. There were also developments in art with the work of Manet in particular. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of both cultural and social developments in France between 1848 and 1871. They may discuss the decline of illiteracy, educational developments and may refer to the extent to which social disparities became narrower in France in the period 1848–1871. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary.

[8]

(ii) This questions targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms whether political divisions in France were solely to blame for the failure of the Second Republic by 1852. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess to what extent political divisions in France were solely responsible for the failure of the Second Republic between 1848 and 1852. French politics in this period was dominated by a coalition of powerful conservative political groups such as landowners, urban propertied classes, the army and the Church. These groups were afraid of the political demands of the socialists and radicals who appeared to threaten their political and economic influence. In 1848 Louis Napoleon was elected President for four years and from the start he tried to increase his popularity and political power. The Assembly elected in 1849 was dominated by a coalition of three powerful political groups, the Legitimists, Orleanists and Bonapartists who controlled almost two thirds of the seats. The Assembly refused to amend the constitution of 1848 which is what Louis Napoleon wanted, whilst in 1850 it also reduced the electorate. By 1851, having built up public support as champion of the French people, Louis Napoleon acted as he could not be re-elected in 1852 with his Coup of 1851. His actions were approved by plebiscites as was the abolition of the Second Empire in 1852. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent political divisions in France were solely responsible for the failure of the Second Republic by 1852. France was politically divided after the events of 1848 and the new Republic appeared to lack public support. Also divisions between right- and left-wing politicians also undermined the Second Republic as did aspects of its constitution. The actions and ambitions of Louis Napoleon also undermined the Second Republic and his constitutional changes of 1851–52 enjoyed and received the

support of the people and the Church. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

4 (i) This question targets AO1(a) and AO1(b)

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the economic policies of Napoleon III between 1852 and 1870 e.g. his financial reforms. Answers may still contain lapses in spelling punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of the importance Napoleon II attached to economic development, promoted by the state in this period. They could refer to some of the following points: reforming the banking system, state support for railway development, industrial growth encouraged and increased overseas investment. Under Napoleon III, public works schemes were introduced, including the introduction of gas lighting. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the features of the economic policies of Napoleon III between 1852 and 1870. New banks were set up to raise capital for commercial and industrial development, whilst low interest rates encouraged investment. Answers at this level will provide some detail noting perhaps that the railway network in France expanded from some 3,000 kilometres in 1851 to over 16,000 in 1869. Napoleon III also adopted free trade policies, whilst urban renewal and public works schemes reduced unemployment. Answers at this level may observe that these schemes were funded by large-scale loans and public debt rose from 5.5 million francs in 1853 to 11.5 million in 1869. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This questions targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms how far Napoleon III achieved his objectives in foreign policy by 1870 e.g. to restore *La Gloire*. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess in specific ways to what extent Napoleon III had achieved his objectives in foreign policy between 1852 and 1870. Napoleon III wanted to and was expected to restore to France the glory and prestige of a major power, which it had enjoyed before 1815. He also wanted France to avoid a major war whilst wanting to revise the terms of the Vienna settlement. During this period some new colonies were acquired and Napoleon III enjoyed some success in the Crimean War. France also appeared to have intervened successfully in the Unification of Italy and it could be argued that during the 1850s Napoleon III appeared to be achieving some of his objectives in foreign policy. However in the 1860s his disastrous foreign policy experienced some failures such as his intervention in Mexico. Napoleon III also found himself outmanoeuvred by Bismarck which led to diplomatic and military defeat for France in the Franco-Prussian War of 1870, an event which led to his political downfall. Answers may lack balance at times with some gaps in knowledge or argument. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess to what extent Napoleon III achieved his objectives in foreign policy in this period. Napoleon III led France to victory in the Crimean War. The intervention to support Piedmont led to opposition from some Catholics and liberals over the actions of Napoleon III and France was damaged by the Mexican adventure, unsuccessful attempts to annex Luxemburg after making the mistake of staying neutral during the 1866 Austro-Prussian War. Napoleon III also tried to spread French imperialism with new colonies in Africa and the Far East. Answers should be consistently

characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear style of writing evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary.

[22]

Option 4

AVAILABLE MARKS
30
60

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

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

Level 2 ([3]–[4])

Answer at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the main reasons for the split, such as their differing beliefs over the future revolution. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and could mention how Lenin wanted the party to be composed of a small group of dedicated revolutionaries whereas the Mensheviks wanted membership to be more open. Candidates could also mention that the split was also very personal and in many ways a clash of personalities. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. In addition to the points mentioned above for Level 3, candidates may illustrate the clear ideological divide between the two groups, primarily concerning the role of the future revolution and how Lenin thought they should fight for it now whilst the Mensheviks believed the revolution to be far off. There was also disagreement on decision-making with Martov advocating open debate and free votes, whilst Lenin advocated 'democratic centralism.' They also differed over the perceived role of the party with Lenin saying it was to seize power on behalf of the workers whilst the Mensheviks argued for educating the workers to take part in the future revolution. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary.

[8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. At this level, candidates may merely discuss the short-term role of the Tsar and Bloody Sunday and not assess other or more long-term causes. Answers will be better informed and start to refer to the role of Nicholas II in causing the 1905 revolution. Candidates could refer to how the Tsar responded to the growing unrest before Bloody Sunday, aspects such as Nicholas' absence from the capital during the strikes and protests, his misunderstanding of the gravity of the situation that led him to conclude that the protests would soon end, as well as his use of the military to disperse the crowds at the Winter Palace. Answers at this level will probably not introduce other reasons and may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and in addition to the points mentioned above for Level 2, show an awareness of how the Tsar misjudged the mood of Bloody Sunday and how his mishandling of the protest ruined both the public perception of the Tsar and led to a wave of further popular strikes, increasing discontent in the capital. Candidates at this level should also begin to show an awareness of the longer-term factors that helped cause the 1905 revolution. The effects of the war with Japan could be discussed, possibly referring to the effects such as food shortages in the cities and lack of materials in factories, all caused by the war and leading to the strikes and protests. Answers at this level should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Candidates at this level should clearly demonstrate both the long- and short-term factors that led to the revolution. In addition to the points mentioned above for Level 3, candidates could also discuss how the Tsar had been perceived to have provoked the war with Japan in order to divert public opinion away from issues at home. Top level responses may also make reference to the Tsar's mishandling of the war, the build-up of years of lack of reform, the changing public attitudes regarding Nicholas and the deteriorating conditions for workers in the cities. Mention could also be made

of Nicholas' personal failings and poor leadership, as well as his unwillingness to reform in any way. Answers at this level should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary.

[22]

AVAILABLE
MARKS

30

2 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answer at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to the contribution of Lenin, albeit in a limited way. Candidates may mention how Lenin was the one who insisted that October was the proper moment for the revolution and provided leadership which the Bolsheviks had been lacking in his absence. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and should assess the role of Lenin in a more substantial way. He persuaded the party of the need for immediate revolution and was able to overcome considerable opposition to ensure this. Lenin also realised that in October the Bolsheviks had the support of both the Petrograd Soviet and the Red Guards. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Candidates should discuss the points raised above and could also mention the strength of Lenin's leadership and how his insistence on a small elite organisation helped the Bolsheviks, as his supporters were loyal and secrecy was maintained. Answers will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary.

[8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement and may focus on either the success or failure of the policy of War Communism, but may not debate the two. Candidates, if they do assess the success and failure, will probably do so in a basic way, discussing how War Communism won the civil war and so was a success, but caused severe economic and social hardship and so could be perceived as a failure. Answers at the top of this level may begin to introduce either of the other economic policies pursued by the Bolsheviks, State Capitalism or the NEP, but this could be minimal. Answers may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Answers will be more detailed and try to assess both the success and failure of War Communism as a policy. The policy had only one real aim which was to prepare Russia's economy for the civil war so as to allow the Bolsheviks to win. The policy did equip and feed an army of several millions and allow them to fight on to victory. The economy was also transformed as all industry was nationalised and controlled by the state through the supreme council of the national economy. However, the policy did antagonise the peasants due to the requisitioning of grain and they stopped producing a surplus leading to food shortages and famine in the countryside and cities. Wages also fell during the civil war as a direct consequence of the policy and led to discontent amongst the industrial workers as well as a fall in industrial output. State Capitalism from 1917–18 was a truly pragmatic policy and had its successes and failures. The great gestures such as the Land Decree of 1917 abolished all private ownership without compensation. This made legal what the peasants had already done, but the Bolsheviks made no attempt to deal with the trickier issue of state ownership of land at this stage. Workers' control was also extended in factories where workers' committees were elected. State Capitalism seemed to offer greater freedom to the workers and peasants but the government was constantly being extended through the Supreme Council of the National Economy. The NEP was introduced as a response to the harshness of War Communism and the decrease in support it had caused. It was viewed as an ideological retreat back to capitalism and faced significant opposition within the party. The creation of the Nepmen and Kulaks was detested by the Left within the party as holding back the development of socialism. However, it did see an increase in both industrial and agricultural production and took away some of the main causes of discontent associated with the Bolsheviks and did create a more stable economy. Answers at this level may discuss all three economic policies, weighing up their respective successes and failures, but

may not attempt to reach a judgement on which was the most successful of the three. Answers which omit discussion of either state capitalism of the NEP may score up to the top of Level 3. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. In addition to the points outlined for Level 3 above, answers at this level should be more comprehensive, well informed and clearly assess not only the successes and failures of each of State Capitalism, War Communism and the NEP, but also attempt a discussion of which policy was the most successful. State Capitalism can hardly be regarded as a huge success. It represented a fledgling government introducing tentative economic measures which would change greatly although they did extend control over the economy. War Communism did win the Civil War and so was a success, but it caused a backlash against the Bolsheviks due to the harshness of its measures. Most importantly however, it had allowed Communism to survive and endure. The NEP ideologically was viewed as a failure, but it did set the USSR on the path to economic recovery and it produced clear economic results in both agriculture and industry within three years. Candidates at this level must deal with the entire period from 1917–1924. Top level candidates should in addition to the debate, reach a valid conclusion where they are able to either agree or disagree with the statement and justify their choice as to which economic policy was in their opinion the most successful. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary.

[22]

30

AVAILABLE
MARKS

3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answer at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the reasons for the Bolsheviks winning the civil war such as their popularity amongst the peasantry due to their policies on land and how the Bolsheviks controlled the majority of the cities allowing them to requisition resources and communications. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and show an awareness of the importance of Trotsky as Commissar for War, how he conscripted and trained the Red Army to be a well-disciplined force and his overall superior military strategies. Candidates at this level may also refer to the economic policy of War Communism and how it geared the economy around the entire war effort keeping the Red Army supplied and fed. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. In addition to the points outlined for Level 3 above, responses should show a clear awareness of how the Reds were unified behind a common purpose unlike the Whites who were not unified and who showed little evidence of any centralisation of leadership, strategies or even aims during the entire war. Top level candidates may also refer to the use of terror by the Cheka in rounding up the Whites dealing with peasant unrest. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Tsar and his downfall in February 1917. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement and will be better informed, starting to assess in general terms how Nicholas was responsible for his own downfall by February 1917. At this level answers may simply focus on the impact of WW1 and Nicholas' poor leadership during it, alienating his key support bases of the army and aristocracy. Answers may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and may refer to Nicholas' decision to enter WW1 which led to heavy defeats, the humiliation of the Russian military, shortages of weapons and food as well as the resulting inflation which would become a major problem. Candidates could also discuss the Tsar's decision to appoint himself as Commander in Chief of the Armed forces in 1915 and the effects of this – more defeats which he was now held personally responsible for and how his poor leadership alienated the army which had been one of his pillars of support. Mention could also be made of the domestic situation in the Tsar's absence and how his refusal to return home to deal with the Rasputin situation undermined him further in the eyes of the aristocracy, his other pillar of support. Nicholas also ignored all advice and took the ill-fated decision to suspend the Duma in 1915. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and show a clear awareness of not only the role of Nicholas but also the importance of other factors. Top candidates could discuss Nicholas' personal failing and how his poor style of leadership was derived from a weak personality and an unsuitability to rule as an autocrat. Other factors such as the extremely harsh winter of 1916–17 could be discussed in terms of how it increased the hardship and economic problems being suffered at home in the cities, by the peasants and on the front line. Ultimately the Tsar's decision to enter WW1 accelerated his downfall as it simply added to the already considerable problems that Tsarism was enduring. Answers should be consistently

characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

AVAILABLE
MARKS

30

4 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions relating to Stalin's personality cult between 1929 and 1941. Answers may be characterised by frequent lapses in organisation, spelling, punctuation and/ or grammar.

Level 2 ([3]–[4])

Answer at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there may still be occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative and could refer to aspects such as how Stalin was presented as the true heir of Lenin, as a national hero and as the rightful and natural leader for the USSR. Answers may still contain lapses in spelling, punctuation and grammar as well as a lack of organisation or relevant vocabulary.

Level 3 ([5]–[6])

Answers at this level should recall select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and in addition to the points mentioned for Level 2 above, candidates could discuss how during the 1930s Stalin used propaganda so extensively, employing all forms of the arts and popular culture to praise himself, his actions and his policies. Answers at this level will be characterised by clarity of meaning as well as by accurate spelling, punctuation and grammar. There should also be good organisation and a sound use of relevant vocabulary.

Level 4 ([7]–[8])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Candidates could also point out how the personality cult became more pronounced from the mid-1930s onwards and how from this point on, the arts, media and popular culture were used not just to portray Stalin as unequivocal leader, but as a god-like figure. This period was marked by the increasing use of statues and paintings of the leader. Answers at this level will be consistently characterised throughout by clarity of meaning, accurate spelling, punctuation and grammar and display a clear style of writing with very good organisation and sustained use of relevant vocabulary. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level will recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form, showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the power struggle between 1922 and 1929. Answers could be characterised by unclear meaning, inaccurate spelling, punctuation and grammar as well as by a lack of organisation and relevant vocabulary.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some basic aspects of how Stalin won the power struggle over his rivals. Answers could refer to his role as General Secretary of the party the unpopularity of Trotsky. Answers at this level may still have some lapses in meaning as well as inaccurate spelling, punctuation and grammar. There will be occasional defects in organisation and little relevant vocabulary.

Level 3 ([12]–[17])

Answers at this level should recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and try to assess specific reasons why Stalin was able to defeat his rivals in the power struggle. Candidates could refer to some of the mistakes made by his rivals, such as the decision to suppress Lenin's testament in May 1924 which condemned Stalin as well as his rivals. The party in 1924 also saw Trotsky as more of a danger than Stalin. Stalin was also able to exploit divisions and disagreements amongst his rivals in order to isolate and defeat them. Stalin had also succeeded in presenting himself as the heir of Lenin, starting at his funeral where Stalin was chief speaker and mourner. Trotsky, on the other hand, was noticeably absent which increased suspicion about his motives. Stalin had also laid the foundations of his political power before 1922 when he became General Secretary of the party and gathered an immense amount of knowledge and power within the party. He then oversaw the expansion of the party and filled posts with his followers. As such during Lenin's illness and incapacitation, it was already Stalin who was largely running the USSR. Answers should be characterised by clarity of meaning and the accurate use of spelling, punctuation and grammar. A clear style of writing may be apparent and there should be good organisation with some relevant historical vocabulary.

Level 4 ([18]–[22])

Answers at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive, well informed and clearly refer to a variety of reasons why Stalin was able to win the power struggle by 1929. Candidates should clearly assess how the mistakes of his rivals contributed to his success. Good responses could refer to how Stalin exploited the ban on factionalism which made his policies difficult to challenge within the party after 1924. The party was also divided over whether to continue with the NEP or opt for Socialism in One Country and Stalin was able to exploit this division. Stalin outmanoeuvred his rivals

including Trotsky, Kamenev and Zinoviev, who were divided into the left which was defeated once and for all by 1927 when Trotsky was expelled from the party. By 1929, Stalin had isolated and defeated Bukharin and the Right opposition. Top level responses could also discuss some other reasons for Stalin's success such as control over the party, as well as going into detail on the mistakes of his main rivals Trotsky and Bukharin. Answers should be consistently characterised throughout by clarity of meaning, accurate use of spelling, punctuation and grammar with a clear writing style evident. There should be very good organisation as well as appropriate and sustained use of specialist historical vocabulary. [22]

Option 5

AVAILABLE MARKS
30
60

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about why interventionists supported Italy's entry into the First World War and/or the neutralists were against it. 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 at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why interventionists advocated the entry of Italy into the First World War or why the neutralists were against Italian participation in the war. Some candidates may provide a partial explanation of both the interventionist and the neutralist point of view. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and start to identify some of the main territorial and colonial ambitions nationalists had to justify why Italy should enter the First World War. Candidates could refer to the attitudes of the Nationalists, Syndicalists, Republicans and Anarchists. They could also begin to explain the views of Giolitti and like-minded Liberals, the Socialists and the apathy of the mass of the population. It is acceptable for candidates to include much more detail on either the interventionists or the neutralists. 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 at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a clear awareness of the different attitudes of the interventionists and the neutralists. Many Italians felt dissatisfied because they had never gained all the lands they claimed on their north-east borders - "Italia Irredenta" – participation in the war might lead to territorial gains from the Austro-Hungarian Empire. Nationalists believed entry to the First World War would establish Italy as a great power and remove feelings of inferiority. To also rival the great powers of Europe Italy had imperialistic ambitions to gain more colonies, especially in the Horn of Africa. Candidates may refer to the terms of the Treaty of London of April 1915 with Britain and France to illustrate the aims of the Italian nationalists. On the extreme left there were syndicalists, republicans and anarchists who encouraged entry into the war since it might create circumstances favourable to revolution which might destroy the monarchy and capitalism. Neutralists such as Giolitti felt that Italy was militarily unprepared for war, while Socialists openly condemned the war as a capitalist or 'bosses' war. The German government attempted to keep Italy neutral by holding secret meetings with Giolitti, offering territory

from the Austro-Hungarian borderlands and future grants of territory from the British and French empires. At this level candidates should demonstrate an understanding of the attitudes of both the interventionists and the neutralists, although one may predominate. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

[8]

(ii) This question targets AO1a and AO1b

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the effects of the First World War on Italy.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms the effects of the First World War on Italy.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and start to make a judgement about the about the significance of political results in relation to military, economic and social effects. Italian politics was largely divided during the war years. The majority in the Chamber of Deputies had been against Italian intervention in the war and this division lasted the full course of the war. Neither the Catholics nor the Socialists participated in government during the war years and even liberal leaders remained divided over the conduct of the war. Giolitti's neutralist stance led to him being politically isolated outside of his own group from 1915. Wartime governments were therefore politically weak and failed to rally national enthusiasm for the war. In addition to the discussion of the political effects of the war on Italy, answers at the top of this level may begin to discuss the importance of other effects of the war.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will be able to support their argument with specific evidence and present a sustained evaluation about the extent to which the political consequences of the war were more significant than the military, economic and social results. In addition to the discussion of political effects, candidates could discuss economic consequences such as the increase in the national debt and the major expansion of industries linked with war production such as metallurgy, engineering, shipbuilding and vehicles which stimulated employment in a short-term boom. Candidates will also illustrate the importance of other factors such as military, the conscription of 5 million men, defeats such as at the Battle of Caporetto and the death of over 600,000 men; and socially, the war did produce some discontent with 50 killed as a result of bread riots in the summer of 1917. The purchasing power of workers' wages fell by 25% between 1915 and 1918. Top answers could note that some of the effects of

the war were interlinked with political divisions widening as the economic situation worsened. Industrial workers flocked to the Socialist Party which advocated revolution and the overthrow of the Liberal state. [22]

AVAILABLE
MARKS

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2 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about how Mussolini used propaganda as a means of control between 1922 and 1943. 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 at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the ways in which Mussolini used propaganda as a means of control between 1922 and 1943, perhaps referring to press censorship and his use of the radio. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and demonstrate some awareness of a range of ways in which propaganda was used as a means of control in Italy between 1922 and 1943. The main features of Fascist propaganda could be examined such as promoting the cult of “Il Duce”, the Press Censorship Law of 1924 and the creation of the Ministry of Popular Culture in 1937 which subsequently promoted large building projects to demonstrate the power and stability of the regime. 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 at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the main ways in which propaganda was used as a means of control in Italy between 1922 and 1943. In addition to the points outlined above, candidates might also consider the use of radio to broadcast Mussolini’s speeches, such as the radio broadcast of December 1942 which attempted to make light of the bombing damage in Italian cities and attempted to focus the Italian people on Italy’s military successes. Answers could discuss the use of the cinema with LUCE set up in 1924 to produce documentaries and newsreels promoting Mussolini and his regime. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

[8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about the March on Rome.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement assessing in general terms the role of the March on Rome in Mussolini's rise to power.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and start to make a judgement about the role the March on Rome played in Mussolini's rise to power. Candidates could discuss how Mussolini's threat to stage a march on Rome to seize power provoked the final crisis that led to his appointment as Prime Minister. With fascist squads having seized town halls, telephone exchanges and railway stations throughout northern Italy, Prime Facta responded by reinforcing Rome's military, and martial law was declared. However, with the King's refusal to authorise the declaration of martial law, Facta resigned, Salandra was unable to form a government with Mussolini, resulting in the King's offer to Mussolini to become prime minister. Candidates could argue that it was the threat of the March on Rome rather than the actual march that resulted in the King inviting Mussolini to become Prime Minister. In addition to the discussion of the main contention in the question, answers at the top of this level will begin to discuss other factors which led to Mussolini's rise to power such as the growing political crisis of 1919–1922, the introduction of Proportional Representation and the effects of an increased electorate.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess the extent to which the March on Rome was the most important reason for Mussolini's rise to power by 1922. The role of the King and the Catholic Church could be examined as their fear of the left-wing threat made them willing to support Mussolini by October 1922. Candidates could argue that the fear of civil war also prompted the King not to introduce martial law and instead invite Mussolini to be Prime Minister. However, answers at this level should also discuss some of the other factors which led to Mussolini's rise to power. Candidates could discuss the importance of some of the following – the growth of Socialism, more strikes (Biennio Rosso), agricultural problems and unrest, public discontent over the war, the mutilated victory and disappointment over the lack of Italian gains in the peace treaties all of which weakened Liberal Italy. The fractious nature of the coalition governments between June 1919 and October 1922 could also be examined with the leading parties being unable to work together. In 1921 the Fascists were included in the Giolitti Government's list of election candidates which gave them and Mussolini respectability.

[22]

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3 (i) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about how Mussolini consolidated his political power in Italy up to 1928. 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 at this level may recall, select and deploy historical knowledge with greater relevance and clarity although there are occasional lapses. Responses at this level should contain even some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the ways used by Mussolini to consolidate his political power by 1928, for instance, the creation of the Fascist Militia. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and demonstrate some awareness of a range of methods used by Mussolini to consolidate his political power in Italy by 1928. Candidates could refer to the emergency powers which were given to Mussolini by the Chamber of Deputies in November 1922, only three weeks after he became Prime Minister. They may also comment on the Legge Fascistissime of December 1925 which greatly strengthened central government political control by banning all opposition parties, strengthened control over the press, made Mussolini head of the Government, set up a new secret police service and took greater control over local government. 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 at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the main methods used by Mussolini to consolidate political power in Italy by 1928. In addition to some of the points outlined above, candidates may refer to the electoral success of 1924, the introduction of press censorship in July 1924, the role of the Fascist Grand Council and the new electoral law of 1928. They could also refer to the Acerbo Law of 1923, the law giving Mussolini the right to issue personal decrees in January 1926. The murder of Matteotti can also be discussed as this led to the Aventine Secession in June 1924 when the opposition deputies left Parliament allowing Mussolini to strengthen his political power. This event also highlighted the importance of his control over the press and the use of propaganda. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Mussolini's economic policies in the period 1922–1943.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some aspects of Mussolini's policies towards agriculture and industry in this period but in general terms or perhaps concentrating solely on either area. They may refer to some of Mussolini's main aims such as the desire for Autarky.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and start to make a judgement about the success of Mussolini's policies towards agriculture and industry between 1922 and 1943, although they may concentrate more on either agriculture or industry. Candidates may agree with the question and explain that Mussolini experienced more success with his policies towards industry than agriculture. Italian industry saw some improvements in the 1930s with steel and ship-building benefiting from state subsidies. The full effects of the economic depression were avoided due to the role of the IMI (Istituto Mobiliare Italiano) and IRI (Istituto Per La Ricostruzione Industriale). In terms of Mussolini's agricultural policies, ambitious schemes for land development to achieve economic self-sufficiency for Italy were carried out. The Battle for Grain of 1925 was intended to reduce wheat imports, whilst the Battle for Land of 1928 encouraged land reclamation, for example, the Pontine Marshes. Candidates may demonstrate that these agricultural policies were far from successful as wheat yields remained low yet the costs were high and by 1940 the battle for land had to be abandoned.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess the extent to which Mussolini enjoyed more success with his policies towards agriculture than industry between 1922 and 1943. In addition to the points outlined above, candidates could discuss how Fascist propaganda portrayed agricultural policies as a complete success yet this was a complete façade as the quest for self-sufficiency was at the expense of economic efficiency and the living standards of many of the Italian people. In addition, nothing was achieved in the way of land redistribution. In terms of Mussolini's industrial policies, candidates may argue that Mussolini enjoyed more success. There was some advancement in new industries such as chemicals and electricity and the introduction of the Istituto Per La Ricostruzione Industriale increased industrial production. However, on the whole Italian industry still remained weak. Candidates should cover the whole period in question and could discuss the impact of Mussolini's foreign policy

on the Italian economy. With the focus on military needs and heavy industry after 1935, national debt increased drastically and consumer goods suffered, yet in 1939 Mussolini had to admit that Italy was not ready to join Hitler's war. The quest for Autarky was never fully realised and Mussolini struggled to feed the Italian people during the war and Italian industry was unable to cope with the demands of war with steel production falling.

[22]

AVAILABLE
MARKS

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4 (i) This question targets AO1a and AO1b

Level 1 ([1]–[2])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer will probably be in narrative form with limited understanding, explanation or analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about Mussolini's foreign policy up to 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 at this level may recall, select and deploy historical knowledge with greater relevance and clarity, although there are occasional lapses. Responses at this level should contain some limited explanation and analysis as opposed to narrative. Answers will be better informed and start to refer to some of the main features of Mussolini's foreign policy up to 1939, e.g. expanding the Italian Empire. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis will also be more developed. Answers should be more detailed and demonstrate some awareness of some of the main successes of Mussolini's foreign policy in this period. They could refer to some of the following points as examples of success in foreign policy: Corfu 1923, Fiume 1924, Locarno 1925, Albania 1926 and Libya 1932. They could refer to winning prestige for Mussolini and Italy and extending Italian control over their spheres of influence, e.g. Balkans and North Africa. Mussolini was also able to gain prestige by forcing Hitler to abandon plans to annex Austria in 1934 and by signing the Stresa Front in 1935. Candidates could also refer to the short-term success of the Abyssinian invasion. 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 at this level should consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis should be well developed, well substantiated and sustained throughout the answer. Answers will show a clear awareness of the main successes of Mussolini's foreign policy up to 1939. Candidates must cover the whole period and could refer to Mussolini's foreign policy giving Italy a major role in international relations and diplomacy in this period. They could also refer to Italy's active role in the League of Nations and its short-term propaganda success due to its involvement in the Spanish Civil War. Mussolini's involvement in the Munich Conference and his close links with Hitler could be discussed as short-term successes. The answer will be characterised by accuracy, consistently good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

[8]

(ii) This question targets AO1a and AO1b

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers at this level recall, select and deploy historical knowledge in a disorganised or largely inaccurate manner. The answer could be in narrative form showing limited understanding, explanation, analysis and judgement. Answers will typically be characterised by generalisation and poor understanding, giving little more than a narrative about Mussolini's leadership in the Second World War.

Level 2 ([6]–[11])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, although there still may be occasional lapses. The answer should contain some explanation, analysis and judgement, assessing in general terms some aspects of how Italy's lack of preparation for war in 1940 led to its failure during the Second World War. They may also refer to the poor leadership of Mussolini or Italian military weakness.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be more clearly developed and substantiated. Answers will be more detailed and start to make a judgement about how far Italy's defeat in the Second World War was due to its lack of preparation in 1940. Candidates could discuss how, despite pre-war claims that Italy would have an army of up to 12 million, in practice, the armed forces never reached even the size of the Italian army in the First World War. The army, navy and air force were ill-supplied, barely any defences existed against aerial bombing, Italy's intelligence network was inadequate and all branches of the armed forces competed against each other in ordering supplies. Candidates could also discuss the role of propaganda as Mussolini continued to insist on the strength of the Italian military. This was detrimental to Italian preparations for war as Italian military and civil leaders believed their own propaganda and failed to properly question their own military plans. Answers at the top of this level will evaluate the role of the lack of preparation fully and also begin to discuss the significance of other factors.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements should be very well developed and sustained throughout the answer. Answers should be more comprehensive and well informed and clearly assess how far Italy's defeat in the Second World War was due to its lack of preparation for war in 1940. In addition to the points outlined above, candidates could refer to the limited economic preparation with Italy failing to achieve Autarky and remaining heavily dependent on imports of fertilisers and oil. Likewise, no co-ordinating ministry was established to organise a future war effort. Candidates should also analyse the importance of other factors such as the role of Mussolini, who made nearly all major decisions himself. The foreign policy mistakes of the 1930s could be discussed with Abyssinia and Spain proving to be major drains on the Italian economy. The fall in agricultural and industrial output during the war years further weakened the economy and the capability of the armed forces. Strategic mistakes such as making no move to capture Malta, poor generals and military defeats also may be discussed.

[22]

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Option 6

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Total

60

