



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2013**

History

Assessment Unit AS 2

[AH121]

TUESDAY 22 JANUARY, MORNING

**MARK
SCHEME**

Level of response mark grid

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

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

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

AO2 In relation to historical context:

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

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

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

Option 1: Spain and Europe 1556–1592

AVAILABLE
MARKS

- 1 (i) Explain how the importation of bullion affected the Spanish economy in the period 1556–1592.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis of how the importation of bullion influenced Spain's economy in the period 1556–1592. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to consider a range of ways in which the importation of bullion affected Spain's economy. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and consider a range of factors which might include the opportunities for Spain to trade with its colonies. Responses should consider the positive impact of bullion from the Americas and how it financed much of Spain's needs. Some consideration of the negative impact of the importation of bullion might also be discussed. 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 more comprehensive and clearly explain the positive and negative impact of bullion on Spain's economy. Philip failed to take full advantage of the revenue that bullion made available to invest in the Spanish economy. Many of its exports were of raw materials and so earned the Spanish

economy relatively little and there was a need for investment to improve Spanish industry. Clashes with the English damaged the returns from the New World and necessitated the use of Treasure fleets. The arrival of large quantities of bullion at one time placed an inflationary pressure on an already weak economy. Despite this Philip II depended on New World bullion to fund his extravagant foreign policy which bled resources from the Spanish economy and did long-term damage to it. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

- (ii) “The most important reason for Spain’s economic failure in the period 1556–1592 was its internal political divisions.” How far would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some reasons for Spain’s economic failure in the period 1556–1592. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will be more detailed and consider a range of reasons for Spain’s economic failure between 1556 and 1592. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to

which Spain's economic failure between 1556 and 1592 was due to its internal political divisions. Answers might focus on the nature of Spain's *Monarquía*, a series of different Kingdoms, each with its own character and laws. Each of these states had its own taxation system and different duties existed when crossing the borders between them. A lack of infrastructure existed between Kingdoms due to limited investment or any desire for a unified Spain. Responses should also highlight other issues that had a negative impact on the economy, such as: the weak financial position that Philip inherited; the huge cost of Philip's wars; the weakness of both Spanish agriculture and industry and limited investment and poor management of the country's finances. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will develop responses mentioned in Level 3. They will present a sustained evaluation of the extent to which Spain's internal political divisions were responsible for the economic failure in the period 1556–1592. For example, they will discuss the existence of faction in Spain and the privileged position of the nobility, distrust among its political leaders and by the King of his ministers, a dislike of one Kingdom or area of the others in the *Monarquía* and by the differences in law, custom, trade and industry and in financial administration. The exemption of the nobility from taxation left an imbalance in the raising of revenue which hindered economic advancement. Religious divisions led to conflict with the Moriscos which caused major economic hardship and failure. Answers will also discuss the inherent weaknesses of Spain's agriculture and industry and discuss how this limited the economy. However, a major focus should be on the financial weaknesses of Spain which hindered economic investment and development. Responses should also consider Philip II's inability to understand finance as a major factor in not dealing with budget issues and his continuation of war as the main strain on the economy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the reasons for the revolt in Aragon.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, referring to some of the following points: the clash of Philip II with his main minister Antonia Perez over the Escobedo scandal; Perez's escape from jail to his native Aragon; the appointment of a Castilian Governor of Aragon by Philip II; the feeling of difference among Aragonese and their perceived erosion of power, especially of their *Justicia*. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of the reasons for the revolt in Aragon as outlined in Level 3. In addition, responses should consider the impact of Philip II's image as a Castilian on Aragon. He had been born in Castile, spoke Castilian as his first language and favoured the Castilian nobility above all other groups. Unlike his father, Philip did not move about his different

Kingdoms but rather made his permanent capital in Madrid in Castile. Having failed to make major changes in Aragon, Philip had ignored it for twenty years and his sudden interest worried the Aragonese and helped to create unrest. Perez's personal revelations about Philip II's involvement in murder supplied further cause for 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. [8]

- (ii) "Philip II's government and administration of Spain was a great success." To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about Philip II's government and administration. 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 in general terms assess government and administration during the reign of Philip II. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the nature of Philip II's government and administration. Responses will begin to debate whether Philip II's administration was a great success. Answers at this level will discuss some of the political and/or administrative problems. Answers should identify Philip as a conscientious ruler who

spent long hours on his government responsibilities. However, his inability to delegate and his focus on detail meant that government was slow and ineffective. Answers should discuss the overreliance on Castilians and his lack of trust as a limiting factor on a sound conciliar system. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will build upon factors identified in Level 3. Responses might consider Philip's successes, such as: the creation of a strong and modern conciliar system; an increase of his own authority, especially in states like Aragon and Portugal, and successful elements of administration such as the postal system. In contrast to this, responses might show that any possible successes were undermined by ideas such as: a distrust of his own ministers, an inability to prioritise and the slowness of his system of government. Many difficulties were outside of Philip's control, such as Spain's internal divisions, yet he failed to create an administration which maximised Spain's potential. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain how Philip II supported the development of Spanish culture in the period 1556–1592.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be superficial and offer unclear explanations of how Philip II supported the development of culture in Spain in the period 1556–1592. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to identify the impact of Philip II on Spanish culture. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, observing, for example, how Philip II's love of literature and painting led him to sponsor men like Cervantes, Lope de Vega and El Greco and so developed a defined Spanish culture. Philip's use of Juan de Herrera in the building of the Escorial Palace helped in the development of architecture. Philip II's spending of over five million ducats on art and various collections demonstrates his support for culture in simple monetary terms. Philip also spent heavily on his patronage of musicians and performers which helped to create an environment where these things were valued. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of how Philip supported the development of culture in Spain such as the Spanish mystical tradition of St Teresa and St John of the Cross. This tradition was to develop a strongly defined Spanish culture which was to far outlast Philip II's reign. Candidates may mention censorship which cut Spain off from mainstream European culture, creating a Counter Reformation cultural fortress in Spain but with limited external ideas. Philip's support for various forms of culture created a desire for his court to follow suit and added to the patronage available in Spain in this period. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The Inquisition was used more to control religious minorities in Spain than for any other purpose." How far would you agree with this verdict?

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

communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to consider the differing roles of the Inquisition in Spain. 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 Inquisition affected Spanish society. Responses will focus on how the Inquisition was used as an instrument to control religious minorities such as the Moriscos, Conversos and Protestants. Answers may quote the use of *auto de Fes* as evidence of how these minorities were successfully controlled. Responses may consider other elements of the Inquisition such as its control of the actions of ordinary Catholics in Spain. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will show a clear awareness of the impact of the Inquisition in Spain. Responses might consider the Inquisition as a means of government control which Philip used to increase his absolute power by scaring his opponents. Answers should use the actions of the

Inquisition to show that the actions against religious minorities were far outweighed by his more numerous activities against ordinary Catholics. The Inquisition's image as an aggressive institution is best dispelled by considering that only 5% of its cases were related to Witchcraft, far fewer than in other European nations. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain why Philip II was successful in his policy towards Portugal in the period 1579–1583.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will start to identify why Philip II was able to succeed in becoming King of Portugal. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, explaining for example, why Philip II was able to claim the vacant throne by using his mother's links to the Portuguese throne and how he manipulated the situation by bribery of the nobility, especially the Duchess of Braganza. Responses should explain the reasons for Philip's successes such as a claim to the vacant throne, a lack of Portuguese unity and an ability by Philip to adapt his actions to suit Portugal. Answers at this level will be

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

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of how different Philip's actions were in Portugal to other parts of his Empire and why this was so affective in claiming the Portuguese throne. Decisive action and Philip's presence in Lisbon between 1580 and 1583 helped him to win over the Portuguese. Philip's use of Portuguese tradition and nobility helped him to win and retain the throne. Responses should explain that the reason Philip succeeded in Portugal was because he had learnt from his mistakes in the Netherlands and adapted his policies to win over local support to his cause. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

- (ii) "The accession of Elizabeth I to the English throne in 1558 had the single greatest impact on Philip II's foreign policy in the period 1556–1592." To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to use information in relation to Elizabeth's impact on Philip II's foreign policy between 1556 and 1592. Answers at this level will have some lapses in meaning due to

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how Elizabeth I of England influenced Spanish foreign policy. Responses might consider a number of factors which influenced Philip II's foreign policy such as: Spain's rivalry with France and the impact of the French Wars of Religion; dynastic aims, such as the maintenance and development of his inheritance; and religious aims, such as the stopping of the spread of Islam or heresy. Answers will consider if a clash of personalities between Philip and Elizabeth was a major factor in sixteenth century international relations. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will develop Level 3 responses to a greater degree. Answers will need to consider the continuation of good relations between England and Spain in the 1560s and may use this to suggest that Elizabeth did not have such a major impact on Philip II's policies. Responses may focus on changes in Philip's policies towards the end of the 1570s, moving away from the Mediterranean and more towards Northern Europe. Focus on the decline of France, the beginnings of the Dutch revolt and the spread of Calvinism might be used as a counter argument to the importance of Elizabeth. Responses might discuss the nature of England and its reformed faith as a challenge to Spain, especially in the New World but may also discuss Elizabeth in relation to both these ideas. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 1

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Option 2: The Ascendancy of France 1660–1714

AVAILABLE
MARKS

- 1 (i) Explain the causes of the War of Devolution of 1667–1668.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example providing some explanation of how Louis XIV claimed his wife, Maria Theresa, had the right to govern territory in the Spanish Netherlands due to the law of devolution. Louis ordered his legal advisors to provide justification for his subsequent invasion. He hoped to exploit the weakness in the Spanish throne which was under the regency of Philip IV's widow. Louis had invested heavily in expanding and improving the French army and was keen to use this opportunity to test its strength. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be better informed and may elaborate on Louis XIV's expansionist aims. He issued a manifesto claiming that France was justified in invading the Spanish Netherlands to defend the inheritance rights of his Queen. His claims, however, were legally dubious and Louis used this opportunity to try to expand French territory and improve the defences on France's vulnerable north eastern frontier. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The actions of Louis XIV were to blame for the outbreak of the Nine Years' War." How far would you accept this judgement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the response providing a general account of the actions of Louis XIV and the reaction of opponents at the time of the outbreak of war. Answers at this level may communicate some knowledge of how Louis XIV was annoyed that the archbishopric of Cologne was granted by the Pope to the brother of the Elector of Bavaria and that, prior to this, he had been thwarted by the Diet of the Holy Roman Empire when it granted the Electorate of the Palatinate to William of Neuberg. The war began when French troops crossed and devastated the Palatinate. 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 Louis XIV contributed to the outbreak of war and also examine other influential factors. France was involved in a long-standing quarrel with the Papacy which had been heightened by Louis's seizing of the state of Avignon and was brought to a head by the events in Cologne. England and the Dutch were alarmed at the Revocation of the Edict of Nantes in 1685. England was also concerned at how Louis had welcomed the exiled Catholic King of England, James II, and supported his recovery of the throne with a campaign in Catholic Ireland. Louis XIV's expansionist policies had impinged upon the interests of Austria, Spain, England, the United Provinces, Brandenburg, Saxony and Bavaria. The formation of the defensive League of Augsburg, in 1686, united some of Louis's opponents and enabled them to react together after his invasion of the Palatinate. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Louis XIV's actions were to blame for the outbreak of the Nine Years' War. Candidates may show some understanding of the long-term build up of grievances and the role Louis's actions and attitude had played in provoking opposition. A more detailed analysis may also be made of the relationship between Louis XIV and William of Orange. The answer will be well informed about the circumstances of 1688 and 1689 that enabled France's opponents to make a united stand against French expansion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the impact of the reunion policies on France and its enemies up to 1684.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, with the response providing a general account of the events surrounding the reunions. France succeeded in securing its vulnerable border and acquiring a significant amount of territory. By seizing these territories, Louis XIV not only angered his traditional enemies such as Spain and the Dutch but also some of his allies such as the German princes and Sweden. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, perhaps noting that France improved the defence of its vulnerable eastern frontier by securing territory in Flanders, Franche Comte, Metz and Alsace. Vauban built defensive fortifications in the seized towns and established a buffer zone to further protect France from attack. Louis XIV's exploitation of the treaties of Nymegen and Munster was legally dubious and extremely unpopular. He had rightly predicted that the German princes would prefer to relinquish territory than face a war with France. Louis was perceived to be exploiting a power vacuum in Europe to further his own expansionist aims and opposition reached its height when French forces attacked the free protestant city of Strasbourg. 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 on how Louis XIV exploited the weaknesses of his enemies to improve the position of France. The

countries affected by his reunion policies were understandably outraged but had little option other than to submit. It was not until Louis invaded Luxemburg that some response was elicited, with the formation of an alliance of the Laxenburg powers. 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) “France won the war but lost the peace.” How far would you accept this analysis of the Nine Years’ War (1688–1697) and the Peace of Ryswick (1697)?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the answer providing limited analysis of the extent to which France won the Nine Years’ War and lost the Peace of Ryswick. Responses may focus exclusively on the War, or the Peace Treaty, rather than providing an analysis of both. Answers at this level may communicate some knowledge of the terms of the peace settlement and how, on balance, most of France’s opponents saw their aims met. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

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

judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which France won the war and lost the peace. Arguably, France did enjoy more success in the war than the Allies and Level 3 answers should illustrate this with some, but not necessarily all, of the following evidence. In Ireland, France initially did well but ultimately its campaign failed at the Boyne and Aughrim. At sea, France's victory at Beachy Head was reversed by its defeat at La Hogue, although the French continued to enjoy success with privateering. In the Spanish Netherlands, France won victories at Fleurus, Mons, Namur, Steenkirk and Neerwinden. There was a successful attack on Barcelona in Spain and significant victories in Italy at Stafforda and Masiglia. On the Rhine, France enjoyed less success, losing Mainz and Bonn. Level 3 responses should relate French success in the war to the outcome of the peace and show that, despite these naval and military achievements, France made major concessions at Ryswick. Answers at this level will refer to most, but not necessarily all, of the following terms. France conceded the Palatinate to William of Neuberg, Cologne to Prince Clement of Bavaria and Lorraine to its original owners. Spain gained control of Luxemburg, Charleroi, Mons, Courtrai and Barcelona. Louis had to recognise William as King of England and return his conquests in Canada. France emerged from the Treaty gaining only Strasbourg and Alsace and retaining its earlier conquests of Metz, Toulon, Verdun and Franche Comte. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the war represented a victory for France, whereas the Peace of Ryswick was a defeat. France had performed well in the war and enjoyed considerable success, notably in the Spanish Netherlands, Spain and in the New World. However, the Allies, too, had earned a number of notable victories and the war ended in a stalemate rather than a decisive victory for either side. The terms of the Peace of Ryswick represented a substantial defeat for Louis XIV and hardly reflected the French performance in the war. However, Louis only saw these agreements as temporary and the sacrifices he had made can be interpreted as a political move rather than evidence of a French "loss". Louis was positioning himself for the imminent carving up of 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.

[22]

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- 3 (i) Explain the results of Marlborough's victory at Malplaquet.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported statements about the results of Marlborough's victory at Malplaquet. 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. Malplaquet did not have the same impact on the war as Marlborough's victories at Blenheim and Ramillies. Although the French withdrew from the battlefield, meaning the battle was a technical victory for the Allies, their army was able to retreat in good order and continue the defence of its homeland. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. The battle of Malplaquet was one of the bloodiest of the War of the Spanish Succession and the scale of the casualties stunned Europe. Although it is considered to be one of Marlborough's series of decisive battle victories in the war, the Allies themselves lost over 21 000 men, almost twice as many as the French. The Allied forces were so exhausted by the battle that they were unable to continue the invasion of France. The French commander, Villars, received a hero's welcome in Versailles and was credited with having saved France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. The course of the War of the Spanish Succession was changed by the events of Malplaquet. France had succeeded in defending its territory and in maintaining the strength of its army. The Allies were never again to come so close to victory and the following years were to see the weakening of the Alliance and a move towards peace. The Duke of Marlborough was to lose his own position as commander of the Grand Alliance forces. Malplaquet had contributed to a shift in English policy as the Tories began to seek 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) “Louis XIV was justified in accepting the Will of Carlos II.” How far would you accept this judgement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, perhaps focusing on the terms of the Will or the Partition Treaties. Answers at this level may communicate some understanding of the reasons why Louis XIV chose to accept the Will. Securing a Bourbon on the Spanish throne would greatly strengthen the economic, political and military position of France and fulfil Louis’s lifelong dynastic ambitions. Louis was also aware that the terms of the Will meant that the Spanish throne would

be handed to Archduke Charles if his own grandson, Philip of Anjou, did not accept it. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the reasons why Louis XIV chose to abandon the Partition Treaty he had agreed with William of Orange, and accept the Will of Carlos II. The Will brought huge strategic, military and commercial benefits to France. Louis was also conscious that refusing the Will would enable an Austrian Hapsburg dominance of Europe and the New World. In abandoning the Second Partition Treaty, Louis was betraying William. However, he was aware that William was in no position to fight to secure the Treaty's proposal to partition the Spanish Empire. Furthermore, Leopold had made clear his refusal to accept the Treaty and France would, in all likelihood, face war whichever choice Louis made. Louis simply chose the best deal on the table for France and was therefore, in his own mind, justified in choosing the Will. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether Louis's choice was understandable even if his opponents saw it as a betrayal and further evidence of his expansionist aims. In Louis's eyes, if he had to go to war, it made sense to fight for Bourbon control of the whole of the Spanish Empire rather than a part of it, as the Treaty proposed. Furthermore, by allowing Philip to take the Spanish throne, any future conflict would be entered into with Spain as an ally rather than an opponent. Louis did not make the decision lightly as is evidenced by the meeting of his advisors at Versailles to discuss the merits of both the Treaty and the Will. Louis's belief in the divine right of kings also meant that he felt a certain responsibility to uphold the terms of Carlos's Will. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 4 (i) Explain the reasons for the poor performance of France in the War of the Spanish Succession.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the reasons for the poor performance of the French forces. The Allied forces, mainly under the leadership of the Duke of Marlborough, enjoyed a series of stunning victories against a poorly led French army. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, observing for example, that Blenheim devastated the confidence of the French army and removed their ally, Bavaria, from the war. The French army was often poorly led with its commanders failing to anticipate the tactics of the Allied leaders. The impact of individual Allied victories such as Ramillies and Oudenarde may be considered. Louis tended to appoint on nobility rather than ability and required his commanders to report directly to Versailles. The Allied leaders, notably Marlborough and Eugene, were inspirational battlefield commanders and proved to be a formidable partnership. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated knowledge of the reasons for the poor performance of France in the War of the Spanish Succession. The strength of the Allied war effort proved significant, particularly its impressive leadership. The French commanders failed to anticipate and counter Marlborough's battlefield tactics. For example, at Oudenarde, Vendome and Burgundy failed to work together effectively, allowing the Allies to gain the upper hand. France was also hampered by economic hardship. It may be noted that at Malplaquet the French army performed impressively and it was to prove a turning point in the French fortunes in the war. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "There were no clear winners or losers." How far would you accept this verdict on the outcome of the War of the Spanish Succession?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty consistently engaging with the question on its own terms and perhaps focusing solely on the war itself or on the peace treaties. Although France had arguably been fighting a losing cause since the disastrous defeat at Blenheim, the war had by 1712 reached a stalemate, with neither side able to secure a decisive victory, and the Grand Alliance had begun to fracture. The

peace settlements allowed England and Austria to make significant territorial gains and strengthen their position in Europe. Lesser members of the Alliance also made gains of their own. While France was no longer ascendant in Europe, it was by no means crippled by the terms of the peace treaties. Spain was perhaps the biggest loser territorially, although it did retain the monarch it desired. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which the war had reached a stalemate. The campaigns of the Duke of Marlborough had brought the Allied armies to the northern frontiers of France but there had been no serious incursions and little sign of an invasion which might have brought the war to a swift and decisive end. Although the Grand Alliance had been unable to secure victory, France was able to do little more than defend its borders. The French military ascendancy had ended and if any side lost the war it was France. In the peace settlements, France lost many of its European and colonial gains in North and South America and was exhausted from the long years of war. The ascendancy of France had been checked militarily. Also its ally in the war, Spain, was much reduced, losing Gelderland, Minorca, Gibraltar, Naples, Sardinia and the Spanish Netherlands. All these territories went to the powers of the Grand Alliance, especially Britain and Austria. Arguably, Britain gained most from the peace settlements by acquiring important territories in Europe and the New World, the rights to the Asiento and securing the Hanoverian succession. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will provide a comprehensive and substantiated assessment, taking account of the wider range of issues and communicating more detail on each side of the debate. Top level answers will be well informed and reach relevant conclusions about the extent to which the War of the Spanish Succession saw no real winners or losers. After a disastrous beginning, France had recovered well during the war and managed to defend its territory effectively, most notably at the Battle of Malplaquet. The extent of the French recovery is evident in how generous the terms of the treaties were towards France. Perhaps most

significantly, the War of the Spanish Succession resulted in a Bourbon remaining on the throne of Spain. As a whole, though, the peace settlements represented a triumph for the Grand Alliance. Austria and Holland had made important gains from the treaties, although the Dutch were to enter a period of declining power and influence, and England had arguably achieved most. Lesser members of the Alliance also emerged as winners; the Elector of Bavaria regained Namur and Charleroi; the Duke of Savoy acquired Sicily and the Duke of Lorraine regained his territory. Brandenburg-Prussia emerged from the peace settlements in a stronger position with the Elector of Brandenburg acknowledged as the King of Prussia and the Spanish Gelderland, acquired. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

Option 2

AVAILABLE
MARKS

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Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKS

- 1 (i) Explain why Daniel O’Connell wanted to gain Catholic Emancipation.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will be inaccurate, offering limited and unclear reasons why O’Connell wanted to gain Catholic Emancipation. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will provide a limited account of O’Connell’s motives for seeking Catholic Emancipation. His political philosophy was sustained by the conviction that Catholics should enjoy full civil and political liberties. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, showing more awareness of O’Connell’s motives. He believed that the granting of Emancipation would end the resentment among Catholics that had existed since the passing of the Union in 1801, whereupon the much promised Emancipation was not forthcoming. The claims for Emancipation were based on what O’Connell believed were grounds of natural justice and fair play. Catholics comprised the overwhelming majority of the population in Ireland. They contributed, in many ways, to the manufacturing, trading and agricultural interests of the country. Catholics paid all public and local taxes. They supplied the armies and navies which served the British Empire so loyally. Many Irish Catholics had served in the British Army in the Napoleonic Wars. O’Connell regarded Emancipation as the fulfilment of a debt of right due to the Catholic people. Moreover, he believed that a campaign for Emancipation must be linked to the broader sense of injustice regarding the social and economic conditions Catholics faced. Thus, the claim for Emancipation would not simply be a battle for loyal

Catholics to sit in the British legislature and take their rightful place among its members: it would be associated with the attempt to redress wider grievances. O’Connell’s ultimate aim was to achieve the repeal of the Union, something which could not be achieved without the granting of Emancipation. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be more strongly informed about O’Connell’s motivation. Fuller participation in the electoral process would result from Emancipation. Catholic MPs would be elected to parliament in greater numbers, thereby creating the platform for a lobby for Catholic grievances in Westminster.

Emancipation would open up opportunities for the Catholic middle class to make progress in the judiciary and in the administration of the country. O’Connell hoped that granting Emancipation would halt the trend of discrimination against Irish Catholics. For example, Protestants enjoyed virtual monopoly of central and local government, while no Catholics had been appointed to directorships of the Bank of Ireland even though they had been entitled to hold these posts since 1795. The demand for Emancipation carried the implicit belief that there would be an improvement to Ireland’s material prosperity. Answers at this level will be consistent, 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) “Small victories but big disappointments”. How far would you accept this verdict on the political career of Daniel O’Connell in the period 1821–1845?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or mainly inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about some of the successes and failures of O’Connell’s career in the period 1821–1845. Answers at this level will be characterised by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an

inappropriate style of writing, and defects in organisation and a lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will, for example, examine the proposition in relation to perhaps one aspect of O’Connell’s career, such as the campaign to achieve Catholic Emancipation. It can be argued that his successful campaign in 1829 was a small victory in that it brought no significant improvement to Ireland’s social and economic problems. However, answers may reflect on the manner in which O’Connell moulded a campaign to pressurise a weak government to acquiesce, hence a “large” victory. 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 information relevantly, clearly and effectively. Explanation and analysis are developed and substantiated. Level 3 answers will provide more detailed knowledge and understanding about the proposition. Answers may add an assessment of the Lichfield House Compact to the Emancipation campaign. The key Irish reforms – tithe, poor law, local government and the creation of a more impartial administration – can be regarded as “small victories but big disappointments” or something more substantial. For example, the tithe was reduced, yet not abolished. Arrears, built up during the tithe agitation of 1834–1837, were written off. While the implementation of an English-style Poor Law into Ireland had limited impact on poverty, middle class Catholics gained from the experience of administering the 130 Boards of Guardians. The Municipal Corporations Act enabled O’Connell to become Lord Mayor of Dublin. The reforms of Thomas Drummond saw Catholics being admitted to the judiciary for the first time, with four Catholics in succession holding the position of Attorney General for Ireland. However, Drummond’s early death and the demise of the Compact meant that such initiatives were short-lived. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and assess O’Connell’s campaign for repeal of the Union in the light of the question. Answers

may conclude that this final phase of O’Connell’s political career was “a big disappointment”. Some reasons may be suggested, such as O’Connell’s tendency to underestimate Peel, his duplication of the tactics which brought Emancipation, and his divisive quarrel with the Young Irelanders. Additionally, O’Connell’s “disappointment” was also attributed to Peel’s qualities as a statesman, as well as the backing of a unified House of Commons for his resolve to maintain the Union intact. Answers may reflect that Emancipation provided O’Connell with his greatest “victory”. Here, O’Connell created a unique mass movement which forced a reluctant government to acquiesce. Yet the realities of socio-economic grievances still remained for many Catholics after 1829. Moreover, since the Emancipation Act was regarded by Irish Protestants as a Catholic victory, sectarianism increased. Thus, 1829 marked another stage in the identification of Irish nationalism with Catholicism. Lichfield House brought only “small victories”, while the repeal campaign witnessed “big disappointments”. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain how the Conservative Government under Sir Robert Peel reacted to the crisis of the Irish Famine.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will provide a partial account of Peel’s actions. For example, they may refer to the importation of Indian corn and the establishment of food depots. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show more awareness of how Peel responded to the Irish Famine. A system of sub-depots was set up, while £100,000 was allocated for the Indian corn in mid-November 1845. To maintain law and order, Peel secured the passage of a Coercion Act. In addition, he made sure that funds were set aside for soup kitchens, and public works were created. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed about Peel's response to the Famine. It was never Peel's intention that the government should be responsible for feeding the people, but he believed that, by selling the imported grain cheaply, it would be possible to keep down the general price of food. A Relief Commission was established to organise local relief committees, which were required to sell cheap food to the poor and commence public works programmes. The intention was that, by providing employment for the poor, they would be able to afford cheap food. Approximately 140 000 people were given work by the various agencies Peel's government established. The prevailing dogma of laissez-faire hindered Peel's reaction to the Famine crisis. For example, £40,000 was sanctioned for relief efforts in 1845–1846, with the money allocated to assisting private charity. There was no intention of giving money to landlords without some commitment on their part to contribute to relief. Peel's reaction to the Famine witnessed a deep ideological conflict with his party over the Corn Laws, and answers may comment that Peel's action during the Famine crisis destroyed his political career by 1846. Answers at his level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The Whig Government under Russell has been unfairly criticised for its response to the Irish Famine”. To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will address in a limited way the response of Russell's Government, referring to some of the actions taken, such as the use of soup kitchens, workhouses and fever hospitals. Answers at his level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge more relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the response of Russell's Government to the Irish Famine, perhaps confining the analysis to a criticism of the Whigs' response. Russell adhered to the prevailing philosophy of laissez-faire, which decreed that government only intervened with reluctance. He established a Board of Works to provide employment. Food was provided through local food depots and direct relief from soup kitchens. The Labour Rate Act was introduced and this meant that landlords had to provide work or pay a "labour rate". The Whigs also encouraged private charities to contribute to Famine relief, while Russell endorsed public appeals to raise funds. He allowed his actions to be influenced by Trevelyan, the Treasury official most responsible for administering Famine relief. Trevelyan believed that the prime object of relief activity was to teach the people to depend upon themselves for developing the resources of their country. The "labour rate" scheme foundered upon the reality that many landlords were suffering financial hardship. Yet the government persisted with the belief that the landlord class should bear the main burden of famine relief. The Whigs believed that the provision of over £7 million for Famine relief was quite adequate, even though it compares unfavourably with the £69 million spent on the Crimean War. After the crisis deepened in late 1846–1847, the public works and labour rate were abandoned, and the government pinned its hopes in the short-term expedient of the free distribution of food through soup kitchens. Indeed, some of Russell's colleagues believed that the worst

of the Famine was over by 1846. There will be a limited attempt at assessing the effectiveness of these measures. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements are very well developed and substantiated. Level 4 answers will assess the evidence which suggests that Russell's Government has been unfairly criticised for its response to the Irish Famine. For example, they may point out that Russell faced a Famine on a larger scale than Peel. The public works schemes gave employment to 750 000 people. Even with the best political will possible, the administration of relief was remarkably complex. Any attempt at purchasing more food from Britain or foreign countries encountered the twin obstacles of a one to three month delay between the date of purchase and the date of delivery, and the fact was that, after such heavy imports in early 1846, Indian corn was in short supply in the London and Liverpool markets, as well as on the continent. Trevelyan had ruled out direct government orders to the USA, but even if he had not done so, American maize was not quickly accessible. Relief efforts were hampered by geographical realities and accessibility. Corn needed to be milled, yet there was a scarcity of mills in the west of Ireland. Famine relief was affected by the conduct of Irish food merchants, some of whom engaged in speculation and the hoarding of food. Provision of relief depended on the commitment and involvement of local gentry and clergymen. In addition, Russell faced domestic issues, since England was hit by the "Hungry forties". Irish relief measures had to contend with obstacles such as poor communications. Politically, Russell's Government was unstable, his cabinet inexperienced and parliamentary majority small. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the social and economic effects of the Famine on Ireland up to 1867.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show more awareness about the social and economic effects of the Famine. Socially, there were changes to the pattern of landholding, with a consolidation of smaller farms. With so many landlords bankrupt, the government passed the Encumbered Estates Act in 1849 to speed up the sale of land and so created a new landlord class. The Famine brought about a rapid decline in Ireland's population, attributable to a mixture of death, disease and emigration. The Famine also had profound economic effects. For example, there was an acceleration in the development of a more balanced farming system in which there was less focus on tillage, and especially potato cultivation, and more on pastoral farming. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed, showing a clearer understanding of the social and economic impact of the Famine. Socially, the Famine brought about a decline in the traditional beliefs and customs of rural labourers. The population fell from 8 million in 1841 to 6 million in 1851. About 1 million Irish people died between 1845 and 1850 as a result of starvation and disease, and 1.5 million emigrated. Economically, the Famine impacted on the system of agriculture in Ireland. The pattern of landholding changed, as the Famine wiped out the cottier class of smallholders.

This encouraged the consolidation of holdings, with the cottiers' plots being taken over by larger farmers. Tenant farmers became involved in a more balanced farming system, in which there was less concentration on tillage and more on pastoral farming. Tenant farmers experienced a rise in living standards, as indicated by better housing and an increase in literacy. Thousands of the old landlord class were badly affected economically by the Famine in several ways. Thousands of pounds of rents remained uncollected, tenants either died or emigrated, while those landlords who acted in a benevolent and charitable way towards their suffering tenants paid a stark financial cost. Moreover, landlords bore the brunt of extra financial burdens imposed upon them in the form of labour and poor rates. The Encumbered Estates Act of 1849 was a legislative mechanism whereby many hard-pressed landlords could sell off their estates. 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) "Ireland's dependence on the potato was the most important reason for the outbreak of the Famine". To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will address in a limited way the causes of the Famine, perhaps mentioning in general terms issues such as the lack of industry, sub-division and the role of landlords. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanations, analysis and judgements will be substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the role of the potato in relation to a limited range of other factors. Irish peasants became dependent on the potato because it was easy to grow, economical and a nutritious crop. Small yields could support a large family. It was in the west particularly where plots were smallest that there was the greatest dependence on the potato and the most extreme poverty. When the potato crop failed in 1845, it meant certain death for millions of people who had no other source of food supply. Other causes will be examined in a limited way. The rapid increase in population placed great pressure on land and contributed to subdivision. Most landlords were absentee, and regarded their holdings in Ireland as merely a means of income. Many landlords lived beyond their means and raised rents to compensate. 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 developed and substantiated. Level 4 answers will assess the role of the potato in relation to a wide range of other factors in causing the Famine. Ireland's land system was characterised by an absence of security of tenure, no incentive for improvement of holdings, high rents, middlemen and the impact of sub-division. One million of the agricultural community who were classed as "landless labourers" were frequently unemployed, and under-employment was one of the great social evils of Ireland. 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 the transport system was inadequate. The domestic work of spinning and weaving in their own homes was drying up as a result of the decline of the Irish woollen and domestic linen industries in the years before the Famine. There was a lack of inward investment from landlords. Laissez-faire precluded government intervention. There was no state aid for emigration. Answers at this level will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the aims of those who took part in the Fenian Rising of 1867.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical information in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will be vague and superficial about the aims of those who took part in the Fenian Rising. Meaning may be unclear because of illegible text, inaccuracies in spelling, grammar and/or punctuation, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will, for example, provide some limited explanation for the outbreak of the Fenian Rising. The main aim of the Fenian movement was to sever all connections with Britain and establish an independent Irish republic by force of arms. Answers at this level will have lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will provide more detail about the aims of the Fenians. They wished to situate the legislature in the newly established Irish republic in a new “capital”, such as Athlone. This reflected their hatred of Dublin, since this was the traditional seat of British power in Ireland. They intended to bring about social change as a result of their revolt, and vague comments, were made about the need for land reform. The Fenians aimed to uphold Ireland's cultural traditions, the decline of which they attributed to British rule. A short-term aim of the Fenians in 1867 was to rebel at a time of strained relations between the USA and Britain, and hope that, if they could seize control of one Irish town, international help might materialise from either the USA or France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the aims of those who took part in the Fenian Rising in 1867. The Fenians' resolute rejection of constitutional methods after the demise of O'Connell in the 1840s explains their commitment to revolutionary means to achieve a republic. They believed that their goal of Irish separation from Britain was in keeping with the sentiments of the majority of the Irish people. A successful revolt, according to the Fenians, would result in an Irish state governed quite differently from the British parliamentary system which they regarded as corrupt. Ireland would be ruled by a two-chamber legislature. Elections would be on the basis of universal suffrage. Like the USA, there would be separation of powers, with almost complete church-state separation. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The Fenians themselves were mainly responsible for the failure of their Rising in 1867". How far would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will, for example, describe in a limited way how the Fenians contributed to their own failure in 1867. For example, they may comment briefly about issues such as leadership, planning or a lack of widespread support. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical information relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed understanding of how the Fenians contributed to their own failure. There were divisions among the Fenians' leadership, both in Ireland and the USA. James Stephens and John O'Mahony quarrelled over tactics. The Fenians lacked a central organisation, which made coherent leadership difficult. Conflicts between the Irish-based and American movements limited the procurement of money, men and arms. The Rising of 1867 was badly planned. There was insufficient help from the USA. There was a lack of arms. The original date for the rising was postponed from February to March – in the middle of a snow storm. The Fenians contributed to their own failure by alienating potential supporters in Ireland. Catholic middle class and property owners were wary of any organisation which spoke of restoring land to the people, no matter how vague such assertions were. The Fenian methods of physical force were at variance with the sentiments of the overwhelming number of nationalists who adhered to constitutionalism. Presbyterians, participants in the rebellion of 1798, now looked to the Union for protection. Thus, regarding leadership, planning and support, the Fenians themselves undoubtedly contributed to their own failure in 1867. 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 and analysis are very well developed and substantiated. Level 4 answers will be more comprehensive, and comment on the role of the Catholic Church and actions of the British Government which hindered the Fenians' attempts to achieve their objectives. Cardinal Cullen presented the Fenians with a formidable obstacle. He led the Catholic Church in an unequivocal condemnation of Fenianism, and dissuaded Catholics from joining the movement. The clerical view was that membership of the Fenians was incompatible with the Catholic faith, and that it was sinful for secret societies to use force to overthrow a legitimate government. Cullen's stance was strengthened by the Church's traditional disdain of oath-bound organisations throughout Europe. The actions of government against Fenian activity were both proportionate and effective. Dublin Castle spies infiltrated the movement. *Habeas corpus* was suspended. The offices of the *Irish People* were raided, and arrests of key personnel were made. Dependable army regiments were in place to counter any Fenian activity. Answers may reflect that it was a mixture of their own shortcomings and firm opposition which thwarted the Fenians in 1867. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 3

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Option 4: France 1815–1871

AVAILABLE
MARKS

- 1 (i) Explain the aims of Louis XVIII's foreign policy in the period 1815–1824.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed, beginning to refer to some of the aims of Louis XVIII's foreign policy, such as the restoration of French prestige. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the aims of Louis XVIII's foreign policy, for example, his desire to pay off the war indemnity and thereby remove foreign troops from French soil, and to raise France to the status of a great power again, accepted as an ally of and no longer a threat to the victorious Allies. Any change in the harsh terms of the peace treaties would also be desirable, but this would have to be achieved without recourse to war by a France which could neither afford nor risk conflict so soon after peace had at last been achieved. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis of the aims of Louis XVIII's foreign policy are very well developed and substantiated. Answers will refer to Louis's need to pay the war indemnity and thereby achieve the removal of the army of occupation, which had to be maintained out of the French purse. He wished, if possible, to modify some of the harsher terms of the Second Treaty of Paris, some of which may be cited. Louis also sought to rehabilitate France and end its pariah status by having the country accepted as an equal partner in the Concert of Europe. This had to be done while at all costs avoiding war, or even serious diplomatic confrontation, a difficult balancing act. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The Bourbon monarchy was stable in the period 1815–1824?" To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement as to how stable the monarchy was during the reign of Louis XVIII. Answers will begin to consider some of Louis's successes, such as the Charter and the withdrawal of foreign troops, while noting the rise of the Ultras later in his reign. 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 Louis's contribution to the stability of the Bourbon monarchy, such as his good sense in accepting that the compromises of the Charter were necessary, and the partial rehabilitation of France on the international scene, in addition to the withdrawal of the army of occupation. During Louis's reign France enjoyed a modest economic recovery. There should be recognition of the continuing threats to stability, such as the White Terror, the murder of the Duc de Berri and the La Rochelle mutiny. Above all, answers should mention the lurch to the right as the Ultras took power, and the unwillingness of the future Charles X to follow the more moderate path of Louis, thereby threatening Louis's achievement in providing a stable period of French history after so much recent turmoil. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will note that Louis XVIII overcame his restoration at Allied hands to stabilise the regime. France gained the most liberal constitution in Europe, with those who had purchased confiscated land guaranteed their property. Richelieu and Decazes augured well, Louis defeated the *chambre introuvable* and secured France's acceptance into the Quintuple Alliance. But stability was jeopardised in the elections of 1819, with the victory of the left-leaning Independents. After the assassination of the Duc de Berri the centre dwindled, the left flirted with revolution, and the Ultras were strengthened. Villèle's appointment as chief minister was an Ultra triumph, and, as the King's health failed, government fell under the control of the Comte D'Artois. Before the reign ended, a right-wing reaction had begun. Villèle instituted a regime of balanced budgets, but the prospect of the Ultras undoing Louis's compromises might undermine stability in the future. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain how the French economy developed in the period 1815–1830.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will refer to some aspects of the French economy between 1815 and 1830, such as the slump of the late 1820s. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on developments in the French economy between 1815 and 1830, such as the continuing predominance of agriculture, while French industry and population growth lagged behind Britain's. France possessed too many family firms which were reluctant to innovate, but, despite that, French industry was the most advanced on the continent. A modest recovery took place after 1815, with a twofold increase in foreign trade before 1825. Road and canal building schemes were introduced. But economic crises in 1817 and, more seriously, in the period 1826–1832, both linked with grain harvest failures, dented a record of quiet growth. 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, with relevant detail on France's economic development between 1815 and 1830. Between 1821 and 1825, as well as road and canal expansion, an increasing number of steamboats appeared on French rivers. There was a surge in metallurgical industries in the East and in the Massif Central, the number of silk looms in Lyon doubled and there was a building boom in Paris. But industrialisation was slow compared to Britain, with only a few major cities seeing substantial population increases, and a declining birth rate. Coalfields were scarce and often remote, steam power was only slowly being introduced, with much textile production still domestic, and high tariffs were a disincentive to modernise. Agriculture was largely subsistence, and when a decline in potato cultivation took place too much depended on good grain harvests. When these failed in the late 1820s, it coincided with a series of small bank failures caused by a sharp increase in interest rates. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far would you agree that Charles X's close relationship with the Ultras was the main reason for his downfall in 1830?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will offer more detail on the Ultra policies which helped to bring about Charles X's downfall, such as their opposition to political reform. There may also be some suggestions that

other factors, such as the slump which began in 1826, played a part in his downfall. 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 Charles X's policies, showing how they tied in with Ultra ambitions and how they helped lead to his downfall. Examples of his religious policy, such as the traditional coronation at Reims and the virtual handover of education to the Church authorities, may be cited, together with other divisive policies such as the land settlement, which, although sensible, angered those bondholders whose interest rates would be reduced to pay for it. His apparent contempt for the spirit of the Charter, as witnessed in the Ordinances of St. Cloud, will be covered, with details such as the reduction of the electorate by 75% and the reintroduction of press censorship. Other factors unconnected with Ultra beliefs, such as the economic troubles of the late 1820s, may also be considered. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will present a sustained evaluation of the extent to which Charles X's links with the Ultras led to his downfall. The Ultras were hostile to the compromises embodied in the Charter, and wished to restore land and power to the Church and the nobility. The *pays legal* wanted stability but was not prepared to countenance a return to the conditions of the ancien regime. The King's religious policies attracted the hostility of a large anti-clerical constituency, and Church influence was debated far beyond the usual political circles. Many Ultras were appointed to official positions, which, along with Charles' land settlement, angered the Parisian bourgeoisie. Charles' vacillation over censoring a liberal press he and the Ultras despised further alarmed the *pays legal*. Charles' insistence on appointing the extreme Ultra Polignac as Chief Minister, followed by emergency powers to alter the electoral system when the voters rejected Polignac, was a fatal "Ultra" move. Answers at this level must also discuss factors other than Ultras. By 1830 France was experiencing falling wages, high food prices, poor harvests and rising unemployment. The slump of the late 1820s had brought many hungry and desperate people into Paris, and they provided the demonstrators who helped to defeat Charles' 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. [22]

- 3 (i) Explain the domestic problems facing Louis Philippe when he accepted the Crown of France in 1830.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be vague and lack detail about Louis Philippe's domestic problems when he accepted the Crown of France. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to refer to some of the domestic problems faced by Louis Philippe, such as his inheritance of an economic slump stretching back to 1826. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed to consider the domestic problems facing Louis Philippe when he became King. Answers will have more detail, for example pointing out that the new King was neither legitimate nor the choice of the people, but selected by an unelected Provisional Government. Louis Philippe had to face opposition from legitimists, still hoping to see a Bourbon on the throne, and republicans, who did not accept the compromise choice of Louis Philippe. He would also have to deal with the problem of the Church, and cope with the social and other difficulties associated with the economic downturn. There would be difficulties around the issue of the franchise, with many who had fought in the street battles of 1830 expecting the vote as their reward. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will note that Louis Philippe, placed on the throne by those who had seen enough of Charles X but who feared a republic, would be opposed by thwarted republicans as well as legitimists. Among Louis Philippe's initial domestic problems would be the need to build up a base of bourgeois support, and then retain it. This required enfranchising only the middle classes, further disappointing radicals who pointed to the King's revolutionary past. The Church's position would also require attention after the return to clericalism under the previous regime. The passage of time and selective memory had led to nostalgia for the Revolution and Empire. Finally, economic problems, with high food prices and massive artisan unemployment, and the consequent migration to Paris and other towns, did not end with the overthrow of Charles X, and would need to be remedied. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent would you agree that Louis Philippe was fortunate to stay on the throne for so long?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall of some of the events of Louis Philippe's reign, with little focus on whether or not the King was lucky to stay on the throne for so long. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to consider which aspects of Louis Philippe's policies helped him to retain his throne for so long, and

those areas where he was simply fortunate. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the part played by luck in Louis Philippe's retention of his throne for so long. They should note that many Frenchmen were weary of the constant changes of regime which had occurred since 1789. Louis Philippe was fortunate to be in the right place to capitalise on this desire for stability. Again, there were class divisions in the ranks of republicanism, with the rich hankering for the principles of 1789, and the poor seeking a more radical interpretation and scaring the bourgeoisie with risings in Paris and Lyon. Although nostalgia for the Empire was growing, Louis Napoleon's failed coups brought only ridicule for his cause. Louis Philippe "stood between France and a Republic", and for this reason the power brokers who had placed him on the throne were determined to keep him there for as long as he served their interests. There should also be some awareness that the King's adoption of the tricolour, removal of newspaper censorship and acceptance of a new and more liberal Charter helped to secure his position on the throne, and owed nothing to luck. 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 recognise that Louis Philippe was lucky, given that his laissez-faire attitude to social reform did nothing to alleviate misery, and that he refused to grant even a moderate extension of the franchise. But his eighteen year occupancy of the throne also owed much to personal bravery (he scorned protection), intelligence and diligence. He cultivated his subjects, inspecting detachments of the National Guard daily. His foreign policy, derided by those who sought glory, pleased the commercial sector which wanted peacetime conditions. Louis Philippe could be ruthless, as in his use of troops against the Lyon silk weavers' risings, and his purge of the administration. He respected the Charter, accepting ministries which represented the will of the Assembly. But the end of his reign showed both ill fortune and poor decision making, the economic depression of the late 1840s coinciding with the Reform Banquets. Louis Philippe's period as a compromise ruler had come to its natural end, but his time

on the throne was not just due to good fortune but also owed something to his own sensible policies, at least up to 1848. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the weaknesses of the Second Republic between 1848 and 1852.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically offer a vague and generalised account of some of the events of the Second Republic between 1848 and 1852. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and begin to refer to some of the main weaknesses of the Second Republic between 1848 and 1852, such as the June Days and the eventual seizure of power by Napoleon III. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis of the weaknesses of the Second Republic between 1848 and 1852 are developed. Answers will have more detail, for example pointing to the poor economic situation inherited by the new regime, and the differences among republicans as to a solution. The animosities aroused by the National Workshops, and the consequent violence of the June Days should be mentioned. The election of Louis Napoleon as President, with his appeal to the propertied classes, including the

peasants, will be seen as important. Uneasiness about a republic, and the republican failure to win a majority in the Assembly meant that the regime was vulnerable to a well-organised coup. This was what Louis Napoleon achieved in 1852, when he brought a weak Second Republic to an end. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis of the weaknesses which affected the Second Republic between 1848 and 1852 will have good supporting detail. There may be awareness that appalling Parisian living conditions led liberal republicans to concede the National Workshops, the Red Republicans' preferred solution, to stave off social revolution. When the inefficient and costly Workshops were closed, the ensuing crackdown on street protests left thousands dead, replacing power in the hands of those who feared the republic's potential for social revolution. Louis Napoleon struck a nerve with his scorn for party politics, attracting the support of former Orleanist politicians turned republicans like Thiers, further weakening the republic, which never had majority support in the Assembly. Other blows for the Republic were the *Loi Falloux*, handing much control of education back to the Church, and the President's removal of the Barrot government. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far was Napoleon III the architect of his own downfall in 1870?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall of some of the events of Napoleon III's reign, with little focus on whether he was the architect of his own downfall. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will point to Napoleon's foreign policy, which culminated in the Franco-Prussian War, his capture and overthrow. There may also be some treatment of domestic affairs, particularly his economic policy and the increasing liberalisation seen later in his reign. 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 ways in which Napoleon III was the architect of his own downfall, for example his foreign policy, which, after a promising start, showed signs of strain in his withdrawal from the Italian campaign with a job only half done, and proved a full scale debacle with defeat in Mexico. He miscalculated over the Seven Weeks' War, thinking he could dictate terms to exhausted combatants, then rashly demanded sensitive territories as compensation for a Prussian advance westwards. Finally, he was outwitted by Bismarck over the Spanish Marriages and trapped into declaring a war for which, it turned out, the French army was ill-prepared. Domestic errors may also be mentioned, including the failure of the *Credit Mobilier*, through which the savings of hundreds of thousands of small savers were lost, the unpopularity of the free trade policies with industrialists, and the dislocation caused to those whose businesses and homes were swept aside by Hausmann's rebuilding of Paris. Although the liberal concessions made by the Emperor were, he claimed, always part of his plans, many felt that Napoleon was reacting to pressure, and republicans were merely encouraged to put further pressure on the regime. 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 not only consider policy errors which would suggest that Napoleon III was the architect of his own downfall, but also consider factors beyond the Emperor's control. The Mexican campaign was seriously mishandled, but Napoleon III was far from alone in underestimating Prussian military power, both in 1866 and 1870. His physical decline and the influence of close advisors meant that he was

unable to withstand the hysteria which swept France after the Ems Telegram. Against that, he failed to keep allies, upsetting Italy after his withdrawal from the 1859 war, and antagonising Russia by his support for the Polish rebels of 1863. The *Credit Mobilier* collapse was in part the result of the policies of more traditional bankers such as the Rothschilds, but the St Simonian credit model would only work well when economic conditions were favourable. It is quite possible that Napoleon genuinely wanted political reform, but Morny was the only senior politician who supported him, and his death was singularly unfortunate for the Emperor. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

Option 4

AVAILABLE
MARKS

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Option 5: Russia 1903–1941

AVAILABLE
MARKS

- 1 (i) Explain why opposition to Tsarism grew between 1906 and 1914.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about why opposition to Tsarism grew after 1906. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to the main reasons for the growth of opposition to Tsarism after 1906. Nicholas' reforms and the ruthlessness of the *Okhrana* had silenced opposition groups temporarily but they returned quickly. The programme of industrialisation put in place led to heavy taxation and the exploitation of workers and after 1908 strikes became common again. The creation of the kulaks also led to increased tensions between peasants, creating more social unrest. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail; for example, they may show an awareness of the growth in opposition to the Tsar surrounding the use of the *Okhrana* and their repressive measures. Stolypin's rule had also led to 1144 executions in 1907 alone in order to stamp out revolutionary activity but this again added to the growing undercurrent of opposition. Developments in education in the period 1906–1914 were good for society but also meant that opposition groups were able to spread their ideas even more 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.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers may discuss how the repeated failures of the Dumas in the period 1906–1914 also contributed to increasing opposition to Tsarism; Stolypin often had to resort to using decrees to govern and Russia's experiment with a constitution had resulted in a bitter and frustrated parliament with no real power, whose measures the Tsar usually flatly rejected. Answers at this level may explain that, although there had been a huge growth in opposition in the period 1906–1914, opposition was largely unorganised and Russia appeared to be in no real danger of revolution on the eve of World War One. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far was the outbreak of the Revolution of 1905 due to Tsar Nicholas II's reaction to the events of Bloody Sunday?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall and will typically be characterised by generalisations and poor understanding, giving little more than a narrative or an unclear description regarding the events or consequences of Bloody Sunday. 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 merely discuss the short-term role of the Tsar and Bloody Sunday and not explain other causes of the revolution of 1905. 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. They may discuss 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 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 Tsar misjudged the mood of Bloody Sunday and how his mishandling of the protest ruined both the public perception of the monarchy in general and the Tsar in particular, leading to a wave of further popular strikes and increasing discontent in the capital. Candidates at this level should also begin to show an awareness of the longer-term factors that helped to cause the 1905 revolution. The effects of the war with Japan could be discussed, possibly referring to the impact of food shortages in the cities and lack of materials in factories, all caused by the war and leading to the strikes, protests and calls for reform. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should clearly demonstrate the factors that led to the revolution. 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, the general situation in Russia and the deteriorating conditions for workers in the cities, reflecting the wider economic misery of the country. Mention could also be made of Nicholas' personal failings and poor leadership, as well as his unwillingness to reform in any way, which also contributed to the events of 1905. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain the weaknesses of the Whites in the Civil War in Russia between 1918 and 1921.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Level 1 answers may provide a narrative or recall or typically be characterised by generalisations and poor understanding, giving little more than a narrative about the weaknesses of the Whites in the Civil War. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Level 2 answers will start to explain in general terms how the Whites lacked overall direction and had no clear purpose. They also suffered from having no coherent or unified leadership and certainly no-one with the quality or vision of Lenin or Trotsky. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and may explain how the Whites were deeply divided in their political and economic views and in the event of victory would have had few clear ideas on how to govern. Their armed forces were poorly organised, trained and equipped. Their loss of allied help after 1919 made any sustained effort on their part almost impossible. The fact that they had been receiving allied help was also used against them in Bolshevik propaganda. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will discuss clearly how the only real aim of the Whites was defeating the Reds and that this lack of ideology or aims made them an easier enemy to defeat. Their tendency to fight regionally rather than nationally also hindered their progress as the different factions would not really commit to a national campaign or plan. Their geographical position also hampered their efforts as they were split and in control of none of the major cities. This led to problems in transport, communication and in procuring resources. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent did economic factors bring about the downfall of Tsar Nicholas II in February 1917?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers will be characterised by generalisations and poor understanding, giving little more than a narrative about the downfall of Tsar Nicholas II in February 1917. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to explain in general terms the role of economic factors in bringing about Nicholas' downfall by February 1917. At this level answers may simply focus on the impact of World War One and the inevitable economic hardship which arose out of it. The inflationary crisis caused by financing the war effort, combined with the food shortages at home, led the workers and peasants to protest and strike and openly call for the removal of the Tsar. The harsh winter of 1916–1917 also increased the burdens on the economy and the country. By 1916, 14 million men had been

mobilised which was effectively halt the male rural labour force. This led to a decrease in production. Animals that had been used in farming were also re-deployed to the front and factories making agricultural implements were turned over to war production and those that remained were the last to receive materials and fuel. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and may observe that, although workers and peasants at home did receive wage increases of around 50%, price increases of up to 500% were not uncommon by 1917. Answers should also refer to other factors such as Nicholas' decision to enter World War One which led to heavy defeats and the humiliation of the Russian military. All of this reflected badly and personally on the Tsar as he had become Commander in Chief in 1915. The Tsar's 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 fourth Duma in 1915. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and show a clear awareness of not only the role of economic factors but also the importance of other factors. Top candidates could discuss Nicholas' personal failings 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 1916–1917 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. The economic pressures of the war led to an increase in industrial workers in the cities to meet production needs but they became increasingly frustrated at pay and conditions leading to strikes. The Tsar was forced to introduce extensive measures against organised labour and strike action, increasing the social problems at home. Ultimately, the Tsar's decision to enter World War One accelerated his downfall as it simply added to the already considerable

political, economic and social problems Tsarism was enduring. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the causes of the Bolshevik Revolution of October 1917.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will provide a narrative about the mistakes of the Provisional Government between February and October 1917 or the strengths of the Bolsheviks in the same period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to explain in general terms the key errors of the Provisional Government such as continuing with the war and delaying elections to the Constituent Assembly, both of which ultimately cost them support, creating the circumstances for another revolution. Candidates may discuss some of the strengths of the Bolsheviks as well but will probably not explain both aspects of the question. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example, showing an awareness of both the mistakes of the Provisional Government and the strengths of the Bolsheviks. The Provisional Government endured difficult circumstances power-sharing with the Petrograd Soviet. The launching of the summer offensive also turned out to be disastrous, costing more support. The Bolsheviks were highly organised and able

to appeal to a wide cross-section of society in gaining support. Mention could also be made of the important roles of both Lenin and Trotsky. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers could mention how the Bolsheviks were able to capitalise on the re-emerging unrest. Lenin's return in April boosted their morale and his promises of peace, bread and land galvanised support from soldiers, workers and peasants. The Bolsheviks employed the use of propaganda to rally people behind them. The Provisional Government also took the unwise decision to arm the Red Guard in response to the Kornilov Coup. Candidates may not mention all these points but should convey the failings of the Provisional Government and how the Bolsheviks were able to capitalise on the unrest in October 1917. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Bolshevik economic policies were inconsistent in the period 1918–1924.” How far would you accept this verdict?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative and will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Bolshevik economic policies in the period 1918–1924. 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 explain in general terms some basic characteristics of both the policies of War Communism and the NEP. Answers at this level may not discuss the consistency of these policies. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and try to assess both War Communism and the NEP, attempting some discussion of how consistent they were. The policy of War Communism was introduced to gain more centralised control of the economy as Lenin knew that this would be necessary in order to win the Civil War. It advocated ruthless control and nationalisation of key areas. The NEP was a distinct move away from the tight control of War Communism, partly due to the economic damage that policy had caused and partly to attempt to win back support which the Bolsheviks had lost due to the ruthless nature of War Communism. Top responses at this level should point out the lack of consistency in these two approaches. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and discuss State Capitalism, War Communism and the NEP, focusing on the lack of consistency between these approaches. State Capitalism was an unclear and unsure collection of ideas that had to be changed when the Civil War loomed and Lenin realised that a more centralised policy was needed. War Communism was instigated for the specific circumstances of winning the Civil War and as such its methods were harsh. The policy did ensure victory but caused severe distress in the process, both economic and social. Peasant support for the policy and the party began to evaporate due to the requisitioning of food. The Kronstadt mutiny and Tambov uprising of 1920–1921 forced Lenin to reconsider and change direction completely with the NEP in an attempt to increase both industrial and agricultural output. Many of the economic restrictions imposed by War Communism were relaxed or lifted, allowing peasants and workers to prosper. These were attempts to win

back lost support. Top responses may mention that there was a lack of consistency between these policies but understandably so as they were designed to serve entirely different circumstances and were products of both their time and conditions. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the aims of Stalin's economic policies for the Soviet Union in the period 1928–1941.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions relating to Stalin's economic policies or aims. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers may mention how the economic aims of the five-year plans were to industrialise the nation, prepare the USSR for war and modernise the economy. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and may show an awareness of the fact that Stalin's economic policies had political as well as economic aims: Industrialisation was viewed by the party leadership as crucial to secure the survival of the USSR. The five-year plans would also call for the liquidation of the nepmen and the kulaks, the reviled capitalists who had thrived under the NEP. Candidates should at this level also start to discuss the importance of collectivisation in Stalin's economic policies. Answers at this level will be characterised by clarity

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

Level 4 ([7]–[8])

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

- (ii) "Stalin's power base within the party was the most important reason for his victory in the power struggle in the period 1922–1929." How far would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or typically be characterised by generalisations and poor understanding, giving little more than a narrative about the power struggle between 1922 and 1929. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms some basic aspects of how Stalin won the power struggle over his rivals. They could refer to his role as General Secretary of the party and the power this gave him. Answers

may also mention how Stalin had been ruling the USSR in all but name even before Lenin's death due to his positions within the party. 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. Stalin had 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. During Lenin's illness and incapacitation, it was already Stalin who was largely running the USSR. Answers may also try to identify specific reasons why Stalin was able to defeat his rivals in the power struggle. They 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 wrongly 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. He 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. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should be more comprehensive, well informed and debate clearly the extent to which Stalin's victory in the power struggle by 1929 was due to his power base in the party. 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, Bukharin and Zinoviev. 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 5**60**

Option 6: Italy 1914–1943

AVAILABLE
MARKS

- 1 (i) Explain the military and social consequences of the First World War on Italy between 1915 and 1918.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about the military and social consequences of the First World War on Italy between 1915 and 1918. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the military and social consequences of the First World War on Italy. Answers could refer to the defeat at the Battle of Caporetto or the increase in trade union membership. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, showing some awareness of a range of military and social consequences of the First World War on Italy. Military effects such as the mistakes made by General Cadorna which contributed to the defeat at Caporetto and to Cadorna being replaced by General Armando Diaz could be discussed. In terms of social consequences, answers could refer to industrial workers being placed under military discipline with men no longer free to move jobs or to strike. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear understanding of the military and social consequences of the First World War on Italy. The national humiliation that occurred after the Battle of Caporetto could be discussed, as could the loss of 160 kilometres of land and 300 000 men being taken as prisoners. The social consequences of the rise in inflation and food shortages could be discussed with the result that resentment grew among the industrial workforce. Answers could also discuss the food riots in Turin in 1917. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Although Italy was victorious in the First World War, it gained little from the Peace Treaties in 1919.” How far would you agree with this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of Italian success/failure in the First World War, such as the victory of Vittorio Veneto. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and be more comprehensive and start to make a judgement about the level of success or failure Italy experienced in the First World War. Answers may refer to the “Mutilated Victory” as the peace terms of 1919 were seen as a betrayal of the Italian victory. They could discuss why Italy entered the war in 1915 and refer to the Treaty of London which led it to expect territorial gains as its reward from the Peace Treaties of 1919. Italy’s gains were to come at the expense of Austria-Hungary and it was secretly promised South Tyrol, Trentino, Istria, Dalmatia and colonies. However, in 1919 Italy did not receive Dalmatia or any new colonies and the Italians felt that they had been cheated by “The Big Three”. Italy had lost over 600 000 men, incurred massive debts and increased living costs to win a war from which it appeared to gain little benefit. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be supported with specific evidence and present a sustained evaluation of the Italian attitude to the Peace Treaties in 1919. Italian nationalists were expecting more than they were given in 1919; the Italian people felt cheated and blamed their government. However, Italy gained most of what it had been promised in 1915 and actually acquired more than could be justified on grounds of self-determination, such as South Tyrol and Istria. Italy actually made more territorial gains from the Peace Treaties than any other victorious power but most Italians felt that they had not been fully rewarded for their war effort. Nationalists had exaggerated the scale of the Italian victory and Prime Minister Orlando had made the mistake of demanding more than the other Allied leaders thought reasonable. The port of Fiume became a potent symbol of Italian betrayal and was subsequently occupied by D’Annunzio. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain how Mussolini was able to consolidate his political power in Italy between 1922 and 1928.

This question targets AO1(a) and AO1(b): the candidate’s ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and

effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about how Mussolini consolidated his political power in Italy up to 1928. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the ways used by Mussolini to consolidate his political power by 1928, for instance, by taking advantage of the Matteotti crisis. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and demonstrate some awareness of a range of methods used by Mussolini to consolidate his political power in Italy by 1928. They could refer to the emergency powers which were given to Mussolini by the Chamber of Deputies in November 1922 to reform the administration and tax system, only three weeks after he became Prime Minister. They may also comment on the *Legge Fascistissime* of December 1925 which greatly strengthened central government's political control by banning all opposition parties, strengthening control over the press, making Mussolini head of the Government, setting up a new secret police service and exerting greater control over local government. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of the methods used by Mussolini to consolidate his political power in Italy by 1928. In addition to the points outlined above, answers may refer to the electoral success of 1924, the introduction of

press censorship in July 1924, the creation of the Fascist Grand Council and militia and the new electoral law of 1928. They could also refer to the Acerbo Law of 1923, which gave 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 use of propaganda. Answers could also refer to the increase in control over local government with elected municipal councils eliminated and mayors being replaced by *podestas*. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The role of King Victor Emmanuel III was the most important reason for Mussolini’s rise to power in Italy by 1922.” How far would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms the importance of the role of the King in the rise to power of Mussolini, possibly referring to the King’s rejection of the government’s advice to enact martial law in October 1922. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the role the King played in the rise to power of Mussolini. Answers could refer to the fear and pessimism of the King. He was disillusioned with parliamentary leadership and feared a left-wing coup. Mussolini's participation in government would have provided welcome strength against the left-wing threat. In addition, the King doubted the loyalty of the army if it were called on to challenge the fascists. Some answers may also begin to refer to other causes of the collapse of Liberal Italy, such as economic problems with increasing inflation continuing to undermine people's living standards, but this may be in an incomplete manner. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be supported with specific evidence and present a sustained evaluation of the reasons for Mussolini's rise to power by 1922. The King played a crucial role, especially as the Liberals, the largest Italian political party, were deeply divided. His decision to reject the unanimous advice of Facta's government to enact martial law was the first time the King had acted against the advice of his ministers for 22 years. This led to the resignation of Facta and the appointment of Salandra who failed to form a new government and then subsequently recommended that the King appoint Mussolini as Prime Minister. In addition to assessing the role of the King, candidates should discuss the importance of other factors in the rise to power of Mussolini. The war had increased the problems facing the new Italian democratic governments, which also had to deal with long-term problems, such as the role of the Church and the North-South divide. The three main political parties would not work together, whilst the use of Proportional Representation from 1919 led to weak coalition governments and the growth of political extremism, namely fascism and communism. Candidates could refer to the growing social and economic unrest in Italy after 1918, fears of a communist revolution and the role of the Church. The role of Mussolini could also be discussed as he exploited the deep political divisions and was also helped by support from the King and Church who feared the left more than fascism. Finally, Mussolini threatened to "March on Rome" and it was this threat that led the King and Salandra to invite Mussolini to take power in 1922. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

- 3 (i) Explain how Mussolini tried to improve Italian agriculture in the period 1922–1939.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about how Mussolini tried to improve Italian agriculture in the period 1922–1939. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to Mussolini's efforts to improve Italian agriculture between 1922 and 1939; for example, he aimed to reduce the volume of foreign wheat imports by changing the land use of some parts of Italy to wheat production. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show an awareness of Mussolini's agricultural aims for Italy in the period 1922–1939. They could also observe that Mussolini wanted to improve agricultural production and try to make Italy economically self-sufficient and less dependent on imports. Mussolini's Battle for Grain in 1925 was intended to reduce the volume of foreign wheat imports and ensure that Italy would have enough food in the event of war. In 1928 the "Mussolini Law" was introduced to provide for land reclamation. Areas such as the Pontine Marshes were drained to provide land for settlement. This aimed to alter the pattern of landowning for the benefit of small farmers. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of how Mussolini tried to improve agriculture in Italy between 1922 and 1939. Answers could discuss the points outlined above, as well as the link between agricultural aims and the drive for autarky. They could also refer to how the Battle for Grain involved raising the import duties for foreign wheat in an attempt to boost domestic grain production. With new areas of land being used for wheat production, by the late 1930s Mussolini had increased Italian wheat production to double the amount achieved in the pre-fascist era. The state also provided storage facilities and marketing agencies, as well as training courses in new production methods. Mussolini also sought to create the Corporate State to organise all aspects of economic activity and he wanted a strong economy to consolidate support for his regime, as well as using his “Battles” to get the Italian economy ready for war by 1939. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far do you agree that propaganda was the most important method Mussolini used in his attempt to control Italy between 1922 and 1943?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about the use of propaganda by Mussolini in his attempt to control Italy in the period 1922–1943. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of how Mussolini used propaganda in his attempt to control Italy in the period 1922–1943, referring, for example, to press censorship and his use of the radio. Answers at this level will have some lapses in meaning

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more detailed and attempt to reach a judgement about the extent to which Mussolini's use of propaganda was the most important means by which he attempted to control Italy between 1922 and 1943. Mussolini, as a former journalist, realised the importance of the media and propaganda. Censorship was also used and after 1926 newspapers were under Fascist control. By the 1930s the regime made greater use of radio and cinema to promote Fascist ideas, reinforcing the message with posters and rallies. The personality cult of Il Duce was also important to glorify his role and that of the Fascist state. Responses at this level will begin to assess the importance of other factors used by Mussolini in his efforts to control Italy in this period, such as the OVRA, the Corporate State and the strong centralised government under Fascist control. However, this may be in an incomplete manner. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will assess the extent to which Mussolini's use of propaganda was the most important means by which he attempted to control Italy between 1922 and 1943. Candidates might consider the use of radio to broadcast Mussolini's speeches, and the use of the cinema with LUCE set up in 1924 to produce documentaries and newsreels promoting Mussolini and his regime. During World War Two the powerful propaganda machine became less convincing and people lost faith in the state-controlled radio, listening instead to broadcasts from the neutral Vatican City or even the BBC. In addition, candidates could assess the role of other factors, such as the use of terror. While using organisations such as the OND and ONB, Mussolini used repression and the creation of an authoritarian state in his attempt to control Italy, aiming to create a Fascist society loyal to him and his ideals. Answers could discuss that, compared to other dictatorships, the OVRA did not really create a regime dominated by force and terror after he had consolidated his power by 1928. Answers could refer to the lack of opposition to Fascism before World War Two or the various agreements made by Mussolini with the Church, King and Army. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

- 4 (i) Explain why Mussolini decided to invade Abyssinia in 1935.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about the reasons why Mussolini invaded Abyssinia in 1935. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why Mussolini invaded Abyssinia in 1935. They may refer to his belief that foreign policy success would distract the Italian people from their domestic problems. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show an awareness of the reasons why Mussolini decided to invade Abyssinia in 1935. Candidates may refer to the desire for revenge for the Italian defeat at Adowa in 1896, the desire to expand the Italian Empire replicating the glory of the Roman Empire and the anticipation of economic benefits such as the belief that Abyssinia had oil reserves. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed and demonstrate a clear awareness of the reasons why Mussolini invaded Abyssinia in 1935. Candidates could refer to some of the points outlined above and develop them in greater depth to demonstrate what Italy could gain from the invasion. They could also refer to the Italian belief that Britain and France would not intervene following the Stresa Conference of 1935. The League of Nations also appeared weak at this time which reinforced Mussolini's belief that his invasion would be unopposed. They could also refer to Mussolini's desire to increase his personal prestige while also seeing the Italian invasion as an opportunity to impress other world leaders, most notably Hitler. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

- (ii) To what extent do you agree that the ineffective leadership of Mussolini between 1940 and 1943 was the most important factor in Italy's defeat in the Second World War?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may typically be characterised by generalisations and poor understanding, giving little more than a narrative about the role of the leadership of Mussolini in the failure of Italy during the Second World War. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some of the reasons for Italy's failure in the Second World War. Candidates could refer to Mussolini's failure to coordinate strategy effectively, despite holding all the top positions such as Commander in Chief, War Minister and Minister for Army, Navy and Air force. Answers at this

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more comprehensive and start to make a judgement about the extent to which Mussolini's leadership was the most significant factor in the failure of Italy in the Second World War. Candidates could discuss that, despite his pre-war aim of dominating the Mediterranean Sea, Mussolini made no move to capture Malta, made no assault on Gibraltar and failed to take up a German offer to occupy defeated France's colony of Tunisia. Mussolini also made the decision to invade Greece which led to the counter-invasion of Italian-held Albania and he even went against German wishes by sending a large force to the Soviet Union where Italy's lack of tanks and poor motor transport made it totally ineffective. Answers will also begin to assess other reasons for Italy's failure in the Second World War, such as Italy's poor preparations for war, which could also be seen as Mussolini's fault due to his involvement in the Spanish Civil War, his invasion of Abyssinia and his failed attempt to gain autarky. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their arguments with specific evidence and present a sustained evaluation about the extent to which Mussolini's ineffective leadership led to Italy's failure in the Second World War. Candidates will discuss and develop many of the points outlined above and could expand on Mussolini's failure to create a war economy with agriculture and industrial production falling by 25% between 1940 and 1943. Candidates could also expand on Mussolini's military miscalculations such as the refusal of German tanks and transport in advance of the Italians failed attack on British held Egypt and the Suez Canal. They could discuss how Mussolini failed to consult with his military commanders and even came to believe his own propaganda. However, Mussolini's ineffective leadership between 1940 and 1943 was not the only reason for Italy's defeat. Italy had failed to prepare adequately with the aim of autarky not being achieved while the economy and armed forces were also weakened due to the Abyssinian War and the Spanish Civil War. Italy had almost no tanks, too many bombers and too few fighters. Naval Admirals refused to believe that planes could bomb ships at sea, so Italy had too many battleships and almost no aircraft carriers. The Italian wartime economy was also affected by the alliance with Germany as the Germans took more

resources than they supplied, putting further strain on Italy's overstretched economy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

Option 6

Total

AVAILABLE
MARKS

30

60

60