



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2014**

History

Assessment Unit AS 2

[AH121]

TUESDAY 21 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

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- 1 (i) Explain the internal problems Spain faced on the accession of Philip II to the Spanish throne in 1556.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will consider some of the internal problems Spain faced on the accession of Philip II in 1556. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the range of internal problems Spain faced on Philip II's accession to the throne. They should consider the difficult financial position Philip II inherited from his father Charles V. Spain was on the verge of bankruptcy and Philip had little choice in declaring the country insolvent. Although he was King of Spain, his state lacked unity and distrust existed between the two main kingdoms, Aragon and Castile. Economically, Spain had failed to develop at the same rate as its political power and this placed it under strain. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will develop further the points mentioned at Level 3. Responses should consider the ethnic and religious diversity of Spain and the mistrust between some of its people. Philip II faced the challenge of restoring royal power and authority, while trying to reduce the country's debt problem. Economically, both Spanish industry and agriculture had failed to grow quickly and were in need of

development. 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 weaknesses in the government and administration of Spain in the period 1556–1592 were primarily due to Philip II’s attitude to kingship.” How far would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative of how Philip II’s attitude to kingship weakened Spain’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 have some understanding of how Philip II’s attitude to kingship weakened Spain’s government and administration. 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 Philip’s attitude to kingship affected his government and administration. Responses might observe that Philip idolised his father and followed his advice to trust no one but himself. Although Philip’s system of government, the conciliar system, was effective, it was limited by Philip’s lack of trust. Answers might suggest that Philip worked tirelessly in government, believing that it was his duty, yet his involvement slowed government down. Philip II’s attitude to kingship was that his was a God-given position which he had to carry out well but which others could not question. Responses could suggest that it was Philip’s inability to prioritise which made Spanish government and administration weak. The existence of factions could be considered as an element which weakened Spanish government and administration but responses might show that Philip II encouraged factions because of his distrust of his nobility.

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

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will develop further the areas identified at Level 3. Responses might argue that Philip's government was not weak and that he retained and developed the territories his father left him, with this period being known as the 'Golden Age of Spain'. Answers could show that Philip's government had the best communications system in Europe, yet its actions were excessively slow. Philip's autocratic attitude to kingship meant that the responsibility of government lay on his shoulders which were not capable of dealing with it. Responses might explain that Philip's lack of trust caused him to withhold information from one adviser while telling another, and this caused his different councils to work ineffectively, often in conflict with each other and so weakening the administration of Spain. Answers might consider his distrust of his half brother, Don John, the murder of Juan de Escobedo and the clash with his main minister, Antonio Perez, and argue that they demonstrate an autocratic attitude to kingship and led to a weakening of 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. [22]

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- 2 (i) Explain the different sources of income which funded the government of Philip II between 1556 and 1592.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have some understanding of the different forms of income Philip II used to finance his government between 1556 and 1592. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional

defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the range of different types of income which funded the government of Philip II. Responses should explain that extraordinary income was not paid annually but comprised irregular payments Philip II and his government could use in times of need. Answers might consider a range of these such as: grants (*servicio*) from various parliaments (*Cortes*); capital from church taxes (*subsido*); or the use of government bonds (*juros*). Responses should mention a range of ordinary incomes, explaining their annual nature. Some examples could be given such as the Alcabala, Salinas or Seda de Granada. Responses at this level might only consider ordinary or extraordinary sources of income. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will develop the points identified at Level 3. Responses might show that the need for extraordinary sources of revenue was meant to be occasional but the high expenditure of Philip II's government placed constant pressure on his finances and resulted in their frequent use. Answers may focus on New World bullion as another source of income. They should note that ordinary income made up a relatively small part of Spain's overall finances and Philip's administration was always attempting to develop more sources of revenue. Philip attempted to squeeze more money from grants from the Netherlands but his high demands eventually contributed to revolt in this region. Philip's control of the Church allowed this to become an increasing area of revenue, as did the sale of government lands. The use of *Juros* provided cash to meet short-term needs but the high interest paid on them did lasting damage to Spain's finances. 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) "Spain's economy was weak throughout the period 1556–1592." To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall little more than a few facts about the

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condition of the Spanish economy. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess the question in general terms and give some detail about the Spanish economy throughout the period 1556–92. 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 strengths of the Spanish economy, assessing whether it had underlying weaknesses in the period 1556–1592. Responses should consider a number of areas which made up the Spanish economy such as financial administration, taxation and money management, industry, trade and commerce, as well as agriculture. Answers should consider the relative strengths and weaknesses of each of these. Responses might suggest that financially Spain mismanaged its finances, yet its income had never been higher. Population growth until the mid-1580s suggests that Spain's economy was flourishing and that it was only in the later parts of the period that its economy became weak. Trade grew throughout the period yet this might be compared to a reliance on the export of raw materials and especially the wool trade which saw a decline in the later part of the period. Demand for industrial produce was high, yet a reliance on foreign imports saw little investment or development of industry throughout the period. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will build on factors identified in Level 3 but develop them further. Responses might consider that the Spanish economy cannot be considered as a single unit. Success for areas like Seville, which prospered through trade with the New World, can be contrasted with economic decline in the fertile coastal plains of Aragon, where raids by Barbary corsairs damaged development. New World trade benefited Spain and bullion provided vital revenue for Philip II's government but the arrival of the 'Silver fleet' caused inflationary pressures which damaged economic development. Answers should show that Spain's economic weaknesses were balanced by successes in some areas and at some times throughout the period 1556–1592. Responses might consider whether Spain's political importance caused economic decline because of the huge amounts spent on its wars. As war was almost

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constant throughout the period 1556–1592, economic weakness was inevitable. Despite a huge income, Spain’s economic weakness could not be avoided if expenditure outstripped income and a reliance on loans, at poor rates of interest, further weakened the Spanish economy. Spain’s economy declined during this period, yet it remained a major world force and so responses could argue that there were both elements of strength and weakness throughout the period and the economy was still strong in 1592. 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 promoted a Catholic culture in Spain in the period 1556–1592.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be superficial and offer unclear explanations of how Philip II promoted a Catholic 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 consider some of the ways in which Philip II promoted a Spanish Catholic culture in this period. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail considering a range of factors which created a Catholic culture such as: Philip II’s support for elements of culture, like the art of El Greco which had a strong religious message or the writings of Cervantes; Philip’s promotion of a strongly Catholic culture through support of the Tridentine Decrees, the Counter-Reformation and its implementation in Spain; Philip’s support and protection for the mystic tradition of people like Teresa and St John of the Cross; and the work of the Inquisition which created a culture which was solely Catholic. Responses should identify how all of these factors created a Catholic culture. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling,

punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Responses should expand on the areas identified in Level 3 answers. Philip II's building programme and support for local architects like Juan de Herrera developed a distinctive Spanish style which had strong ecclesiastical connections. Philip II's new palace in Madrid, the Escorial, was more like a cathedral than a palace. Responses could consider how Spanish students were recalled from external studies, especially from the Netherlands, and how this created an insular feeling in Spain. Philip was determined that Protestant influences would not reach Spain and worried over Spanish connections to the Netherlands. The work of the Inquisition might be used to show how Converso and Morisco cultures were banned and how this limited the culture of Spain but made it more Catholic. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent was Philip II's religious policy in Spain in the period 1556–1592 successful?

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 success of Philip II's religious policy. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have some understanding of how successful Philip II's religious policy was. 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

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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 successes and failures of Philip II's religious policy. Answers will consider a number of areas and assess the successes in each area. They should consider the internal reform of the Catholic Church and its connections with the Council of Trent and the Counter Reformation. Responses should also consider the Inquisition, observing how Philip II used it to control Spanish citizens, especially the Moriscos and Conversos. Answers should be able to consider how Philip controlled the Church and how he attempted to limit Papal control inside Spain. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will develop further the areas identified in Level 3. They should consider the success of Philip's attempts to reform the Catholic Church in Spain. Philip supported the Council of Trent but used its principles to improve the church in Spain: organisation was better with greater control for the Bishops; priests were better educated and uniformity, using the Roman Missal, was developed. Responses could show that, despite such successes in all of these aims, there were still uneducated priests and problems with absenteeism. Answers should consider the success of the Inquisition in dealing with heretics. Although Protestantism was a limited threat, it was never allowed to develop and a constant watch was kept on the Moriscos. Philip's legislation against the Moriscos only succeeded in causing revolt and this issue was still relevant in 1592. Responses should consider Philip's success in controlling the church and how it proved to be a valuable source of revenue for him, yet he failed in clashes with the Pope over the Jesuits and the arrest of Cardinal Corranza. 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.

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- 4 (i) Explain why the Dutch Revolt broke out in 1566.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will offer an unclear explanation of the reasons for the outbreak of the Dutch Revolt. 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.

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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 give some details of the reasons for the outbreak of the Dutch revolt. 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 such as: the way that Philip governed the Netherlands was different from his father and did not allow local autonomy; the appointment of Cardinal Granvelle created opposition from the Dutch nobility, who disliked foreigners; the mismanagement of Philip's sister as regent and her overreaction to the initial unrest; and the harsh treatment of Calvinists in the Netherlands. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will develop further the points identified in Level 3. They might develop the opposition of the Dutch nobility, due to Philip's inability to recognise the traditions and cultures which existed there. Philip's failure to listen to William of Orange and the Count of Egmont as Stadholders proved his ignorance of Dutch political rule. Philip's absence from the Netherlands highlighted the weaknesses of his two main ministers, Margaret of Savoy and Cardinal Granvelle. Granvelle's reorganisation of the Dutch church proved to be the spark which led to opposition and open unrest from the Dutch nobility. With strong Protestant elements in this uprising and with William of Orange's marriage to Anne of Saxony, Margaret of Savoy panicked and exaggerated the scale of unrest. Philip's response was to send an army to the Netherlands under the Duke of Alva and his heavy-handed approach turned rioting into full-scale 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) "Spain's treaty with the Ottoman Turks in 1580 was the most important turning point in Philip II's foreign policy in the period 1556–1592." 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)**.

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Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall limited information about the most important turning points in Philip II's foreign policy. 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 give some information about the importance of the peace with the Turks and its effects on Philip II's foreign policy. 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 main turning points in Philip II's foreign policy such as: the peace with the Ottoman Turks; Elizabeth I's refusal of Philip's marriage proposal in 1559; the outbreak of the Dutch Revolt in 1566 and the beginning of the French Wars of Religion in 1562. Responses should consider how much of Philip's early foreign policy was directed against the Turks. Attempts to recapture Tunis, the defence of Malta and the Holy League, with its victory over the Turks at Lepanto (1571), all demonstrate the importance of the Turks. The peace of 1580 could be seen as the key turning point in Philip II's foreign policy as it allowed a complete change of policy direction. Responses might suggest that some of the other events were more important turning points. The French Wars of Religion might be seen as the key turning point because it showed a decline in French power and a challenge to Spain. Elizabeth I's refusal of marriage was a notable change from her sister, Mary I, who was married to Philip, and Elizabeth's decision resulted in declining Anglo-Spanish 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 further the areas identified in Level 3. Answers might demonstrate that the peace of 1580 allowed Philip the freedom to switch the focus of his foreign policy away from the Mediterranean and towards Northern Europe. Alternatively, they might suggest that Philip engineered the peace

to deal with the issues which were appearing in Northern Europe and so other important turning points must have happened to force him to do so. Responses might consider the long-running Habsburg-Valois dynastic war which had dominated the early half of the sixteenth century. They may discuss whether the beginning of the French Wars of Religion allowed the focus to switch from France to Turkey. Answers might suggest that internal conflict in France allowed relations between England and Spain to decline as each no longer needed the other's help against their common enemy. Philip's comment in 1559 of 'better a heretic on the English throne than a French woman' shows the importance of France. The accession of Elizabeth to the English throne could be seen as the most important turning point as it eventually led to war with Spain. Responses might identify the Treaties of Joinville and Nonsuch as important turning points which led to war between England and Spain. 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 2: The Ascendancy of France 1660–1714

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- 1 (i) Explain the results 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. Responses will provide a narrative or recall some unsupported, generalised statements about the results 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. Responses will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the events after the war. The response may contain some explanation of the impact of the war and the terms of the Treaty of Aix-la-Chapelle of May 1668 may be briefly outlined. 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, dealing perhaps with the precise terms of the Treaty of Aix-la-Chapelle which resulted in France returning Franche-Comte but retaining its significant gains in the Spanish Netherlands, including Douai, Charleroi, Oudenarde and Lille. The war had also allowed Louis XIV to demonstrate the effectiveness of his recently improved army, particularly in the siege victories it had secured. Answers may explain how Louis was angered by the formation of Triple Alliance of Holland, England and Sweden. His anger at the Dutch 'betrayal' partially explains his decision to launch an attack on Holland that culminated in the Dutch War of 1672–78. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Louis was furious with the Dutch decision to form an alliance against France and was determined to teach the 'maggots' a lesson. Having expanded his territory on his vulnerable

north-eastern frontier by securing a number of decisive siege victories in the war, Louis appointed Vauban to fortify the recently acquired towns to further secure French defences. He also began his preparations for an invasion of Holland which erupted in the Dutch War of 1672–78. Good candidates may note that Louis opened tentative negotiations with Emperor Leopold about the possibility of the future partitioning 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. [8]

- (ii) How far was the rivalry between Louis XIV and William of Orange responsible for the outbreak of the Nine Years' War in 1688?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some of the key events leading up to the Nine Years' War. Responses 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, providing a general account of what happened in Europe in the run up to the outbreak of the Nine Years' War in 1688. Louis XIV and William of Orange had been rivals since the Dutch War and William's securing of the English throne and willingness to lead the Grand Alliance set them on course to clash in this conflict. 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 significance of the rivalry between Louis and William and also discuss some of the other factors which contributed to the outbreak of the war. Louis was angered by William's opposition during the Dutch War as he felt he had assisted William's political rise. William made it his life's ambition to resist the expansionist aims of Louis. The Glorious Revolution gave William the benefit of English military might

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and the legitimacy of monarchy, enabling him to assume the leadership of the Grand Alliance. Louis' support for James II meant that a direct clash between the two men was inevitable. However, there were other factors apart from the rivalry between Louis XIV and William of Orange. Tension had been heightened when Louis revoked the Edict of Nantes in 1685 and many Huguenots fled France, fuelling the fear of a Catholic crusade. Louis alienated Catholic Europe after his clash with the Papacy, particularly over Cologne. French expansionism had created a distrust of Louis XIV and resulted in France's enemies forming the League of Augsburg. 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 rivalry between Louis and William was responsible for the outbreak of the Nine Years' War. Louis' belief in the 'divine right of Kings' gave him an inherent distrust of the Dutch Republic and his rivalry with William had a history of bitterness. William was determined to defend his homeland from French aggression and saw himself as the protector of Protestantism. Securing the English throne gave William the position and financial backing to lead the war against France. However, it was the events leading up to the war, many instigated by Louis, which caused its outbreak. The Revocation of the Edict of Nantes, clash with the Papacy, Cologne dispute, conflict over the Palatinate and the formation of the League of Augsburg all contributed to the creation of the circumstances for war. Candidates may show some understanding of the role of Emperor Leopold in causing war, as he turned his attention back towards the events in Western Europe after the end of the conflict with the Turks. 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 strong position of France in Europe after the Truce of Ratisbon of 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. Responses will be a vague narrative of events surrounding the Truce of Ratisbon or make a few generalisations. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question on its own terms, providing a general account of the events surrounding the signing of the Truce of Ratisbon. The response may contain some explanation of the strong position of France. 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 how France had dominated the war with Spain and the period after 1684 represented the peak of its European ascendancy in these years. Securing control of the strategically significant towns of Strasbourg and Luxemburg enabled Louis XIV to further strengthen the vulnerable north-eastern frontier of France. He had been able to use his reunion policies and the military victories during this war with Spain to expand the territory of France and increase its defensive security. Louis' expansionism may have gained him territory but it had also gained him enemies. 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 the position of France. The territories secured during the reunions saw France taking land not only from its traditional enemies, such as Spain, but also from its friends, including German Princes. Although Ratisbon represented France at the height of its powers, Louis' major rivals in Europe were distracted by their own issues and only Spain had been willing to stand against French expansionism. In the years following Ratisbon the situation in Europe was transformed and Louis faced united opposition in the form of the League of Augsburg and the Grand Alliance. Candidates may note that Ratisbon was a twenty year truce not a treaty and Louis' gains were not all permanent. 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 in the Nine Years' War (1688–1697).” To what extent 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)**.

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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 make unsupported, generalised assertions about the result of the war and the extent to which there were any clear winners or losers. 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, possibly focusing exclusively on the key events of the conflict or on the terms of the Peace of Ryswick. The response may contain some understanding of the successes and failures experienced by both sides during the war. Alternatively, the answer may rely solely on stating the terms of the Treaty and the respective gains of each side. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be able to explain how neither side was able to secure a decisive overall victory in the war itself. Although Louis enjoyed notable successes, defeating Savoy and securing Fleurus and Namur, his forces were unable to defeat the Allies along his vulnerable north-eastern frontier. The naval victory at Beachy Head in 1690 was negated by Allied success at La Hogue. Although the Allies secured a decisive victory in Ireland, it was of marginal importance to the overall conflict. Ultimately the war was to end in stalemate with no real winner. Good answers will also analyse the terms of the Treaty of Ryswick. Louis made substantial concessions, agreeing to restore all the lands seized since the Treaty of Nijmegen, excluding Strasbourg. He acknowledged William as King of England and restored the barrier fortresses to the Dutch. Louis also accepted defeat in the struggle for Cologne and Lorraine. In the New World, too, France gave up territorial gains, even if it did retain Saint-Domingue and Nova Scotia. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will

reach relevant conclusions about the extent to which the war had no real winners or losers. Responses will consider the achievements of France and the Allies in both the war and the Treaty. Even though there were military successes and failures on both sides during the conflict, it descended into a slow, costly war of attrition and all the belligerents were keen to seek peace. The terms of the Treaty of Ryswick appear more straightforward and there is little doubt that Louis accepted a considerable reduction in the position of France. However, good candidates may argue that these sacrifices can be interpreted as a diplomatic manoeuvre as Louis turned his attention to the question of the Spanish Succession. Louis did not intend for many of these concessions to be permanent and the Treaty was by no means an acceptance of defeat. France remained in a powerful position to capitalise on Spanish vulnerability and maintain its ascendancy in Europe. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the consequences of Marlborough's victory at Oudenarde.

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the consequences of Marlborough's victory at Oudenarde. The battle represented another devastating blow to the morale of the French army and its chances of success in the War of the Spanish Succession. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, noting that the battle of Oudenarde represented another decisive military victory for the Allies with the French forces suffering around 15 000 losses. The victory checked the advances of

the French army in the Spanish Netherlands and allowed Marlborough to regain the initiative for the Allies. The battle dealt another shattering blow to the strength and morale of the French army which was so thoroughly defeated at Oudenarde that the French forces were unable to recover during the remainder of the 1708 campaign. 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 comprehensive and substantiated knowledge of the consequences of Marlborough's victory at Oudenarde. Oudenarde further established the burgeoning reputation of the Duke of Marlborough as a skilled and effective battlefield commander. The French army was forced to retreat back to Ghent having been decisively beaten. Approximately 7 000 French soldiers were killed or injured and a further 8 000 taken prisoner. The Allies themselves lost fewer than 3 000 men in the battle. The morale of the French army was shattered by the failure of its commanders, the feuding Burgundy and Vendome, to capitalise on their opportunities on the battlefield. The Allies were able to continue their advance towards French soil. 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 strength of their military leadership was the most important reason for the Allies’ success in the War of the Spanish Succession.” 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 account of the war or make generalised assertions about the reasons for the Allied success. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, perhaps focusing solely on the leadership of the Allies.

Marlborough proved to be an inspirational commander, combining astute battlefield tactics with an ability to work effectively with the other Allied leaders. In the four major battles of the war, Blenheim, Ramillies, Oudenarde and Malplaquet, Marlborough secured decisive victories for the Allies. His ability to conceal his intentions and read those of the French contributed to his battlefield successes and the effectiveness of his overall strategic approach. 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 for the Allies' success in the war and make clear judgements about the importance of their military leadership. The allied leaders, particularly Marlborough and Eugene, provided inspirational leadership during the conflict and were critical to the Allies' success in the war. Their ability to work effectively together, both on the battlefield and strategically, was decisive. Marlborough also displayed diplomatic skill in his leadership of a diverse group of Allies. However, there were a number of other reasons for the Allied success. The defeat at Blenheim dealt a fatal blow to French hopes of winning the war by decimating their army, removing their ally Bavaria and shattering their morale. The French military leadership proved inadequate, failing to anticipate Marlborough's use of the same tactics in future battles. Louis bears some responsibility for insisting on the key decisions being made at Versailles and appointing commanders who too often failed in their job. 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 the Allied military leadership was the decisive factor in their success in the war. Marlborough's use of rapid movement, surprise and deception enabled him to win decisive victories in the key battles of the war. Eugene, too, secured key battlefield successes for the Allies, particularly in Northern Italy. The Allied success was aided by the weaknesses and mistakes of their enemy. The French army never fully recovered from its devastating defeat at Blenheim and was unable to gain the upper hand at any stage in the conflict. France was further undermined by the economic problems at home. It did perform much better at Malplaquet, under the leadership of Villars, and the Allies were never actually able to defeat their enemy. The military leadership of the Allies was also weakened by the decision to remove Marlborough from his position in 1711 as they 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.

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- 4 (i) Explain the terms of the First and Second Partition Treaties.

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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, generalised assertions about the Partition Treaties. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. The First Treaty gave most of the Spanish Succession to Joseph Ferdinand, with Austria and France compensated by small portions of land. The Second Treaty gave most of the Spanish Empire to Archduke Charles, compensating France with land in Italy. Level 2 answers may only deal with one treaty. 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. Joseph Ferdinand was the main beneficiary of the First Treaty, gaining control of Spain, the Spanish Netherlands, Sardinia and Spain's New World territories. Archduke Charles, the younger son of the Emperor, would receive the Austrian portion and the Dauphin, the heir to Louis XIV, would receive France's. Joseph Ferdinand's death necessitated a Second Treaty. Archduke Charles was to be installed as the Spanish King and gain the vast majority of its empire on condition that he renounced his Austrian inheritance. France was compensated with part of Italy, of which Milan was to be exchanged with the Duke of Lorraine for his territory. Candidates may have a fuller explanation of one Treaty than the other but both are addressed. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated knowledge of the terms of the First and Second Partition Treaties. Precise details about the terms of both treaties and the main beneficiaries should be outlined accurately. The First Treaty

sought to satisfy Austria and France by providing them with territory, yet a compromise candidate, Joseph Ferdinand, was to become the King of Spain. After the death of the Bavarian prince, the partitioning of the Spanish Empire was to favour Charles, second son of Leopold. Louis was satisfied to inherit substantial and strategically significant territories in Italy as compensation. 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) “At the end of the War of the Spanish Succession France had lost its ascendancy in Europe.” To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty engaging with the question on its own terms and include some comment on the position of France at the end of the War of the Spanish Succession but fail to address how its position had been affected. Alternatively, responses at this level may fail to make a judgement on the extent to which France had lost its ascendancy and rely solely on identifying the strengths or weaknesses of France’s position. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which France had lost, or indeed retained, its ascendancy in Europe. As a result of the peace treaties at the end of the War of the Spanish Succession, Louis XIV had managed to expand the influence of the Bourbon dynasty by securing his grandson, Philip, on the Spanish throne. Catholicism had been protected in

the German provinces and, despite some catastrophic military defeats, the French had held their border and reinforced its defences. France controlled Franche Comte, Dunkirk and Alsace, including Strasbourg, while also securing territory in Flanders, including St. Omer and Lille. Nevertheless, Louis had seen the position of France decline since its position of European ascendancy after the War of the Reunions in 1684. Louis had returned numerous territorial conquests, including Philipsburg, Luxembourg and key towns in Flanders and the New World. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be well informed and reach relevant conclusions about the relative strength of the position of France at the end of the War of the Spanish Succession. It had enjoyed some colonial expansion during the war and had secured its north-eastern frontier. Louis certainly left his successor a more secure, stable and powerful France than the one he had inherited. The Bourbon alliance with Spain was to benefit France economically, politically and militarily, but overall the two major conflicts towards the end of Louis' reign had weakened France. Good candidates will recognise that France was in decline and had lost its ascendancy. Crucially, military defeats in the War of the Spanish Succession had destroyed the belief that the French army was invincible. The sheer length of Louis' reign, which had brought stability and progress, had, in the end, seen a decline in the power and position of France. 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 3: Challenge and Crisis in Ireland 1821–1867

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- 1 (i) Explain why Daniel O’Connell and the Whigs were disappointed with the results of the Lichfield House Compact.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will provide a limited account of the disappointments for O’Connell and the Whigs with the results of the Lichfield House Compact. For example, O’Connell was disappointed with the reforms of the tithe and the Poor Law. 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 the disappointments for both sides. O’Connell was disappointed that the tithe, universally loathed by the peasantry, was not abolished, but merely reduced. O’Connell was dissatisfied with the Poor Law Act of 1838, on the grounds that it introduced the English system of workhouses to deal with social problems peculiar to Ireland. While the Lichfield House Compact kept the Whigs in government with O’Connell’s support, that very endorsement brought them public contempt from their Conservative opponents and the Established Church, who regarded O’Connell with great disdain after his successful campaign to achieve Catholic Emancipation in 1829. 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 the drawbacks of the Lichfield House Compact for its

participants. O’Connell was disappointed with the Municipal Corporations Act of 1840, since it was based on the narrower £10 household suffrage rather than the much wider ratepayer suffrage of £8 established in England. Elected Irish councils had more limited powers, with the control of the police, for example, being excluded. In addition, the Act abolished 58 Irish corporations. While the conciliatory work of Thomas Drummond resulted in Catholics receiving better opportunities for promotion in the legal profession, this atmosphere of goodwill was to end with Drummond’s untimely death in 1840. Another disadvantage of the Lichfield House Compact for O’Connell was that the period 1835–1840 saw him concentrate more on Westminster, cutting himself off from his support base in Ireland. This was reflected in the decline of the “O’Connell Tribute”. For the Whigs, the hostile reaction in England to their liaison with O’Connell contributed to their electoral defeat in 1841. It seemed that the Whigs were too much influenced by O’Connell, an opinion reinforced by the fact that, after their election losses in 1837, they were almost totally dependent on O’Connell’s continued support for survival. 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) “Daniel O’Connell was solely responsible for the failure of his campaign to repeal the Act of Union.” To what extent would you agree with this assessment?

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 some of the key events regarding the repeal campaign. 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 a limited way, perhaps addressing some of O’Connell’s shortcomings. For example, he underestimated the scale of the challenge that a repeal campaign entailed. Peel was a formidable opponent, while the nature of repeal itself made it quite different from the issue of emancipation. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge more relevantly, clearly and effectively. Explanation and analysis are developed and substantiated. Level 3 answers will provide more detailed knowledge and understanding about the proposition. O’Connell fatally damaged the prospects of a successful repeal campaign by duplicating the tactics which he had employed so effectively in the 1820s in pursuit of emancipation. This predictability made it easier for an astute politician like Peel to deal with his campaign. O’Connell also failed to appreciate how the notion of repeal, which in effect meant breaking up the Union, was regarded with anathema by both Irish Protestants and British politicians at Westminster. While religious and civil liberties for Catholics were granted in 1829, in the context of similar concessions towards Nonconformists, both Whigs and Conservatives were united in their desire to preserve the Union. Moreover, O’Connell was vague about what repeal actually meant and was unclear as to what form the future relationship between an Irish parliament and Westminster and the British Empire would take. Reference will be made to other factors which damaged O’Connell’s campaign. Peel was an outstanding politician, a former Chief Secretary for Ireland who fully understood the nature of the repeal challenge. 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, fully assessing O’Connell’s responsibility in the light of the proposition. His personal dislike for Peel made him underestimate his chief political opponent. By linking the repeal campaign closely to the Catholic Church, O’Connell alienated moderate Protestant opinion. He failed to win any significant backing in the north of Ireland, and visited Belfast only once. O’Connell’s use of rhetoric, such as his famous “Mallow Defiance” of June 1843, lost him middle-class support. His quarrel with Young Ireland, involving a clash of ideology, age and personality, weakened the repeal movement. Peel’s role in thwarting O’Connell was crucial. Enjoying widespread parliamentary endorsement, he affirmed his determination to deny repeal even at the risk of violent conflict. A Severe Arms Act was passed in 1843. Peel banned O’Connell’s climatic monster meeting at Clontarf in October 1843, correctly anticipating that the ageing Irish leader would acquiesce and avoid a violent confrontation. Peel’s reforms, such as the Maynooth Grant, demonstrated how Catholics could be treated fairly under the Union, while his Colleges Bill increased the wedge between O’Connell and the Young Irelanders. The expulsion of the latter from the Repeal Association over the question of violence virtually coincided with the onset of the Famine, thereby killing off O’Connell’s campaign. 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.

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- 2 (i) Explain why there were regional differences in the impact of the Famine on Ireland.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form, with limited understanding, explanation, analysis or judgement. Level 1 answers may provide a narrative about the effects of the Famine. Answers at this level will be characterised by unclear meaning due to legibility, inaccurate 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 the fact that there were regional differences in the impact of relief efforts, due to the amount of money raised and nature of communications. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, and show more awareness of the reasons for the regional variations regarding the impact of the Famine. Between 1846 and 1851 approximately 1–1.5 million died. The upper and middle classes, urban and rural, were virtually untouched by hunger. Those hardest hit were the agricultural labourers, the class that had increased most rapidly in the years before the Famine. Since dependency on the potato was more notable in the West of Ireland, the Famine had a greater impact in this area. Moreover, the West was characterised by poor agricultural land. The impact of relief efforts was affected by geographical location, accessibility and the amount of money raised for Famine aid. The British Association for the Relief of Distress in Ireland had success in feeding the children in schools in the West of Ireland from 1847, but funds ran out in 1848. There was the problem of milling the corn which was purchased by the government since there were hardly any mills in the West of Ireland. Regional variations in relief were sometimes influenced by the conduct of Irish food merchants, some of whom engaged in speculation and the hoarding of food. This practice was most prevalent in the Midlands and West of Ireland. 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 reasons for the regional variations in the impact of the Famine on Ireland. There was a market economy on the East coast of Ireland and the Midlands. Urban areas such as Belfast and Dublin suffered less due to their industrial base. There were variations both in the application of the Poor Law and the role of charities. At times, variations in the involvement of local gentry and clergymen were important, and in parts of Donegal this was a decisive factor in the relief process. The Belfast Ladies' Association raised £15 000 for relief in the West of Ireland. Some landlords, such as the Earl of Shannon, resold soup at a reduced cost. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far were landlords to blame for the outbreak of the Famine in Ireland?

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 causes of 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 how the failure of landlords contributed to the Famine. For example, since many landlords were absentee, they cared little for the welfare of their tenants and made no effort to redress Ireland's land problems. Partial reference may also be made to other causes of the Famine, such as the lack of industrial development. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge more relevantly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed understanding of the responsibility of landlords for the Famine. The confiscations of the sixteenth and seventeenth centuries, which led

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to the bulk of the cultivated land of Ireland falling into the hands of a small class of Protestant landowners, was an important factor. Gradually most of these estates had been carved up into smaller units and were leased out to middlemen on long leases and fixed rents. This new class of landowners had in turn divided up their estates into smaller farms, and since their lands were regarded primarily as a source of income rather than long-term agricultural investment, they often charged high rents and lived as absentees in England. Reference will be made to other causes of the Famine. For example, there was a rapid increase in population, and a dangerous over-dependence on the potato. The lack of security of tenure meant that tenants had neither the means nor inclination to improve their holdings. 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 more fully the role of landlords in relation to a wide range of other causes of the Famine. On the eve of the Famine, 25 per cent of the land remained in the hands of absentee landlords, and the Devon Commission report lent considerable support to the image of a mercenary landlord class, largely removed from the running of their estates. Ireland's population rose from 5 million in 1780 to 8 million in 1845. Competition for land encouraged subdivision, until by the eve of the Famine only 7 per cent of holdings were over 30 acres. The over-dependence on the potato proved disastrous. The laissez-faire approach of successive governments meant that no action was taken to remedy the land question. Poverty was extreme, with over 500 000 labourers with about 1.8 million dependents being unemployed for thirty weeks of the year. 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 appropriate, and there is good organisation with some specialist vocabulary. [22]

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- 3 (i) Explain why there was a sharp rise in the population of Ireland in the years before the 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 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 reasons for the sharp increase in population in the years before 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. Responses will provide a partial explanation. They may mention, for example, that the population rose because of the role of food supply, which prevented and moderated subsistence crises and facilitated earlier marriages and high marital fertility. Answers at this level will have lapses in meaning due to inaccurate spelling, punctuation or grammar; 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 and substantiated. Level 3 answers will provide a more detailed knowledge and understanding about the rise in population. Ireland's population reached its peak of over 8.5 million in 1845, having quadrupled since 1740. The age of marriage was low, and marriage fertility was high, due to the need for children to help work on the land. Rural families needed a number of working hands on the land, which increased pressure to produce large families. There was a prevailing taboo against contraception. The potato was cheap, plentiful and nutritious, thereby providing a source of sustenance for the growing population. While the majority of rural Ireland lived in poverty, their diet and basic yet adequate dwellings ensured that levels of physical well-being were remarkably good. 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 reasons for the rise in population. The lack of any government-aided emigration schemes contributed to the sharp rise in population. The population was sustained by the fact that the potato was the ideal food for a relatively poor population. No other crop could be grown in such quantity on poor or reclaimed land. Its low status and relative bulk limited commercial demand, while it was also highly nutritious. 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 were the governments of Peel and Russell to blame for the limited success of their relief measures during the Irish Famine?

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

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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 mainly narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers will contain some basic points about the response of either Peel's or 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; at times, there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the response of both Peel and Russell, with some lapses, or give an account which has a clear imbalance. Both governments operated under the prevailing dogma of laissez-faire, which decreed that government should only intervene in society in a minimal way. Moreover, when the potato blight first appeared in Ireland, it was impossible to foresee that it would reappear at varying levels of destructiveness over the following six years and cause a crisis that would change the subsequent economic and political state of Ireland. Peel's response went to the limits that these circumstances permitted. He established food depots, created public works and made funds available for soup kitchens. In November 1845, £100 000 worth of American corn was purchased. Peel sacrificed his political career to bring about the repeal of the Corn Laws. It is a tribute to Peel that Famine deaths were rare under his administration, yet the Famine was in its early stages and on a much smaller scale than that which confronted Russell. 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 balanced assessment of the relief efforts employed by Peel and Russell. Some of Russell's relief actions were of merit. A Board of Works provided employment for 750 000 people on public works schemes. Food was distributed through local food depots and direct relief from soup kitchens, which fed 3 million. The Labour Rate Act obliged landlords to provide work or pay a "labour rate". Answers should note that Russell faced a greater crisis than Peel as the blight came back in 1846 on a much wider

scale. The winter of 1846–1847 was exceptionally cold, with snow as late as April 1847. Despite the assurances of the merchants, little food was brought into the country, while a large amount continued to be exported. As food prices rose over the winter months, the wages paid on the public works were too low to keep people alive. When replenishing the stock of corn, Russell faced an unavoidable three month delay between the date of purchase of food from the USA and delivery. He was in ill-health, led an inexperienced cabinet and faced domestic problems such as social unrest in England. All relief schemes were stifled by bureaucracy, with the Board of Works having 12 000 subordinate officials. Yet Russell can be criticised. Trevelyan at the Treasury had an undue influence because of his unchallenged adherence to laissez-faire. Suggestions for government aid for land reclamation and railway construction were rejected. In spite of the economic difficulties facing landlords, Russell persisted in the belief that the landlord class should bear the main burden of Famine relief. No action was taken to prevent the export of grain in spite of the aforementioned problems of importation. While total government spending on Famine relief totalled £8.3 million, this was less than half of 1 per cent of the gross national product. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the reasons for the outbreak of 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 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 reasons for the Fenian Rising of 1867. Meaning may not always be clear because of illegible text, inaccuracies in spelling 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. Answers will make limited reference to the reasons for the Fenian Rising. The Fenian leaders firmly believed that Britain would never concede self-government to the force of argument but only to the argument of force, and the pursuit of Irish independence through constitutional means would therefore be futile. 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 motivation behind the Fenian Rising. The Fenians aspired to a single aim, independence, and insisted that no amount of good government under the British would be a substitute for self-government. The Fenians envisaged an independent Irish republic governed quite differently from the British system. Ireland would be ruled by a two-chamber legislature. Universal suffrage would be a feature of all parliamentary elections. Comparable to the American model, Ireland would have a separation of powers, and the Fenian proclamation of 1867 declared for a complete separation of church and state. A suspicion of Dublin, the traditional seat of British power in Ireland, was manifest in the Fenians' desire to reseat the Irish capital in Athlone or Limerick. 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 about the reasons for the Fenian Rising. The Fenians had some vague social aspirations for an independent Ireland. As its name suggests, the Fenian movement had a link with Gaelic revivalism, and some leaders such as John O'Mahony wanted to restore the Irish language. It was a common complaint of physical force nationalists that Ireland's cultural traditions had been undermined by British rule. Some observations were made about the need for land reform, and it was implied, rather than explicitly stated, that Ireland's agricultural problems would be resolved once independence was achieved. The revolt took place in 1867, at a time when relations between Britain and the USA were poor; it was a Fenian hope that even a small-scale rebellion would inspire foreign intervention on their behalf. When the American Civil War ended in 1865, sworn Fenians were already numerous among the officers and men, especially those serving in the federal armies. 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 Fenian Rising of 1867 failed because of the firm response of the British Government." 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 mainly inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about the failure of the Fenian Rising. Responses

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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 describe in a limited way how the government responded to the Fenian revolt. For example, it was very well informed about Fenian intentions due to its detective force and informers such as Pierce Nagle. In late 1865, the Fenian newspaper, *The Irish People*, was suppressed and key leaders such as O'Donovan Rossa were arrested. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge more relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed understanding of the proposition in relation to a limited range of other factors. The government suspended habeas corpus. The posting of suspected “Fenian regiments” in the British Army to overseas locations further deprived the Fenians of an important source of manpower. Fenian plans for a rising in February were betrayed by informers such as Corydon. Similarly, the authorities were able to act on his information and prepare for an expected Fenian raid on Chester Castle, an important military arsenal. Other factors played their part, such as divisions in the Fenian leadership and lack of widespread support. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is very 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 link the role of the government to a wide range of other factors. The Fenians were fiercely condemned by the Catholic Church which, led by Cardinal Cullen, openly denounced the movement. This clerical stance contributed to the lack of support from Catholics, while the Fenians found that the Presbyterians, who had participated in the 1798 rebellion, now wished to embrace the benefits of the Union. James Stephens and John O'Mahony disagreed over tactics, while strong leadership was also impossible due to the lack of a central organisation. International help, especially from the USA, was not forthcoming in any significant way. The revolt of 1867 was badly planned and lacked men, money and arms. The revolt took place in March 1867 during appallingly bad weather, at a time when the authorities were fully prepared. 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.

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Option 4: France 1815–1871

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- 1 (i) Explain the aims of the Charter of Liberties.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may mention, for example, that the Charter set out to give France a two-chamber parliament. 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 note that the Charter was necessary to justify the return of Louis XVIII and the Bourbon dynasty, or that without a clear statement of the way in which France would be governed there could be no guarantee of stability under the new regime. 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, that neither a regency for Napoleon's son nor a return to the republic was even remotely acceptable to the Allies, but that the final option, a restored monarchy, would only be tolerated within France if strict parameters were drawn to prevent royal despotism. This was the main aim of the Charter. It represented a compromise with the major social and legal gains of the revolution, offering concessions such as the guarantee of the revolutionary land settlement, an end to privileged tax exemptions, equality before the law and the prohibition of arbitrary arrest. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Responses will note that the restoration of the Bourbons required a compromise on their part, a realistic coming to terms with the changes that had taken place in France over the past quarter century, and that this was the Charter's main aim. The

various clauses which made it clear that there would be no return to the *ancien regime* were, it may be pointed out, aimed especially at the *pays legal*, without whose support, or at least consent, no form of governance could survive. The promises made by Louis XVIII offered them a chance of participation in government or in administration, promised religious freedom while offering a sop to the Church, and was similarly double edged as regards press freedom. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Louis XVIII’s foreign policy was more successful than his domestic policy between 1815 and 1824.” How far would you accept this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall only one or two examples, such as the invasion of Spain or the Law of the Double Vote, or may deal only with foreign or domestic affairs. 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 contain examples from both foreign and domestic policies, but may depend too heavily on one or the other. They may mention the withdrawal of allied troops and the Spanish adventure, for example, and the White Terror and Louis XVIII’s willingness to work within the Charter. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of both foreign and domestic policies between 1815 and 1824. Louis had to overcome the disgrace of restoration by the Allies, as well as the harsher Second Treaty of Paris. He paid off the indemnity and saw the occupying forces leave. The Spanish invasion contrasted favourably with Napoleon’s vain attempts to subdue

Spain. Although he reintroduced the Bourbon flag, he was horrified by the ultra conservative Chamber of 1815 and adhered to the Charter, allowing Talleyrand, Richelieu and Decazes to co-ordinate cabinet policy. Decazes and Villèle helped to regularise government spending, a notable achievement. But the tide turned against moderation after the assassination of Berri. Louis, ageing and ill, was powerless to prevent an Ultra takeover. Artois took over many of his functions, and laws to muzzle the press, give extra votes to the rich and increase Church control over education were passed. Early in his reign Louis had been successful in producing political stability, but now darker clouds loomed. 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 consider the successful and unsuccessful aspects of Louis' foreign and domestic policies and make a judgement. In foreign policy it may be concluded that the King was successful in ridding France of the burdens of indemnity and occupation, and the Quintuple Alliance in 1818 was confirmation that France was no longer a pariah state. The invasion of Spain in 1823 had allied approval, but, although the restoration of Ferdinand VII was a successful military operation, he was a despot, and the expedition received only a subdued welcome. Domestically, Louis XVIII was successful up to 1820, retaining the best revolutionary and imperial reforms and respecting the letter and the spirit of the Charter. He picked his Chief Ministers well. Decazes finally gave France an efficient budgetary system, work continued by Villèle, but he was an Ultra and the King had to make concessions after Berri's death. The right-wing reaction after 1820 tarnished Louis' success, but he was increasingly infirm and a victim of unforeseen events. 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 why France experienced economic and social problems between 1815 and 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 mention, for example, the depression of the late 1820s and consequent distress. 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.

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Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will offer more detail about the harvest failure and the origins of the slump which began in 1826, and show awareness of the unemployment, hunger and levels of poverty which followed in an overcrowded Paris. There may also be references to the burden of the war indemnity, or the unmodernised nature of the French 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, offering, for example, some statistics relating to the post-1825 slump, when wages dropped by a third as food prices doubled after a series of poor harvests. Earlier, the 700m franc indemnity and the need to support an occupying army helped to hold back the modest economic recovery after 1815. Although the French population rose by 2.5 million between 1815 and 1830, there was no corresponding rise in productivity. Peasant farms were not always self-sufficient, and day labouring was required to eke out an existence, while bourgeois investors resented the loss of income as interest rates were reduced to compensate émigrés. 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 a small post-war recovery under Louis XVIII, interrupted by a recession in 1817, sparked off, like the later one, by a grain crisis. France saw little industrialisation compared with its competitors: it remained a country of small units, of workshops rather than factories, with a shortage of locally-produced coal, only seven towns with a population of over 50 000, and little emphasis on the export market. A rise in borrowing costs in 1825 led to a slump in building, and the ensuing recession of 1826 saw the collapse of many private banks, and a surge in bankruptcies. Artisans, along with the labouring classes, suffered in the late 1820s, with an already overcrowded Paris seeing near-starvation conditions, while unemployed graduates were a growing problem. 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) “Charles X’s downfall in 1830 was mainly due to his religious policies.” To what extent would you agree with this statement?

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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 Charles X’s religious policies, with a lack of detail and little coverage of other factors instrumental in his 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 may recognise some factors other than religious policy, such as the economic crisis of the late 1820s, and may offer limited material on the Church, such as the law against sacrilege. 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’ religious policies. The Church now enjoyed much greater control over education, with bishops placed in charge of secondary education and appointing primary teachers. Draconian sacrilege laws, the King’s coronation at Reims and the explosion of nunneries and monasteries, sometimes illegal, also alarmed the *pays legal*. Other factors contributed to Charles’ overthrow. He had constant difficulties with a hostile press, trying various unsuccessful methods to curb newspapers. The compensation given to émigrés for lost lands satisfied neither them nor those bondholders who felt they were paying for it. The economic downturn after 1826 was beyond a nineteenth century government’s powers to halt, but unemployment, poor living conditions and hunger inclined victims to blame the government. In 1830 Charles’ stubborn refusal to rule within the spirit of the Charter led him to issue the Four Ordinances, a red rag to liberals as well as republicans, and three days of Parisian street fighting led to his downfall. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will consider the range of issues which led to Charles X's downfall in 1830, with more detail on religious policies. A religious revival was ongoing, but anti-clericalism remained strong, especially among the influential *pays d'état*, which tended to identify the Church with the Ultra cause. The mediaeval coronation, sacrilege laws, the monastic houses and episcopal educational control all combined to alarm those who believed press rumours that the King was under Jesuit control. Other reasons, cited above, contributed to Charles' downfall, but of special importance were the Ordinances of St Cloud. Unwilling to accept the wishes of the electorate, when his thoroughly unpopular appointment of Polignac was rejected, he dissolved the Chamber and called fresh elections under a much reduced franchise. This coincided with the economic crisis. He had already dissolved the National Guard because of its hostility to his religious policy, failed to take proper military precautions and was subsequently overthrown. 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 why Louis Philippe was offered the French throne 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 mention, for example, that Louis Philippe had not been hostile to the French Revolution in 1789. 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 perhaps point out that, although those who had overthrown Charles X wanted a republic, influential and wealthy interests imposed a monarchy. The Duc of Orleans' revolutionary past may also be documented. 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, pointing, for example, to the desire of those who had fought behind the barricades in 1830 for an end to monarchy, not just to Charles X, and for their preferred president of the republic, Lafayette. But they met their match in a small, well-organised group which placarded Paris in favour of the personable Louis Philippe, the son of Philippe Égalité. In the end the self-styled provisional government was persuaded to offer the throne to the Duke of Orleans, the Assembly's approval illustrating the apparent contradiction inherent in an elected monarch. 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, despite their wish to depose Charles X, those bankers, traders and professional men who took control after his overthrow were determined to abort any return to a republic. Led by Thiers and the banker Lafitte, they were behind the placard campaign for Louis Philippe, as well as the discreet lobbying of men of influence who had much to lose in a radical republic. Their man was a monarchist who was acceptable to republicans, an erstwhile supporter of the revolution who had served it at Jemappes, and, although an *émigré*, never fought against it. But the placards underlined three crucial factors: Louis Philippe would fully respect the Charter, he wanted the throne, not as a hereditary right but through the will of the people, and, symbolically, his flag would be the tricolore. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The most important reason for the downfall of Louis Philippe in 1848 was his failures in foreign policy.” How far would you accept this verdict?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall of some aspects of Louis Philippe's foreign policy, such as the Mehemet Ali affair and the Spanish marriages. 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.

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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 usually offer some examples from both Louis Philippe's foreign and domestic policy, such as his having to defer to British wishes over both the future governance of Belgium and the fate of Mehemet Ali, a French protégé who threatened the Sultan of Turkey. In domestic affairs there may be reference to, for example, the press campaign against the King and the economic slump which precipitated the final crisis of Louis Philippe's 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 how the King's foreign policy generally disappointed many of his subjects, but will also show an awareness that other factors also caused discontent. Louis Philippe was not prepared to go to war to aid Mehemet Ali, but an excitable Thiers had made rash threats, and the King was accused of another humiliating climbdown when he disowned the French agent who had tried to annex Tahiti. When he stole a march over the British during the Spanish marriage crisis, Louis Philippe was condemned by those who supported his normally pacifist policies. His downfall also owed something to virulent abuse from the opposition press, and to a laissez-faire attitude to growing social problems as industrialisation brought about urban overcrowding. The immediate causes of the regime's overthrow were the coincidence of an economic downturn and a growing campaign to force the government to extend the franchise. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will note that Louis Philippe might have intervened in Belgium or in Spain, both within France's sphere of influence, but feared upsetting the Great Powers. Nostalgia for the Empire made such policies appear weak and, although he developed an *entente* with Lord Aberdeen, it was his misfortune to have to deal more often with the bellicose Palmerston, whose gloating at French reverses did not help. At this level there should be proper consideration of all the factors which combined to lead to the King's downfall. Strong emphasis may be laid on short-term factors. Railway mania ended in collapse in 1846, bringing in its wake a financial crisis. In the same year potato blight and bad harvests helped to precipitate an agricultural, then an industrial slump, exacerbating existing social problems. The laissez-faire attitude of the government seemed to show its selfishness, as did Guizot's stubborn refusal to concede franchise relaxation. The resultant Reform Banquets were the immediate cause of the end of Louis Philippe's reign. Answers at this

level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain why the Second French Republic had failed by 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 offer only limited knowledge of the failure of the Second Republic, mentioning, for example, the role played by Louis Napoleon. 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 perhaps mention the attraction of the Bonaparte name, Louis Napoleon's wide appeal across the classes and his well-organised coups to extend his term and turn the republic into an Empire. 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, pointing, for example, to the lack of enthusiasm for a republic as shown in the election results, the split between Orleanists and Legitimists and the desire for strong government. Louis Napoleon won the presidential election by a distance, appealing to the poor, the Catholics, the peasantry and the newly rich who sought positions of influence. The restoration of the Pope and the *Loi Falloux* cemented Catholic and peasant support, and the propertied sought a guarantee against a recurrence of the June Days. The coup of 1851 was immaculately planned and executed, and the subsequent plebiscite to confirm Napoleon as President for life, as well as its successor establishing the Empire, showed overwhelming support for the end of the Second Republic. 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 refer to manhood suffrage, which meant a predominantly peasant, conservative electorate, and the toxic brand which republicanism, with its associations with the June Days, had become. Louis Napoleon, temporarily exiled at the time, was untainted by Cavaignac's vengeful campaign, and appealed both to those fearful for their property and to the urban poor, for whom he was genuinely concerned. The 1848 constitution, admirably balanced in many ways, could not stop an ambitious President determined to extend his powers. Louis Napoleon built up cross-party support, attracted Catholics by his educational laws, and wrongfooted his opponents by removing Barrot's government and appointing his own men in October 1849. Appealing to a widespread desire for strong government from a leader "above party", he cunningly prepared the way for the coups of 1851 and 1852. 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 reign of Napoleon III saw more failures than successes." To what extent would you agree with this verdict on his domestic and foreign policies between 1852 and 1870?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall successes or failures alone. Mention may be made of, for example, the Franco-Prussian War or the creation of new banks. 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 consider some successes and failures, but the selection may be limited to a few examples. These might include the Crimean War and the expansion of the railway network as successes, and the Mexican adventure and the collapse of the *Credit Mobilier* as failures. 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.

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Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of both domestic and foreign policies between 1852 and 1870, and a judgement made on successes and failures. The Crimean War was successful, as was the North Italian War of 1859, but the Mexican campaign proved disastrous. Napoleon's dealings with Bismarck saw him constantly outthought. He suffered a diplomatic defeat in the Austro-Prussian War and was pushed into an unsuccessful war against Prussia in 1870. Similarly, domestic policies displayed a mixture of success and failure. From a liberal perspective, the gradual relaxation of the authoritarian empire in the 1860s was a notable success, as was the Emperor's support for a tenfold increase in railways. Urban renewal in Paris, Lyon and Marseilles produced memorable cityscapes, and the attempt to provide cheap credit and a bank where modest savings could be deposited was wholly worthy, although the subsequent bank collapses must be marked down as a failure. 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 contain a comprehensive assessment of successes and failures at home and abroad, making nuanced judgements. Association with Britain in a successful invasion of Russia was an undoubted success. The Truce of Villafranca, when Napoleon withdrew from the war of 1859, left Italians bitter against France. The attempt to establish a Francophone empire in the Americas ended disastrously when the USA flexed its muscles. The claims for compensation for remaining neutral during the Austro-Prussian War (1866) were always likely to alarm Britain, while the Emperor was lured into a war against Prussia in 1870 for which France was ill-prepared. The transformation from near-dictatorship to parliamentary liberalism was most successful: answers may ask whether it was planned or involuntary. Free trade was arguably a worthy aim, but not well suited to a France which needed protection for its less well-developed industries, while Haussmann's urban renewal has been criticised for its removal of artisans to the suburbs. 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: Russia 1903–1941

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- 1 (i) Explain the aims of the land reforms introduced by Stolypin in Russia between 1906 and 1911.

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 or analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions as to the reforms introduced by Stolypin. 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 Stolypin's reforms regarding the peasants such as land purchase, withdrawal from communes, the move away from strip farming or the move towards hereditary land ownership. At this level, candidates may merely explain the actual reforms rather than explain what their aims were. 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 an awareness of the aims of the reforms as opposed to merely explaining what they were. Stolypin had to solve the peasant question in order to build up support in both the Duma and the countryside for his legislative plans. Mention could also be made of how the peasant class was growing rapidly and Stolypin realised that the Tsar would need their support in order to survive. Stolypin placed what he called, 'a wager on the strong,' betting on the peasants' natural conservatism. By making it easier for them to leave the communes, removing the land captains and helping to end the hated redemption payments, Stolypin broke the allegiance peasants had to the commune and made them thankful and therefore loyal to the Tsar. 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 show an awareness of how Stolypin was at heart a reformer and grasped the fragility of the Tsar's and indeed Russia's situation after 1906. He aimed to create a class of wealthy peasants (*kulaks*), encouraging them to improve their land, try different farming methods and help the agricultural economy. Most importantly, Stolypin aimed to provide a new solid support base for the Government by de-revolutionising the peasantry and denying the revolutionaries in Russia peasant support. Overall, he sought to modernise Russian society and protect Tsarism. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far was the outbreak of the Revolution of 1905 due to the consequences of the Russo-Japanese War of 1904–1905?

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

Level 1 ([0]–[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 merely recall the events of either the Russo-Japanese War or the Revolution of 1905. 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 effects of the Russo-Japanese War. The discontent amongst the peasants over redemption payments, general peasant poverty and poor agricultural standards and output, were blamed on the war. There had also been an economic slump causing mass unemployment, bringing industrial workers out on strike and leading to protests against the Government. Once again the war was blamed for bringing this all to a head. The national humiliation over the defeat at the hands of the Japanese may also be discussed. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

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

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knowledge and understanding and will deal with both the results of the Russo-Japanese War and other factors that contributed to the Revolution of 1905. The scale of the defeat was a source of national embarrassment, leading to criticism of the Tsar and his ministers, the incompetence of whom had been clearly displayed, leading to them being blamed for the defeats and the loss of the navy in particular. The food shortages caused by the war had also exacerbated pre-existing problems at home. The previously existing poor working and living conditions of both peasants and workers in the cities deteriorated further due to the strain of the war causing riots, protests and strikes. The ongoing lack of political reform and repressive measures of the government also helped to influence public opinion against the Tsar. 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 a range of factors leading to the Revolution of 1905. There should be a sustained analysis of the consequences of the Russo-Japanese War in relation to other relevant factors. The role of economic factors should be discussed such as the economic recession caused by the war and bad harvests external to the war, all combining to lead to ever-increasing peasant discontent. Strikes in the cities due to workers' anger over unemployment and falling wages were common, as were mutinies in the army and navy over government policy in the war. The significance of Bloody Sunday as a catalyst should also be discussed, in particular how the Tsar's mishandling of the situation caused it to escalate into the attempted Revolution. Top level candidates may observe that, prior to the outbreak of the war, the Russian people had endured the repressive actions of the government and its lack of political reforms as a means of maintaining both autocracy and control. Industrial workers endured poor working and living conditions caused by quite rapid industrialisation and peasants suffered a kind of poverty unseen elsewhere in Europe caused in part by the communes and redemption payments. 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 Provisional Government helped to bring about its own downfall in 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, typically, be

inaccurate, superficial and offer unclear descriptions as to the actions of the Provisional Government between February and October 1917. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to explain some of the actions of the Provisional Government such as its decision to enter a power-sharing executive with the Petrograd Soviet which both weakened and undermined it immediately. The decision to continue with World War One also lost the Provisional Government vital support and brought comparisons with the Tsar. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, explaining, for example, how the decision to delay elections to the Constituent Assembly brought more criticism and appeared as though the members of the Provisional Government were deliberately trying to prolong their time in power. The decision by Kerensky to launch the summer offensive also failed, making the war and the Provisional Government's involvement in it even more unpopular. This drew more comparisons to the Tsar's 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 ([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, in addition to the points mentioned above, explain how the failure to solve the land issue was a mistake as a successful resolution of this problem would have brought goodwill to the government. The actions of Kerensky in arming the Red Guard in order to suppress the Kornilov revolt should also be discussed. Kerensky had appointed Kornilov Commander-in-Chief of the Army and had to use the Bolsheviks to put down this embarrassing attempted coup. This was the ultimate sign of weakness and also had the result that Kerensky had armed one of his most dangerous opponents as he had no other option at that time. 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]

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- (ii) “The New Economic Policy (NEP) was the most successful of the Bolsheviks’ economic policies in the period 1917–1924.” To what extent would you accept this verdict?

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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 responses may provide a narrative about Bolshevik economic policy in general or some aspects of it. 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 focus on the success or failure of the New Economic Policy (NEP) but may not debate War Communism or State Capitalism. The fact that the NEP did indeed raise both industrial and agricultural production, in addition to winning back some of the lost support from the Civil War, could be discussed. The fact that the policy was not universally popular and caused a split within the party may also be mentioned. There may be some basic analysis of other economic 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 the successes and failures of the NEP. Responses may discuss some but not all of the following. The NEP was introduced as a response to the harshness of War Communism and the decrease in support it had caused. The NEP drew some criticism from the party but it did lead to a steady increase in both industrial and agricultural production and eliminated some of the discontent associated with the Bolsheviks by creating a more stable economy. Other economic policies should also be discussed: State Capitalism offered greater freedom to workers and peasants but the government was constantly legislating through the Supreme Council of the National Economy, drawing criticism from the party and the people. War Communism had been successful in winning the Civil War and this was its only aim. It fed and equipped an army of several millions and helped them to victory. There was anger amongst the peasants at the grain requisitioning and they stopped producing a surplus, leading to food shortages and famine. Wages also fell

as a consequence of the policy, leading to discontent amongst the urban masses. Answers at this level may discuss all three policies but not reach a judgement on which was the most successful. 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, in addition to the points outlined in Level 3, attempt to reach a judgement about which was the most successful policy. State Capitalism can hardly be regarded as a success as all the Bolsheviks really managed to do was extend their control over the economy, which caused divisions within the party. War Communism achieved its aim of victory in the Civil War but this success must be judged against the backlash it caused. Good answers could discuss how it had helped Communism to survive and endure. The NEP was seen as an ideological failure but it did set the USSR on the path to economic recovery and produced clear economic results within three years. It was viewed as an ideological retreat and a sign of failure and faced significant opposition within the party, but it did begin the long road to economic and political recovery. Responses at this level must deal with the entire period 1917–1924. 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 Trotsky helped the Bolsheviks to victory in the Russian Civil War between 1918 and 1921.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to show an awareness of Trotsky in his role as Commissar for War, explaining how he conscripted and trained the Red

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Army to be a well-disciplined and effective force and how he took good advice regarding military strategy in the war. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, explaining, for example, Trotsky's complete commitment to the war effort and how he led from the front at all times, being a highly visible presence in his armoured train. He was a source of great inspiration but also a ruthless leader employing harsh discipline on his men. This transformed the Red Army into a highly efficient fighting force. He was also able to utilise the resources War Communism gave him to keep his men supplied, fed, mobile and fighting. 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 explain how Trotsky managed to motivate and unify the Reds behind a common purpose - the survival of their state and ideology. The use of the Cheka to round up the Whites in the Red Terror could also be included as a policy devised by Trotsky, as well as the fact that he brought in ex-Tsarist Officers to lead the Red Army in order to give his men a better chance of success. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The weaknesses in the leadership of Tsar Nicholas II during the First World War were mainly responsible for his downfall in the Revolution of February 1917." 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 some facts about the downfall of the Tsar or the Tsar's leadership during the First World War. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

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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 better informed, starting to explain in general terms how Nicholas' weak leadership contributed to his downfall. Answers may refer to Nicholas' ill-informed decision to enter the First World War when Russia was in no way prepared, which led to heavy defeats, the humiliation of the Russian military, shortages of weapons and food, as well as the resulting inflation which would become a major problem. Answers could also discuss the effects of the Tsar's decision to appoint himself as Commander-in-Chief of the Armed forces in 1915. Russia suffered more defeats, for which he was now held personally responsible. At this level answers may simply focus on the impact of World War One or Nicholas' poor leadership which alienated his key support bases of the army and aristocracy. 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. In addition to the Tsar's own leadership weaknesses outlined in Level 2, answers may discuss how the war put even more pressure on an already weak system that was at breaking point. The extra financial burden of the war caused more ill-feeling at home and, combined with rising inflation and prices, the population soon began to lose faith in the war effort. This was exacerbated further by the harsh winters and famines of 1916–17 and the news from the front relating further Russian defeats. 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, a key pillar of support. Nicholas also ignored all advice and took the ill-fated decision to suspend the Duma in 1915, when it could have helped him. 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 Tsar Nicholas' weak leadership in the war, 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 1916–17 could be discussed in terms of how it increased the hardship and economic problems being suffered at home in the cities, by the peasants and on the front lines. In addition, the build up of years of lack of meaningful reform contributed to the calls for the Tsar's removal. Ultimately, the Tsar's decision to enter the First World War accelerated his downfall as

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it simply added to the already considerable 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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- 4 (i) Explain the consequences of Stalin's policy of industrialisation for the Soviet Union up to 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 and may simply give a narrative on Stalin's policy of industrialisation. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to explain the consequences of the policy of industrialisation for the workers and the economy. The economy became increasingly imbalanced and the workers paid a heavy price for any progress made. The Five Year Plans launched in 1928 had led to massive changes in population, whilst workers' conditions and wages failed to improve by 1941, despite the claims of Stalinist propaganda. 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, including perhaps how industrialisation had a mixed impact, containing both successes and failures. Industrial output did increase between 1929 and 1941 and the USSR was transformed into a modern industrial state. There was, however, a huge price paid by the workers in terms of poor working and living conditions, as well as poor pay. 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. Although industrialisation and the Five Year Plans in general exacted a huge price from the workers, it did transform the USSR into a superpower with a modern economy. Russian Gross Domestic Product doubled between 1929 and 1941, heavy industry expanded and the urban population doubled, as did the proletariat. The USSR became better able to exploit its natural resources and was consequently spared the worst effects of the depression of the 1930s. The positive consequences were largely for party and state, whilst the negative impact was endured by the people, both peasants and industrial workers. 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 Stalin's use of terror was the most important basis of his power in the Soviet Union between 1929 and 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]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some aspects of either Stalin's use of terror or his power base. 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 refer to the increasing use of terror in the 1930s to root out 'enemies of the people' in both the military and the party. Answers could also discuss the use of show trials to purge high profile members of the party such as the implication of Stalin's key rivals in the Kirov murder. The ruthless use of the secret police could also be discussed. Answers at this level may discuss the use of terror satisfactorily but will probably not introduce any other methods employed by Stalin to maintain control. 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 Stalin's use of terror to build up his power

base in the Soviet Union. They may refer to the Great Purge of 1936–38. The year 1936 witnessed a purge of the Communist Party leadership, while the following year saw a purge of the armed forces. Victims of the Third Show Trial, which began in March 1938, included Bukharin and Rykov. Level 3 responses will discuss other factors on which Stalin's power was based, such as the cult of personality as practised by Stalin. This had reached huge proportions by 1941. Beginning in the 1920s, when Stalin presented himself as the heir to and disciple of Lenin, he assumed a hardworking image and fostered the illusion of a man of moderation. The city of Tsaritsyn was renamed Stalingrad in his honour in 1925, the first of many grandiose gestures. From the late 1920s, Stalin used imagery with his own portrait always shown with those of Marx, Engels and Lenin. The widespread use of state propaganda surrounding the leader may also be discussed, especially the use of popular culture and the arts to reinforce the cult of personality and Soviet nationalism. This was used to great effect to keep control during the disruption of the Five Year Plans and the purges. By the 1930s propaganda reinforced the cult, always portraying Stalin as a strong, caring leader. 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 and well informed, clearly assessing Stalin's use of terror, as well as giving a sustained account of the other methods he used as the basis of his power. State direction of the arts and popular culture was also used as the party tried to root out all elements of bourgeois culture to create a new Soviet culture which reinforced socialist values. Socialist Realism was also introduced to control the ideas, writings and literature to which citizens were subjected. Answers could also mention the degree of personal power which Stalin had built up within the party and the sheer number of positions he held, which allowed him to deal effectively with challenges to his leadership. Stalin's skill in outmanoeuvring his opponents could also be discussed. Answers at this level could mention the introduction of economic policies to create and maintain control, such as collectivisation and industrialisation under the Five Year Plans. Top level answers could also discuss the use of social and youth movements, as well as propaganda, in an attempt to achieve complete control of the Soviet Union. 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 6: Italy 1914–1943

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- 1 (i) Explain the economic effects of the First World War on Italy in the period 1915–1918.

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 begin to discuss some of the economic effects of the First World War on Italy but this will be in a partial or superficial manner. 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 economic effects of the First World War on Italy, for example the increase in inflation, with prices four times higher in 1918 than they had been in 1914. 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 identify some of the economic effects of the war on Italy between 1915 and 1918. Economic consequences such as the increase in the national debt could be explained. To achieve maximum war production, the government borrowed heavily abroad and the budget deficit increased, with the result that the post-war national debt stood at 85 billion lira. 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 economic effects of the First World War on Italy by 1918. Rising inflation was a problem with the price index rising from 100 in 1914 to 413 in 1918. There was also the major expansion of industries linked with war production, such as metallurgy, engineering, shipbuilding and vehicles. This stimulated employment in a short-term boom and Fiat and Ansaldo both saw

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

[8]

- (ii) “Italy’s disappointment with the terms of the Paris Peace Settlement was fully justified.” 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 typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Paris Peace Settlement.

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 disappointment with the terms of the Paris Peace Settlement and why some Italians came to see the terms as a “mutilated 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 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 Italian reaction to the terms of the Paris Peace Settlement and start to make a judgement about the level of justification for Italian feelings of disappointment. Candidates may refer to the “mutilated victory”, as the peace terms of 1919 were seen as a betrayal of the Italian victory. Under the terms of the Treaty of London of 1915 Italy expected to receive *Italia Irredenta*. Most of the Italian demands were met except for Dalmatia but some Italians also expected to receive Fiume. However, despite arguably receiving more than any other Allied power, the idea of a “mutilated victory” was embraced by a spectrum of Italians on the political right, resulting in D’Annunzio’s takeover of Fiume in 1919. This idea was then used by Mussolini to criticise the Liberal government for the military, economic and social effects of the war, resulting in the eventual

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“mutilated victory” at the Paris Peace Settlement. 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 by specific evidence and present a sustained evaluation about the extent of the justification for the Italian disappointment with the terms of the Paris Peace Settlement. It could be argued that all of Italy’s nationalist claims to *Italia Irredenta* were met, as it obtained Trentino, South Tyrol and Istria. In addition, it gained 200 000 German speaking Austrians who were living in territory given to Italy. This suggests that there was little justification for Italian disappointment with the terms of the Paris Peace Settlement. However, D’Annunzio criticised the failures of Prime Minister Orlando at the proceedings in Versailles, particularly his attempts to acquire Fiume. Orlando had disagreed so strongly with the terms offered to Italy that he walked out of the peace negotiations in protest. However, his absence from the subsequent discussions between the other leaders only served to make Italy appear weak. D’Annunzio then embarked on the takeover of Fiume and his short-lived establishment of the Italian Regency of *Carnaro* resonated with many Italians such as Mussolini when he formed the first *Fascio di Combattimento*, criticising the Liberal government and the treacheries of Italy’s former allies for the “mutilated victory”. 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.

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- 2 (i) Explain the reasons for the rise of fascism in Italy in the period 1919–1922.

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 for the rise of fascism in Italy in the period 1919–1922. 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 rise of fascism in this period, possibly referring to the formal establishment of the Fascist Party on a national basis in October 1921. 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 identify a range of reasons for the rise of fascism in this period. The role of proportional representation could be explained with five coalition governments between 1919 and 1922 and the largest parties failing to work together or take the fascist threat seriously. In 1921 Giolitti included the Fascists in the government's list of approved candidates for the election, giving them some respectability. Answers could discuss how the increase in fascist violence led to the Liberal Democracy coming under increasing pressure in 1922. The King and the Catholic Church were also more willing to support Mussolini and the Fascists by October 1922 as he promised to restore law and order, as well as smashing socialism. With the threat of a "March on Rome", fascism had risen to the point where the King and Salandra invited Mussolini to take power and destroy democratic Italy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers should be well informed and show a clear understanding of the reasons for the rise of fascism in Italy in the period 1919–1922. They could refer to the context of 1919 with Italy facing many social, economic and political problems, such as rising inflation, high unemployment, Biennio Rosso and discontentment over the "mutilated victory". This afforded the Fascists the opportunity to gain support through stressing the importance of national identity and the desirability of national strength and glory and by adopting a left-wing political programme. The role of the *squadristi* and the move to the right during 1920 and 1921, which helped to attract conservative support, and the impact of the 1921 election could be discussed. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Mussolini failed to deal with Italy's domestic problems in the period 1922–1939." 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)**.

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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 Mussolini's domestic policies in the period 1922–1939. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of Mussolini's level of success in dealing with the domestic problems in Italy in the period 1922–1939. They may refer to how Mussolini introduced policies to improve agriculture and industry through a series of "Battles" but these often failed to meet their targets. 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 failed to deal with Italy's domestic problems in the period 1922–1939. They could refer to the revaluation of the Lira in 1927 which damaged the export of Italian industrial goods. Mussolini also tried to protect Italy from the effects of the great depression, setting up the *Instituto Mobiliare Italiano* (IMI) in 1931 to support banks and the *Instituto Per La Ricostruzione Industriale* (IRI) in 1933. Answers may also assess Mussolini's policies towards women, youth movements and education, referring perhaps to the Battle for Births with Mussolini hoping to increase the production of young men able to fight for their country, although his campaign largely failed, with birth rates continuing to fall. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess the extent to which Mussolini failed to deal with Italy's domestic problems in the period 1922–1939. He believed that Italy needed to be self-sufficient and introduced economic battles. However, the Battle for Grain diverted valuable resources to grain production from other less economically viable crops. The huge tariffs associated with the project promoted widespread inefficiencies, and the government subsidies given to farmers pushed the country further into debt. Mussolini also initiated the "Battle for Land" which enjoyed mixed success. While projects such as the draining of the Pontine

Marsh in 1935 for agriculture were good for propaganda purposes, provided work for the unemployed and allowed great landowners to control subsidies, other areas in the Battle for Land were not very successful. This programme was inconsistent with the Battle for Grain since small plots of land were inappropriately allocated for large-scale wheat production. He also tried to create a Corporate State but in reality the large industrialists and landowners remained influential. Answers should be able to refer to a range of domestic problems such as the North-South divide and rural poverty, which Mussolini had failed to solve 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. [22]

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- 3 (i) Explain how Mussolini changed the political institutions of Italy between 1925 and 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 be inaccurate, superficial and offer unclear descriptions of the political institutions in Italy in the period 1925–1939. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the changes Mussolini made to the political institutions of Italy between 1925 and 1939, possibly referring to some of the ways that central government was strengthened through the *Legge Fascistissime*. 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 identify a range of ways in which Mussolini transformed the political institutions of Italy between 1925 and 1939 in an attempt to create a dictatorship. They could discuss how the *Legge Fascistissime* of 1925 banned all opposition parties and non-fascist trade unions. Individual opposition deputies in the chamber were declared to have forfeited their seats, effectively turning Italy into a one party state.

It also created the new post of head of government for Mussolini, set up a new secret police service and replaced elected mayors with government appointed officials. Mussolini also assumed the role of Minister of War and political head of the different branches of the armed forces. In December 1928 the Fascist Grand Council was also formally made a state rather than a party institution. 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 ways in which Mussolini attempted to create a dictatorship by transforming the political institutions of Italy between 1925 and 1939. In addition to the points outlined above, answers could explain the establishment of the Special Tribunal for the Defence of the State in 1926 which was to try cases involving anti-fascist activity. They could also refer to the Rocco Laws and the creation of the Ministry of Corporations which became the basis for national political life by 1939, replacing parliament. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The cult of personality was the most important means Mussolini used in his attempts to control Italy in the period 1922–1939.” 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 account of some aspects of the methods used by Mussolini to control Italy between 1922 and 1939. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms the impact that the cult of personality had on Mussolini’s ability to control Italy between 1922 and 1939, possibly referring to the use of youth groups, newspapers and cinema to promote the image of Mussolini as the destined leader of the fascist state.

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 important the cult of personality was as a means of control compared with other means of control in fascist Italy between 1922 and 1939. Responses could refer to the promotion of the cult of personality through the Ministry of Culture which controlled the arts, architecture and literature. From 1922 the Italian people were subjected to an endless stream of images of Mussolini as a scholar who contributed to the *Enciclopedia Italiano*, a man of culture playing the violin, a man of action helping to bring in the grain harvest, an athlete and a military leader in uniform. The indoctrination of the Italian people in the wisdom and qualities of the *Duce* became a central activity of the Italian state. Answers could note that this seemed to be largely successful as the slogan ‘Mussolini is always right’ was often written on walls in towns all over Italy. Answers will also begin to refer to other means of control such as the role of the OVRA (Secret Police), the creation of a one-party state, the use of propaganda and Mussolini’s use of repression and censorship over the Italian people. 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 start to make a judgement about whether Mussolini’s use of the cult of personality was the most important means by which he attempted to control Italy between 1922 and 1939. In addition to the points discussed above, answers could also examine the use of force, such as the removal of political opponents and trade unions. Mussolini also made agreements with the Church, such as the Lateran Pact, and he enjoyed the support of the King and the Army. Mussolini’s social policies were also important with his “Battles”, control over education, generous welfare policies and the Corporate State. The impact on young people of the creation of the *Opera Nazionale Balilla* in 1926 could also be discussed as could the desire to link the people more closely with fascist aims through the creation of the *Doplovaro*. Until 1939 there was little opposition to fascism. 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 Mussolini distanced himself from Britain and France and established closer relations with Germany between 1935 and 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 be inaccurate, superficial and offer unclear descriptions about the reasons why Mussolini distanced himself from Britain and France and established closer relations with Germany between 1935 and 1939. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons why Mussolini moved away from a relationship with Britain and France and instead established closer relations with Nazi Germany. However, they may concentrate on only one element with greater focus on either distancing himself from a relationship with Britain and France or establishing closer relations with Germany. They may refer to Mussolini's disappointment that no agreement was reached with Britain and France at the Stresa Conference of 1935 that would leave him free to pursue his imperial dreams in Africa. 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 identify some of the reasons why Mussolini distanced himself from Britain and France and instead established closer relations with Germany. They could refer to Britain possibly being the first to break the Stresa Front by agreeing the Anglo-German Naval Treaty in 1935. The failure of Britain and France to stand up to Hitler and their failure to use the League of Nations to contain aggression began to make Mussolini contemptuous of Western democracies. In this context he also became increasingly impressed with the power and ambition of the Nazi regime in Germany. 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 reasons why Mussolini distanced himself

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from Britain and France and established closer relations with Germany. In addition to the points outlined above, answers could discuss the compatibility of German and Italian national ambitions. Responses will note that Italy's invasion of Abyssinia in 1935 marked the start of the breakdown of relations between Britain and France which prompted Mussolini to establish closer relations with Germany. While Germany focused on Northern and Eastern Europe, Italy would be free to create a Mediterranean-African empire. Responses could also discuss the reaction of the League of Nations and the subsequent Hoare-Laval Pact which discredited the League and destroyed the Stresa Front. Germany did not take part in the economic sanctions placed on Italy which, when combined with their involvement with Italy in the Spanish Civil War, caused the two countries to come together in a common cause. Answers could also discuss the reasons for the Axis agreement of 1936, the Anti-Comintern Pact of 1937, Mussolini's involvement in the Munich Conference of 1938 and the Pact of Steel of 1939 to demonstrate the increasing Italian dependence on Germany. 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) "Italy's defeat in the Second World War was due to its failure to prepare adequately for war by 1940." 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 will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Italy's preparations for war by 1940. 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 aspects of how Italy's lack of preparation for war in 1940 led to its failure during the Second World War. They may refer to its failure to achieve autarky with the country still dependent on foreign imports of oil and fertilisers. 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 make a judgement about how far Italy's defeat in the Second World War was due to its lack of preparation in 1940. Candidates could discuss how, despite pre-war claims that Italy would have an army of up to 12 million, the armed forces in practice never reached even the size of the Italian army in the First World War. The army, navy and air force were ill-supplied, barely any defences existed against aerial bombing, Italy's intelligence network was inadequate and all branches of the armed forces competed against each other in ordering supplies. Answers could also discuss the impact of the Abyssinian War and the Spanish Civil War which massively increased Italian levels of debt which reached 12 750 lira by 1939. Answers at the top of this level will assess the role of the lack of preparation fully and also discuss the significance of other factors. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess how far Italy's defeat in the Second World War was due to its lack of preparation for war in 1940. In addition to the points outlined above, answers could refer to the fact that no co-ordinating ministry was established to organise a future war effort with the result that the three armed forces competed against each other and no attempt was made to standardise equipment. Answers at this level should also analyse the importance of other factors such as the role of Mussolini, who made nearly all major decisions himself, the impact of the foreign policy mistakes of the 1930s and the fall in agricultural and industrial output during the war years which further weakened the economy and the capability of the armed forces. Strategic mistakes such as making no move to capture Malta, sending 300 inadequate aircraft to Belgium in the summer of 1940, poor generals and military defeats may also be discussed. 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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