



Rewarding Learning

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

History

Assessment Unit AS 2

[AH121]

THURSDAY 12 JUNE, AFTERNOON

**MARK
SCHEME**

Level of response mark grid

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

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

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

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

Option 1: Spain and Europe 1556–1592

AVAILABLE
MARKSAnswer **two** questions.

- 1 (i) Explain the reasons for the revolt of the Moriscos.

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 the reasons for the revolt of the Moriscos. 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. Response will consider some of the reasons for the revolt of the Moriscos. 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 in their assessment of the causes of the revolt of the Moriscos and should consider most of the following factors: government hostility to the Moriscos and the use of the Inquisition as a means to control them, economic problems caused by poor harvests or by Philip II's attacks on the silk trade and by government seizure of Morisco lands. Responses should consider the differences existing in Spanish society which raised tension between the various parts of Philip II's Kingdom. Despite the Moriscos' conversion to Christianity, their maintenance of their cultural traditions created suspicion among their Christian neighbours. The threat of attack by Barbary Corsairs and the spread of the Ottoman Empire in the Mediterranean and North Africa led Philip II to see the Moriscos as a danger within his own Kingdom. Philip II's banning of Morisco culture in 1567 caused resentment and revolt among the Moriscos. 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 more detail

in their consideration of the reasons for the revolt and build upon those identified at Level 3. Responses should consider the mismanagement of the situation by Philip II and his failure to heed the warnings given to him by the Marquis of Mondejar, whose removal as Governor-General of Granada and replacement by Cardinal Espinosa further exacerbated the situation. Responses should show that the revolt was brought about by a series of events, some of which were unavoidable, like poor harvest of 1567, while others were due to poor government fuelled by bigotry and mistrust. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Philip II created an absolute monarchy in Spain between 1556 and 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)**.

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 details of whether Philip II created an absolute monarchy in Spain in the period 1556–1592. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will contain more explanation of whether Philip II created an absolute monarchy in Spain in the period 1556–1592. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether Philip II’s government was absolute in the period 1556–1592. Answers might consider the advice of his father, Charles V, to “trust no one but yourself” and suggest that this led Philip II to develop an absolute monarchy. Responses could consider the Conciliar system, observing that it was an effective instrument to control Spain. The historical view that Philip did not create this system but merely

used an existing system could be used to disagree with the proposition. Philip's use of this system points to a need for absolute power as he withheld information from some advisers to maintain his position of control. Answers might suggest that Philip's personal oversight of all government activity supports the proposition. Conversely, this could be used to show how ineffective Spanish government became and how the power of Philip's monarchy was limited. Responses might consider the power of the various *Cortes* in Spain and suggest that their decline was linked to Philip's drive for absolutism. 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 points made at Level 3 and should consider a range of factors which relate to Philip II's monarchy. Answers might consider Philip's use of Antonio Perez to deal with political opponents, like Juan de Escobedo, or the Inquisition against Perez himself as a sign of absolute monarchy. This might be linked to his dominating attitude towards Aragon, as shown in his method of coronation and his treatment of the *Justicia* and his actions against the Moriscos. Philip's creation and manipulation of factions allowed his power to increase and could be seen as a deliberate ploy in his quest to increase his own power. Philip was limited by powerful nobles like the Duke of Medina Sidonia, and poor communications with his Empire further hampered his power. One historian argued that, "absolute monarchy is to be judged not by what it looked like but how it worked". Philip's power was limited by the weakness of Spanish government and by the economic condition of the Spanish state. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

30

- 2 (i) Explain the condition of Spanish agriculture 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 give limited detail on the condition of Spanish agriculture 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 give some detail and explanation about the condition of Spanish agriculture in the period 1556–1592. 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 and consider the different types of agriculture in Spain, both arable and sheep farming. The nature of the Spanish landscape meant that sheep farming was important and the export of wool to the Netherlands was a major market for the country. The success of this aspect of farming did lead to difficulties as it left only a third of available land for tillage. Consequently, Spain suffered a shortage of grain and the needs of its rising population had to be met by expensive grain imports. 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 points made at Level 3. They may mention the success of regions like Andalucia whose production of fruit, olives, grapes and silk led to strong exports. By contrast, many fertile areas in Aragon were left unused due to the threat from Barbary Corsairs. Spain's over-reliance on sheep farming caused difficulties after the decline in the international wool trade after 1560. Responses might suggest that Spanish agriculture was very successful in one area, while in other areas the condition of agriculture was much worse. The financial situation in Spain meant that the returns from agriculture were relatively uninviting and so it suffered from a lack of investment. 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]

AVAILABLE MARKS

- (ii) “The weakness of the Spanish economy in the period 1556–1592 was mainly due to Philip II’s borrowing from foreign investors”. To what extent would you agree with this statement?

AVAILABLE
MARKS

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 few details about the causes of Spain’s economic weakness. 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 whether Spain’s economic weakness was caused by Philip II’s borrowing from foreign investors. 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 a range of factors which affected the Spanish economy. These should include: Philip II’s poor financial understanding and the huge financial deficit Spain had; the weaknesses of Spanish agriculture, industry and trade; the cost of almost continual war throughout the period; the inflationary pressures of American bullion; and the division and lack of a single economic system in Spain. Responses should consider the poor financial position Philip inherited from his father and might suggest that financial difficulties already existed. Philip’s declaration of bankruptcy on four occasions shows that financial difficulties continued through his reign and this suggests that the problem was not dealt with. Responses could suggest that the difficulties of the Spanish economy caused Philip to borrow from foreign investors or that it was Philip’s borrowing which created the weaknesses. 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 the points made in Level 3. Spain's main financial difficulty was that its income was outstripped by expenditure. Despite huge tax income, Philip II's involvement in war for all but seven years of his reign led to a financial shortfall. Responses might suggest that it was Philip's inability to avoid war and not a lack of financial understanding and foreign borrowing which led to Spain's economic difficulties. Answers might use Juan de Ovando's suggestions of financial reform in 1574 to demonstrate how Philip failed to understand or deal with financial issues. He failed to implement reform due to his inability to understand finance and so Spain's economic problems multiplied over the next few years. This led to an overreliance on Juros which encouraged Grandees to invest in them rather than in Spain's economy. Borrowing from Genoese bankers, at poor rates of interest, saw Spanish wealth flow out of the country just to service the debt. Philip's failure to deal with the financial situation meant that other problems damaged Spain's economy further. Another reason for the weakness of the Spanish economy was Philip's extravagance in his own spending. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

AVAILABLE
MARKS

30

- 3 (i) Explain how the Inquisition controlled heresy 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 the Inquisition controlled heresy. 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 the Inquisition controlled heresy in Spain in the period 1556–1592. 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 and a variety of forms of heresy should be identified which could include: Humanists and Mystics, like Luis de Leon or Fadrique Furio Ceriol, Protestants, Moriscos, Mudejars, Conversos and Jews. Responses should consider how the Inquisition acted against these different groups. Much of the focus was on Moriscos who made up the largest minority group in Spain. Fifteen tribunals were held into the activities of Moriscos and Conversos and 90% of cases in Granada in the 1560s were against Moriscos. In many of these cases torture was used as a means to extract confessions and burning was the ultimate punishment against heresy. Answers might suggest that fear was the main way of controlling heresy. 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 points made at Level 3. Responses might develop the use of Auto de Fé as a means to control heresy, observing how these investigations were successful in eliminating Protestantism. Between 1557 and 1559, 278 Protestants were prosecuted and 77 burnt, while only six were burnt between 1562 and 1598. Answers should mention the use of censorship as a means to control the spread of heretical ideas, noting that the list of banned books was much larger than the Vatican's list, even including books by John Fisher and Thomas More, who both became saints. Responses might note that much of the action of the Inquisition was against the heretical actions of Catholics. Correction of poor practice and belief became a focus of the Inquisition, so stopping cases of heresy rather than dealing with them. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Philip II's reform of the Church in Spain between 1556 and 1592 was solely motivated by a desire to strengthen Catholicism". 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 a number of details about Philip II's reforms of the Church in Spain. Answers at this level will be characterised throughout

by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will consider some of the motivations for Philip II's reform of the Church in Spain. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the factors which motivated Philip II's reform of the Church in Spain. Responses might suggest that Philip picked up his father's mantle as the defender of Catholicism and became a proponent of reform and the Council of Trent. Reform of the Church universal permitted Philip to strengthen the Church in Spain and deal with the heresy which had so blighted his father's reign. Responses might counter that Philip was an autocrat and reform permitted him to strengthen his control of the church and fill his coffers with much needed church taxes. Philip had a difficult relationship with the papacy and reform was carried out on Philip's terms, thus strengthening his hold on the Spanish church and stressing his independence from the Pope. 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 points raised at Level 3. Answers could focus on the strength of Philip's faith as demonstrated when he said that he would rather lose all his kingdoms than be a ruler of heretics. Some focus on the reforms that were implemented could demonstrate their solely religious purpose, thus supporting the proposition of the question. Responses could use other examples of Philip's actions, such as peace with the Turks in 1580, to demonstrate that, although he used religious motivation to justify his actions, he normally had a more pragmatic approach to religion. He had money problems during most of his reign and many of the reforms of the Church increased his revenue, so Philip's religious zeal had another more earthly motivation. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 4 (i) Explain the reasons for Philip II's changes in policy towards the Turks in the period 1556–1580.

AVAILABLE
MARKS

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 Philip II's policies towards the Turks in the period 1556–1580. 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 give some explanation of the reasons for Philip II's changes of policy towards the Turks. 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 the international position at the beginning of Philip II's reign in 1556. The initial threat from France declined and the Treaty of Chateau Cambresis in 1559 ended 40 years of Habsburg-Valois war. Philip was free to take action against the Turks who threatened his possessions in the Eastern Mediterranean and North Africa. Spain played an influential role in the Holy Alliances against the Turks, tasting military success at the Battle of Lepanto in 1571. Responses may suggest that this defeat lessened the Turkish threat to Spain and, with growing problems in Northern Europe, Philip needed to divert his military presence towards the rebellious Dutch and the emerging power of England. The Truce of 1578 and Treaty of 1580 finalised this change and was aided by the Turkish desire to expand towards the east. 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 made at Level 3. They might suggest that Philip was driven by a religious zeal to defeat the infidel Turks who had caused his father so much difficulty.

The outbreak and growth of rebellion in Philip's Dutch possessions began to overshadow the conflict with the Turks. The Protestant element to this revolt enraged Philip more than conflict with a foreign Islamic power, especially as the revolt had such an effect on his finances. Philip's membership of the Holy League had been bought by the Pope's yearly subsidy to Philip, the *Cruzada*, but growing clashes with the Pope left Philip less willing to continue his anti-Turkish policy. Philip's recapture of Tunis regained the possessions he had inherited from his father and the defeat of the Turkish attack on Malta left Philip in a strong position. The peace of 1580 came about as it suited the diplomatic needs of both Spain and Turkey. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Although Philip II retained most of his Empire, his foreign policy in the period 1556–1592 was a failure." 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 limited detail about Philip II's foreign policy in the period 1556–1592. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess some points relating to the failure or otherwise of Philip II's foreign policy but the discussion will lack depth. 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 Philip II's foreign policy was a failure in the period 1556–1592. They will consider the extent to which Philip II achieved his foreign policy objectives, such as: a desire to maintain

Catholicism and stop the spread of heresy and Islam; to expand his Empire and pass on increased territories to his children and to protect and maintain the vast empire his father had passed to him. Responses may refer to Philip II's conflicts with the Turks, Dutch, French and English, observing perhaps that he failed to end the Dutch revolt or defeat England. With regard to Turkey, peace could not be viewed as a success but in France he did stop a Protestant taking the throne. Philip's foreign policy was also a failure in terms of expanding his Empire into France and England and the loss of the Netherlands. Answers might point to Philip's great success in Portugal, being the first man to unite the Iberian peninsula since the Romans. If Philip's aim was to maintain his Empire, this was a general success as he lost the Netherlands and gained Portugal. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 in more detail points which have already been made. In addition, they will discuss the issue of whether Philip II had retained most of his Empire in 1592. Answers might suggest that Philip failed in his attempts to marry Elizabeth I of England and that his desire to maintain good relations with England also foundered. War and the defeat of the Armada in 1588 can only be regarded as a failure, as were attempts to put Mary Stuart on the English throne or support rebellion in Ireland. Philip's attempts to put his daughter on the French throne were unsuccessful and lost the benefits of Henry of Navarre's conversion to Catholicism. Responses might suggest that Philip's failure was his inability to avoid war, whose cost was to damage the future of Spain. By contrast, answers should observe that Philip retained his Empire at a time of huge international flux. He resisted the pressure of the military giant, Turkey, ended the Habsburg-Valois Wars on a positive note and was dominant over a weakened France for the next thirty years. Successes in the New World and in Portugal were offset by some losses in North Africa. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 1

AVAILABLE
MARKS

30

60

Option 2: The Ascendancy of France in Europe 1660–1714

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain how France improved its military position in the period 1660–1689.

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 military position of France in this period. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, with the response providing a general account of the military situation in France and its territorial gains in the period 1660–1689. The answer may contain some explanation of how the French army grew in size and strength. 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 about the improved military position of France in the period 1660–1689. The army went through a major expansion in size and substantial organisational improvements were made during this period, with Colbert providing the necessary finances. Le Tellier and his son, Louvois, improved the administration of the army and a number of specific reforms were introduced. For example, commissions were phased out, arsenals were established and marching in step was introduced. The science of fortification was enhanced, particularly under Vauban. The navy was also significantly expanded and reformed, including the development of the bomb ketch. The War of Devolution, Dutch War and the Reunions had all strengthened the military position of France by securing territorial gains. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. The series of military reforms introduced under Louis had arguably created the first modern, standing army. Corruption had been significantly reduced and some degree of promotion on merit was implemented. The infantry was reorganised and competition between regiments was encouraged. Under Colbert, a vast programme of shipbuilding had transformed the navy. Louis also improved France's military position by his expansionist policies which saw an increase in its territorial holdings and position in Europe. By the 1680s France had gained a position of military 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. [8]

- (ii) "The formation of the League of Augsburg in 1686 was responsible for the outbreak of the Nine Years' War." How far would you accept this judgement?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 responses will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the outbreak of war. The formation of the defensive League of Augsburg in 1686 certainly enabled the Allies to react to the actions of the French King. However, the League was defensive and it was only its expansion and development into a full blown alliance, in 1688, which made it ready for war. Louis' actions, particularly after 1686, were critical in provoking his enemies into action, although it was the French army which carried out the first act of war with its invasion of the Palatinate. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

AVAILABLE
MARKS

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 formation of the League of Augsburg was central to the outbreak of war and address other factors which led to war. It is unlikely that any single enemy of Louis would have been willing or able to declare war on France alone. Louis XIV's quarrel with the Papacy and the events of the Cologne dispute were important in creating the circumstances for war to break out. Protestant countries had been alarmed by the Revocation of the Edict of Nantes in 1685 and England was also concerned at Louis' support for James II after the Glorious Revolution and the attempt to restore him to the throne through the invasion of Ireland. Louis XIV's expansionism had affected most of Europe and created enemies willing to go to war to stop any further territorial gains for France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the formation of the League of Augsburg was responsible for the outbreak of the Nine Years' War. Candidates may show some understanding of the long-term build up of grievances to explain the coming together of a diverse group of countries united only by their fear of France and their mutual desire to halt the growing power of Louis XIV. A distinction should be made between the defensive League formed in 1686 and the Grand Alliance of 1688 which united to fight against France. Louis' actions and attitude had played a crucial role in provoking opposition. A more detailed analysis may also be made of the role of William of Orange and Emperor Leopold in the outbreak of the conflict. The answer will be well informed about the specific events that enabled France's opponents to make a united stand against its expansion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 2 (i) Explain the successes of France in the Nine Years' War.

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

Level 1 ([0]–[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 of the events of the Nine Years' 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 have difficulty consistently engaging with the question on its own terms, with the response providing a general account of the course of the conflict. The answer may contain some explanation of specific French battle victories or land acquired during the Nine Years' 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, observing, for example, that Louis initially enjoyed success in the Palatinate, capturing the city of Phillipsburg, although the territory was soon abandoned. In July 1690 France achieved an important naval victory off Beachy Head, allowing it to control the English Channel. In Spain, France was able to gain a foothold in Spanish territory by securing parts of Catalonia. The Duchy of Savoy collapsed to French control in 1693 protecting Louis's south-east frontier and France maintained control of the Alpine passes for the remainder of the war. France also won a series of important sieges along its defensively vulnerable north-eastern frontier and managed to overrun most of Piedmont in northern 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 will be better informed and may elaborate on French successes in the war. In the Spanish Netherlands France created a strong defensive frontier by securing a number of siege victories, including successes at Fleurus (1690), Steenkerke (1692), Namur (1692) and Neerwinden (1693). This enabled Louis to improve the defence of his nation and extend his influence in the Spanish Netherlands. In 1694 France invaded Spain itself, sending an army into Catalonia and seizing Girona. This struck a significant, if not decisive, blow against France's greatest enemy. Louis also secured control of Savoy to the point where the Duke was compelled to ally with France in 1696. Arguably, France had been successful in maintaining control of its three great natural barriers: the Pyrenees, Alps and the Rhine. France also enjoyed some success in colonial clashes, notably in New Granada and North America, although it was unable to secure any strategically decisive victories in the New World. 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]

AVAILABLE
MARKS

- (ii) “Of the countries involved in the Nine Years’ War, it was England which had most reason to be satisfied with the terms of the Peace of Ryswick.” To what extent would you agree with this statement?

AVAILABLE MARKS

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or make generalised assertions about the result of the war and whether England was the country with most reason to be satisfied with its outcome. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, with the response providing limited analysis of how satisfied each opponent was, perhaps focusing exclusively on England. The English were satisfied by achieving their primary aim in the war in securing the recognition of William of Orange as King of England. The satisfaction of some of the other allies may be addressed. 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 successes of England and the other nations involved in the Nine Years’ War. The terms of the treaty certainly favoured the Grand Alliance. From an English perspective the ‘King’s War’ had secured the position of their Protestant monarch and Louis had been compelled to withdraw his support from the Jacobite cause, although James did remain in France as a guest of Louis. The Dutch were strengthened by acquiring the barrier fortresses and seeing most of the territory in the Netherlands restored to Spain. Austria secured territory, and Leopold was content to have played a leading role in the Allies’ overall aim of halting the expansionism of his dynastic rival Louis. France had been forced to concede most of the terms demanded by the Allies. The Palatinate was given to William of Neuberg, Cologne to Prince Clement of Bavaria and Lorraine to its original owners. France retained Strasbourg and Alsace, and its earlier conquests of Metz, Toulon, Verdun and Franche Comte. Answers at this

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

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether England had most reason to be satisfied with the Peace of Ryswick. While England had achieved its primary aim, the English Parliament viewed the conflict as ‘William’s War’ and the resulting treaty did little to enhance the economic, military or strategic position of England. Other members of the Alliance made more significant gains, although most of the territories were simply a restoration of previous French acquisitions. The Alliance was content to have succeeded in halting French expansionism and signalled its ability to act together effectively. Although France was compelled to make substantial concessions, the Treaty of Ryswick can be interpreted as Louis positioning himself for the carving up of the Spanish empire that would occur after the death of Carlos II and the sacrifices he made to the Allies should be viewed in that context. Even Louis could arguably be satisfied by his position in 1697. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 3 (i) Explain the reasons for the success of the Grand Alliance at the Battle of Malplaquet.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the reasons for Allied success at Malplaquet. Marlborough’s personal command on the battlefield proved decisive and he also worked effectively with the other Allied leaders. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, observing, for example, that Marlborough deceived the French by using his customary tactic of attacking the enemy's flanks and creating a fear of encirclement. The Earl of Orkney then led the decisive attack through the weakened French defences in the centre of the battlefield. The Allied cavalry played the key role in ensuring the success of this rapid attack. Both Marlborough and Prince Eugene provided personal leadership on the battlefield and worked effectively as a partnership. Although the French army performed more effectively than in earlier battles in the War of the Spanish Succession, it was weakened by the injury to Villars. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a suitably comprehensive and substantiated knowledge of the reasons for the success of the Grand Alliance at the Battle of Malplaquet, providing detail on the specific Allied successes and weaknesses and errors of the French. Despite the high casualty figures, the Duke of Marlborough was able to provide effective leadership on the battlefield and deserves credit for maintaining the control and support of the generals and men from a wide variety of nations. Allied success was again aided by the weakness of the French military effort, although it may be noted that the French performed better at Malplaquet and the Allied victory was not as impressive as in other previous battles. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Louis XIV's acceptance of Carlos II's will was the most important reason for the outbreak of the War of the Spanish Succession." 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 account of the period or make generalised assertions about how Louis's acceptance of the will contributed to the

AVAILABLE
MARKS

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, perhaps focusing on the reasons for Louis accepting the will and the impact his action had upon Europe. The will dramatically strengthened the position of the Bourbon dynasty and alarmed Louis' enemies, particularly the Emperor. Answers at this level may include some of the other blunders committed by Louis, after he had accepted the will, which triggered the outbreak of war. 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 causes of the War of the Spanish Succession and make clear judgements about the importance of Louis' decision to accept the will of Carlos II. Louis' decision broke the terms of the Peace of Ryswick and alarmed his enemies in Europe. Leopold was outraged that the Spanish inheritance had not gone to his family and William of Orange felt betrayed by Louis' abandonment of the Second Partition Treaty. Answers at this level may include some of the actions by Louis that also contributed to the outbreak of war. In February 1701, he declared that Philip remained in line to the French throne and expelled Dutch troops from the barrier fortresses. Tensions were further heightened by the Asiento trade agreement between Spain and France and Louis' recognition of James II's son as the true king of England. The insensitivity and timing of these blunders by Louis compelled the Allies to reform their Grand Alliance and declare war on France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Louis XIV's acceptance of the will was responsible for the outbreak of war. The economic, military and strategic position of France had been greatly enhanced and there was also some concern that a European Bourbon superpower could be created if the thrones were ever united. Despite these concerns, the English, Dutch and Spanish all accepted Philip as King of Spain, suggesting that war with these countries was not inevitable. Leopold, however, was intent upon war

AVAILABLE MARKS

with France and Spain. Louis' decision to accept the will was fundamental in creating the circumstances for war but it was not, in itself, the cause of the War of the Spanish Succession. Louis' series of blunders in 1701 caused his opponents to re-form the Grand Alliance and declare war. The fact that war did not break out until 1702 suggests that the acceptance of the will had not directly caused the outbreak of the conflict. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 4 (i) Explain the terms of the peace treaties at the end of the War of the Spanish Succession.

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

Level 1 ([0]–[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 terms of the treaties. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will contain a general understanding of the terms of the treaties and how countries were affected. For example, England made significant economic and territorial gains and crucially secured the Protestant succession. France lost territory but the treaties were by no means as punitive as the course of the war had suggested they would be. 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. England made significant territorial gains in the New World and acquired the valuable Mediterranean naval bases of Gibraltar and Minorca. England also secured the Hanoverian succession and the economic benefits of the Asiento. Austria made significant territorial gains in Italy and the Spanish Netherlands and Holland retained control of the barrier fortresses. France benefited from Philip retaining the Spanish throne. The Elector of Bavaria regained Namur and Charleroi, the Duke of Savoy regained Nice and

was awarded Sicily, and Lorraine was restored to its Duke. The Elector of Brandenburg was recognised as King of Prussia. 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 peace treaties. From a French perspective the terms of the treaties were much better than Louis had been offered in 1709 and, most importantly, a Bourbon remained on the Spanish throne. Austria was reluctant to accept peace, having failed to gain Spain, but the peace terms did allow for substantial territorial gains for the Emperor, including Naples, part of Milan, Sardinia and the strategically vital area of the Spanish Netherlands. England's gains were substantial, including key territories in the New World, and were to prove of long-term importance in the development of its growing 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 France's poor performance in the War of the Spanish Succession due to the economic problems it faced?

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 moments of the War of the Spanish Succession but will fail to address the central issues of the question. They will be characterised by generalisations and poor understanding, relying mainly on a narrative account of the events of the war. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty engaging with the question on its own terms and may be confined to one side of the debate, probably focusing solely on economic factors. The huge cost of this lengthy and widespread conflict

AVAILABLE
MARKS

certainly took its toll on the French economy. 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 poor performance of France in the war and make judgements about the importance of the economic problems it faced. While France was facing economic disaster, it was not alone in struggling to cope with the demands of a long and expensive war. Marlborough was to see his own freedom to act curtailed and he would eventually be removed from his position of command due to an increasing desire in England to end its involvement in the conflict. Answers will analyse other reasons for the poor French performance, including the impact of the military defeats at Blenheim, Ramillies, Oudenarde and Malplaquet, where the Allied military tactics had also proved more effective than those of the French. Marlborough's and Eugene's leadership of the Allied forces had eclipsed the efforts of the French commanders. Answers may explain how French military efforts improved after Malplaquet, observing that by the end of the war both sides were seeking peace. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will provide a comprehensive and substantiated assessment, taking account of the wider range of issues and communicating more detail on each side of the debate. Certainly, the economic reality of fighting a long, large-scale conflict weakened the French performance in the war. The harsh winter of 1708–1709 devastated the crops in France and left ordinary people facing starvation. With widespread public disorder at home, Louis sent Torcy to initiate peace negotiations. Another bleak winter the following year left France in a perilous situation and only Allied intransigence prevented Louis from surrendering on humiliating terms. Top level answers may highlight the watershed impact of the devastating French defeat at Blenheim. It could even be argued that after Blenheim France was fighting simply to avoid defeat and that ensuing economic problems were not of pivotal importance. Answers may note that devastating military defeats, often as a result of poor leadership, and Louis' extravagant expenditure at home exacerbated the economic crisis. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 2

AVAILABLE
MARKS

30

60

Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKSAnswer **two** questions.

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

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form, with limited understanding, explanation and analysis. Answers may provide a vague comment about O’Connell’s motives in seeking to achieve Catholic Emancipation. 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 give a limited account of O’Connell’s reasons for wanting to bring about Catholic Emancipation. He believed that the quest for Catholic Emancipation was compatible with his concept of Irish Nationalism, in which men of all religions and creeds should enjoy equal rights. He firmly believed that Irish Nationalism implied the extension to all the people of Ireland the rights and privileges hitherto enjoyed by the Protestant ascendancy. Catholic Emancipation would bring about an equality which would lead to a sense of national pride in an Ireland loyal to the Crown and the 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 and show more awareness of O’Connell’s reasons for seeking Catholic Emancipation. He believed that the granting of emancipation would transform the participation of Catholics in both politics and the professional life of Ireland. For example, emancipation would create a greater incentive for Catholics to take part in the electoral process. The possibility that they could take their seats in parliament implied that Catholic grievances would have a more distinct and well informed voice at Westminster. Emancipation could result in Catholics receiving more professional advancement in the law and in the administration of Ireland. O’Connell believed that Catholic Emancipation would alter the trend of discrimination against Catholics in central and local government, which was dominated by Protestants. 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 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 O’Connell’s reasons for wanting to achieve Catholic Emancipation. His political philosophy was rooted in the belief that religious liberty was a right for all, and his rejection of the concept that social or political advancement should rest upon one’s religious outlook. O’Connell believed that the granting of Catholic Emancipation would redress the injustice which Catholics experienced following the Act of Union in 1801, which left the promise of emancipation unfulfilled. The demand for emancipation was based on other arguments. For example, Catholics formed the overwhelming majority of the population and contributed to all forms of taxation. They played a key role in the economic life of Ireland and provided military service in the defence of the Empire. Moreover, the quest for Catholic Emancipation was also part of a wider aspiration, namely the ultimate repeal of the Act of Union. This would result in an Irish parliament dedicated to a fuller redress of Irish grievances. 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 leadership of Daniel O’Connell was the most important reason for the success of the campaign to achieve Catholic Emancipation”. 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 judgements. Level 1 answers may provide a narrative or recall some basic points about the emancipation campaign. 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 the proposition in a limited way. For example, they may focus on the role of O’Connell, his tactics and the weakness of the British Government. Answers at this level may have some lapses in meaning

AVAILABLE
MARKS

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge more relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge of the proposition in relation to a range of other factors. O’Connell’s leadership qualities may be examined in different ways. He was a forceful, dynamic personality; he was a powerful orator, whose relationship with the masses was underpinned by his well-publicised political and legal career. O’Connell established the Catholic Association, which became the co-ordinating body of what was the first political pressure group in Europe. His use of rhetoric was skilfully designed to make an uncertain government waver as the campaign for emancipation reached its climax. Some other factors should be examined. For example, O’Connell and the Catholic Association encouraged a link between the socio-economic grievances of the masses and the goal of emancipation, thereby affiliating mass support. The role of the Catholic Church was vital, since clergymen collected the penny rent and their parishes provided a natural organisational base for the campaign, while it was the clergy who actively encouraged the 40 shilling freeholders to vote against their landlords. 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 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 link the impact of O’Connell’s leadership to a wide range of other factors. O’Connell’s charismatic leadership skills mobilised millions who contributed to his innovative idea of the “penny rent”, which provided a fighting fund for his campaign. Moreover, the masses attended in their thousands the famous “monster” rallies, which not only generated momentum for O’Connell but also added a sense of credibility to the likely implications if emancipation was not granted. O’Connell’s support base was widespread, encompassing the Catholic middle class, peasants and Presbyterians, who had similar religious grievances in the 1820s and who were seeking the repeal of the Test and Corporations Acts. O’Connell’s strategy of contesting elections paid off, as the success in the Waterford and Clare constituencies shook the complacency of the landlord class and pushed his campaign to the forefront of the political agenda at Westminster. O’Connell benefited from the weaknesses in the Tory Government following the departure of Lord Liverpool in 1827. Canning and Goderich failed to provide leadership, while Wellington’s appointment on the assumption that his military background would enable him to confront O’Connell proved ironically misplaced. The fact that Wellington was familiar with the consequences of warfare made him more willing to acquiesce and endorse the Emancipation Act in 1829. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar, the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 2 (i) Explain the benefits of the Lichfield House Compact for Daniel O’Connell.

AVAILABLE
MARKS

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. Answers may provide vague comments about O’Connell’s benefits from 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 give a limited account of what O’Connell gained from the Compact. For example, his endorsement of the Whigs resulted in the end of Peel’s “100 Day” ministry. The Tithe Rent Charge Act of 1838 reduced tithes by 25%. The arrears in rent, owed after the tithe agitation between 1834 and 1837, were written off. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show more awareness of the benefits of the Compact for O’Connell. In addition to tithe reform, he benefited from the Municipal Corporations Act of 1840, which enabled him to become Lord Mayor of Dublin in 1841, the first Catholic to hold that position since the reign of James II. The Act broke the power of the Protestant ascendancy at local level, as 58 of the 68 councils were removed. O’Connell’s supporters won control of several councils, and Catholics were appointed as sheriffs, magistrates and members of the Poor Law boards of guardians. 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 excellent 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 O’Connell’s benefits from the Lichfield House Compact. The Poor Law Act of 1838 gave middle class Catholics experience in the running of the administration which was established to deal with rural poverty. There were 130 Poor Law Unions run by Boards of Guardians in which Catholics held

positions. Perhaps the greatest benefits for O’Connell came with the reforms of Thomas Drummond, who, as Under-Secretary in Dublin Castle, initiated a more impartial administration of the law. The appointment of magistrates was taken away from local ascendancy-minded landlords and made by Dublin Castle. Catholics were admitted to the judiciary for the first time, and four Catholics in succession held the post of Attorney General for Ireland under the Whigs. The police force was reorganised and Catholic police inspectors appointed. 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’s quarrel with the Young Irelanders was the most important reason for the failure of his campaign to repeal the Act of Union.” 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 contain some basic points about the repeal movement, with little reference to the question. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing and defects in organisation and 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 some of the reasons why O’Connell failed to achieve repeal. For example, answers may briefly refer to his quarrel with the Young Irelanders, as well as mistakes made by O’Connell, such as underestimating Peel. Answers at this level will have 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 proposition in relation to a range of other factors. The Young Irelanders were a group of young thinkers and writers who were members of the Repeal Association. They condemned the Lichfield House Compact as a piece of political opportunism. They resented O’Connell’s authoritarian control over the Repeal Association,

AVAILABLE
MARKS

and his tendency to associate nationalism with Catholicism. The Young Irelanders were eventually expelled from the Association over the issue of the use of force. This quarrel undermined the unity of the repeal movement and contrasted with the cohesion over emancipation. The quarrel proved an unwelcome distraction from the repeal question. It also meant that O'Connell could not count on Young Ireland support for a renewal of this liaison with the Whigs following Peel's downfall in 1846. Some other factors could be examined. O'Connell's political standing was in decline in the 1840s, evidenced by the return of only 18 of his supporters at the general election of 1841. His decision to run the repeal campaign along similar lines to that for emancipation meant that he became predictable and easier to anticipate by the government. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 O'Connell's quarrel with the Young Irelanders in relation to a wide range of other factors. Relations deteriorated so much that in January 1847 the Young Irelanders established the Irish Confederation. O'Connell's political judgement, which served him so well in the 1820s, was now quite flawed. In the 1840s he not only allowed his contempt for Peel to underestimate his adversary, but he also duplicated his tactics from the emancipation campaign. Thus, Peel was fully prepared for huge rallies and the use of rhetoric. The rhetoric which O'Connell employed so effectively in the 1820s angered Presbyterians as it appeared sectarian in nature, and made no impact on what was a different political reality in the 1840s. By linking the repeal campaign too closely to the Catholic Church, O'Connell failed to win any significant backing in the north of the country; he visited Belfast only once. Peel, the foremost statesman of his day, had the backing of a united parliament and party in his resolve to maintain the Union. His experience as Chief Secretary for Ireland and his central role in the emancipation crisis meant that he could anticipate and respond appropriately to O'Connell. An Arms Act was passed, and O'Connell's great climatic rally at Clontarf was banned. Peel's benevolent legislation, such as the Maynooth Grant, undermined arguments that Catholics were not treated fairly under the Union. The outbreak of the Famine also destroyed any hope that O'Connell could resurrect a repeal 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. [22]

AVAILABLE
MARKS

30

- 3 (i) Explain the effects of the Famine on Irish tenant farmers up to 1867.

AVAILABLE
MARKS

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 answers are in narrative form with limited understanding, explanation and analysis. Responses will be vague about the impact of the Famine on Irish tenant farmers. 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. Answers will contain some explanation and analysis. They will provide a partial explanation of the effects of the Famine on tenant farmers. For example, they may refer to the rapid decline in population, and the accelerated trend of emigration, both of which impacted on the lives of tenant farmers. 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. Before the Famine, labourers had outnumbered the tenant farmers by a ratio of four to one. As a consequence of the Famine, this trend was reversed, with tenant farmers outnumbering labourers. The Famine brought about a dramatic transformation in the pattern of landholding in Ireland. The cottier class of smallholders was almost completely wiped out as a result of Famine deaths and the emigration which followed. Movement out of Ireland probably exceeded 1 million between 1846 and 1850. This process encouraged the consolidation of holdings, with the smaller cottiers' plots being taken over by larger tenant farmers. In this way approximately 200 000 smallholdings disappeared. In the period before the Famine only one third of farms were over 15 acres in size, as opposed to nearly 50% by 1851. 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 greater understanding of the impact of the Famine on Irish tenant farmers up to 1867. They became involved in a major swing towards pastoral farming, in

which the concentration on tillage and potato cultivation assumed a more subsidiary role. From 1851 to 1871, the acreage under corn decreased by 30%, while the area devoted to hay and pasture rose by almost 20%. The total number of cattle rose from almost 3 to 4 million. However, potato acreage still increased by 10%, since the potato was a valuable source of animal fodder. Tenant farmers' social lives were also affected by changing trends in emigration and marriage patterns. Moreover, tenant farmers experienced a rise in living standards, as indicated by improvements to housing and an increase in literacy. The most widespread signs of success were: the opportunity to save money in a bank, increased numbers of valuable livestock and extra land acquired from less successful neighbours. Answers at this level will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The failure of successive British governments to respond to the agricultural and industrial problems Ireland faced in the period 1824–1845 was the most important reason for the outbreak of the Irish Famine". To what extent would you accept this verdict?

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated 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 basic points about the role of British governments in the years before 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 failures of government brought about the Famine, perhaps focusing only on the area of agriculture. For example, while some 3,000 Irish emigrants benefited from an experiment in subsidised emigration in the 1820s, emigration thereafter continued to be financed by the emigrants and their families. Official pleas for state-aided emigration in the form of Archbishop Whately's Inquiry Report on poverty in Ireland were not acted upon by government. 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.

AVAILABLE
MARKS

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 about lack of government action over agriculture and industry, with a partial focus on other causes of the Famine. Agriculture suffered from the excesses of landlords, with one acre in four on the eve of the Famine being held by absentee landlords. Rack renting, evictions and a tendency merely to see the land and its tenants as a means of an income were commonplace. Lacking security of tenure, and any incentive to improve their holdings, many tenants were at the mercy of the middlemen employed by the landlords. Over 1 million peasants became landless labourers, who were frequently unemployed. The Devon Commission recommended that landlords should do more to create work, but the government took no action when the Report delivered its findings in 1847. Outside of Ulster, Ireland was industrially backward, lacking entrepreneurs and an adequate transport system. The domestic work in spinning and weaving was in decline. Government refused to take any action regarding the use of tariffs in order to give Irish industry a respite from its decline after the Union. Other causes of the Famine may be referred to, such as the rise in population and over-dependence on the potato. 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, assessing fully the responsibility of government in relation to other causes of the Famine. Irish industry suffered from the total abolition in 1824 of the surviving duties that still protected Irish industries from British competition. The textile industries were the main victims. Ireland's population rose rapidly from 8.1 million in 1841 to 8.5 million by 1845. This factor increased competition for land and encouraged the practice of subdivision. This process had the consequence of facilitating the overdependence on the potato, which made the impact of the Famine all the more severe after 1845. Landlords made no effort to invest the profits they made from their exorbitant rents. The poverty experienced by the Irish peasantry was worsened by the burden of tithes. It was estimated that over 500 000 labourers were unemployed for 30 weeks of the year. Successive governments were also inhibited by the prevailing dogma of laissez-faire, which discouraged the sort of state intervention called for by various commissions and contemporary writers on Ireland's economic ills. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 4 (i) Explain the aims of the Fenian movement.

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 aims of the Fenians. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level 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 a limited account of the aims of the Fenians. For example, there may be an awareness that the Fenians aimed to use physical force and engage in a revolution to end British rule in Ireland, and then declare an Irish Republic. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show more awareness of the aims of the Fenians. For example, they were formed as a military conspiracy, and grew out of the secret oath-bound conspiratorial organisation known as the Irish Republican Brotherhood (IRB). Its leaders actively sought to promote the destruction of British rule in Ireland and then create an Irish Republic by means of revolution. The Fenians aimed to secure military aid internationally, notably from Canada, the USA and France. The timing of the Fenian rebellion in 1867 was intended to coincide with an international climate of great tension in Anglo-French relations. Fenianism was the only Irish revolutionary movement of the nineteenth century which was committed to insurrection from the very moment of its foundation. Moreover, the use of force was also a manifestation of the Fenians' contempt for what they believed was the failure of constitutional methods, such as O'Connell and the repeal campaign of the 1840s. The Fenians hoped to replace the traditional British system of government in Ireland with a two-chamber legislature elected by universal suffrage. 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

AVAILABLE
MARKS

knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the aims of the Fenians. They aimed to act when Britain was involved in war or otherwise distracted by a quarrel in Europe. The varied experiences of Fenians in exile in America and France raised expectations that one of these two countries would create an international situation favourable to Fenian intentions. The 1867 revolt came at a time when Anglo-American relations were strained. Once independence was achieved, the Fenians aimed to establish in Ireland a two-chamber legislature, universal suffrage and a separation of powers, with almost complete church-state separation. Since Dublin had been the traditional seat of British rule in Ireland, the Fenians aimed to reseat the capital at Athlone or Limerick, and thereby emphasise the break with British rule in Ireland. Ireland's cultural traditions were to be preserved. There was to be land reform, though the Fenians were vague as to what form this would take, going no further than slogans such as "land for the people". Some Fenian leaders nurtured the aspiration that, even if their rebellion failed, their armed uprising would inspire future generations of physical force nationalists. In this sense, the Fenian revolt would align itself with the revolt of Emmet in 1803. 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) "A lack of international support explains the failure of the Fenian Rising of 1867". 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 or judgement. Level 1 answers may provide a narrative about the failure of the Fenian Rising of 1867. Answers at this level will be characterised throughout by unclear meaning due to legibility, 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, for example, comment in a limited way on some of the reasons why the Fenians failed to gain international support, such as divisions among their leadership in the USA. 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.

AVAILABLE
MARKS

Level 3 ([12]–[17])

Answers at this level recall and select historical knowledge more relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding about the lack of international support in relation to a range of other factors. The Fenians received little material assistance from the USA. The ending of the American Civil War in 1865 was followed by a slump in the price of rifles, yet the largest number of firearms purchased by the Fenians by 1865 was 6,000, with very little ammunition. While the establishment of an Irish Republic was hoped for in the USA with almost the same intensity as in Ireland, Irish-Americans were slow to subscribe dollars unless they could see evidence that would convince them about the seriousness of Fenian preparations in Ireland. Yet the Fenians' preparations were handicapped by this lack of American financial support. Moreover, many thousands of American Fenians had fought in the rival armies in the American Civil War, a factor which undermined unity in their ranks when contemplating active support for the Fenians. Lack of widespread support in Ireland also handicapped the Fenians. While many Catholics witnessed the funeral of McManus in 1861, Fenian leaders failed to recognise that the vast crowds were admiring McManus for his heroic failure rather than supporting the aim of an Irish Republic. The vast majority of Catholics were wedded to the tradition of constitutional nationalism as the means by which political grievances were to be redressed. Fenian suggestions that the Irish land system would be dramatically changed alienated landowners of all creeds. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level 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 link the proposition to a wider range of other factors. Divisions in the Fenian leadership undermined the movement. There was no central organisation to facilitate any coherent leadership. Communication between the leadership in the USA and Ireland was hampered by distance and the need to maintain secrecy, which impacted on the degree of international support. The Fenians in the USA split into two factions, with the stronger favouring an attack on British held territory in Canada as being more beneficial to the Fenian cause than assisting a Fenian uprising in Ireland. The only aid which came from the USA for the Rising of 1867 was a cargo of arms with 38 volunteers in a small sailing ship which landed in Ireland after the Rising was over. There were personality clashes between Stephens and O'Mahony. Stephens' promises of a revolt, originally made in 1865, were renewed in 1866, but in December of that year his flawed leadership was finally rejected when he was ousted from the command both of the American and Irish Fenian movements. Stephens' expectation that he could obtain help from the French government through his contacts in Paris proved misplaced. The Fenian Rising of 1867 also failed due to bad planning. Men, arms and ammunition were lacking. A raid on Chester Castle for arms in February had to be abandoned. Improvisation, rather than detailed planning, marked the events of the Rising itself. Moreover, the government and authorities in Ireland responded appropriately. Over the

AVAILABLE
MARKS

previous fifteen months the army in Ireland had been increased. Habeas Corpus was temporarily suspended, spies kept the authorities informed, while the key Fenian leaders were arrested. The opposition of the Catholic Church successfully dissuaded Catholics from lending any support whatever to the Fenian cause. Cardinal Cullen's public condemnation of Fenianism placed Catholics in the dilemma of choosing between loyalty to a proclaimed "evil" society, or adherence to their religion. 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, and there is very good organisation with the appropriate use of specialist vocabulary. [22]

Option 3

**AVAILABLE
MARKS**

30

60

Option 4: France 1815–1871

AVAILABLE
MARKSAnswer **two** questions.

- 1 (i) Explain the difficulties Louis XVIII faced when he came to power in France in 1815.

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 recall limited factual material about Louis XVIII at the outset of his reign. 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 offer some detail on the difficulties faced by Louis XVIII at the outset of his reign, such as the legacy of the Peace of Paris and the animosity of republicans. 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 difficulties which Louis faced, for example, the terms of the Peace of Paris: lost territory, the indemnity and consequent army of occupation, and the insistence that France return captured works of art. The Hundred Days will be recognised as a blow to the King's prestige, Louis having been forced to flee the country when Napoleon returned. Former republicans and Bonapartists resented a royalist restoration, and there was a perception that Louis was a puppet of the Allies. A major difficulty was that returning émigrés would expect many of their positions and privileges back, while post-war economic problems would also make life difficult for the King. 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 recognise not only the material losses of the peace treaties, but also their psychological effect on the morale of the French people. The million occupying troops would be billeted with the population, causing resentment. It would be difficult for Louis to reconcile the conflicting ambitions of those who had profited materially from the revolution with those of the expectant émigrés. He had to consider the problem of reducing the size of the army, with consequent unemployment for many officers. The position of the Church was a further difficulty for Louis, given the resurgence in Catholicism uneasily existing with a strong anti-clerical mood, especially among the bourgeoisie. The King's belief in Divine Right would not sit easily with the mood of post-war France, and Louis also had to overcome his own lack of charisma in view of the perception that he had been imposed on a reluctant France. The King faced further difficulties with the White Terror and the *chambre introuvable*. 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 murder of the Duc de Berry in 1820 was the most important turning point in Louis XVIII's reign." 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 about Berry's death or recall few events from Louis' reign. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to understand the significance of Berry's assassination in 1820, in that it led to changes in policy, both domestic and foreign, such as the increased favour shown to the Church, but detail may be sparse. 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

AVAILABLE
MARKS

developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of royal policies before and after Berry's death in 1820, with a clear understanding of a swing from a moderately liberal regime to a much more conservative one. Before 1820 Louis XVIII appeared happy to compromise with certain aspects of the revolutionary regime, accepting the land settlement, rejecting the clamour of the church for greater privilege, standing up to the Ultras in the *chambre introuvable*, and appointing moderate ministers in Richelieu and Decazes. But, after Berry's murder, the Ultras put more pressure on a sick and ageing Louis, and he was unable to resist them. Press censorship, briefly abandoned in 1819 and 1820, was brought back and the Law of the Double Vote ensured a large Ultra majority in parliament. Their leader, Villèle, became chief minister in 1822, pro-clerical policies were introduced, and plans were drawn up to compensate the émigrés for land lost in the 1790s. 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 may, in addition, note that the Ultras blamed the assassination on the “dangerously liberal” climate created by Decazes' policies. Answers may observe that the murder of Berry was one of a number of catalysts for policy change, others being a clear swing to the left in the 1819 elections, and the alarming outbreak of revolution in neighbouring Spain. While acknowledging the post-1820 swing to the right, top level answers may note that the “liberal” period was still essentially quite conservative. The King selected his ministers without regard to the Assembly's wishes and tinkered regularly with the franchise. As an enfeebled Louis ceded more and more power to his brother Artois, while the church regained much of its control over education. Where Louis had earlier placated the nervous Allies by an unadventurous foreign policy, Spain was successfully invaded in 1823 to restore its King as a despot. Some candidates may seek other turning points of the 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]

AVAILABLE
MARKS

30

- 2 (i) Explain which groups in France were opposed to Charles X between 1824 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 typically

be vague, perhaps mentioning the republicans who re-emerged in 1830. 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 might note the discontent of the liberals, who recognised Charles X's unwillingness to maintain the 1814 Charter, as well as opposition from unreconciled republicans. 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, mentioning, in addition to republicans and liberals, those who found themselves close to starvation after the bad harvests of the late 1820s, and who blamed the government for its inaction in the face of such poverty. Even before the economic downturn of the late 1820s urban conditions were dreadful, especially in Paris, yet little was done by Charles X or his governments. Bonapartists who opposed Charles contrasted his foreign policy with the excitement of previous regimes. From 1824 there was a sizeable anti-clerical section of the population, who were annoyed by the King's enthusiasm for handing over control of education to the Catholic Church. Opposition to Charles X, it may be noted, grew as the King's policies antagonised different groups. 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 explain fully which groups were opposed to Charles X. In addition to the groups mentioned in Level 3, answers should consider the importance of the middle classes, many of whom opposed Charles' clerical policies and objected to the appointment of Polignac as an example of the King's refusal to adhere to the letter and the spirit of the Charter. As the main readers of newspapers, they were also influenced by press hostility to Charles. As investors, many of them were ruined as banks collapsed in the slump of the late 1820s, while as bondholders they were angered by the reduction in interest paid as part of the land settlement. Many returned émigrés were equally annoyed by the latter, having expected, however unrealistically, to receive their confiscated lands back. 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]

AVAILABLE
MARKS

- (ii) “Charles X’s domestic policy was a complete failure.” How far would you accept this verdict?

AVAILABLE
MARKS

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 the overthrow of Charles X or some of the domestic events which occurred during his reign. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to address the question, noting the end of the Bourbon restoration in 1830, and offering some examples of Charles’ failures, such as a divisive religious policy and the hostility aroused by the Ordinances of St Cloud. 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 reign of Charles X and its numerous failings, for example, his clerical policies. The medieval coronation ceremony, the growth in religious houses and the growing control of education by the Catholic Church all attracted much hostility to the regime. Those who found the interest on their bonds reduced by the government to compensate landowners expropriated during the Revolution were disillusioned, yet ironically the émigrés felt the compensation inadequate. There was little to suggest anything but “failure” in Charles’ ever-changing policies towards the press, his reckless disbandment of the National Guard, the appointment in 1829 of the unpopular Polignac as Chief Minister, and the inadequate preparations taken before the King’s attempted *coup d’état* the following year. In harsh economic times governments are blamed, and Charles was perceived as doing nothing to alleviate the distress of the late 1820s. Some attempt to find redeeming features of Charles’ domestic policy will be made, such as the efficient financial system left behind by Villèle. 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 may note that a short reign which ends in revolutionary overthrow must be considered a failure, but also refer to some examples of a more positive legacy. Thus, Villèle not only stabilised France's chaotic finances, but his land compensation scheme was a final settlement which deserved better. Nonetheless, most other aspects of the reign were "failures". Charles adopted various failed policies to tame an often hostile press, including an attempt to buy out opposition newspapers. His religious policies were exaggerated by the newspapers, but he ignored the influential anti-clerical section of the population. He appointed a series of unsuitable ministers, from Villèle through to the unsuitable Polignac, the more liberal Martignac having been jettisoned prematurely. Charles' actions in 1830 were perceived as an attempt to do away with the Charter, but he was not even capable of doing so efficiently, as the events of July 1830 would prove. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 3 (i) Explain the aims of Louis Philippe when he came to the 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 offer vague or generalised observations about the aims of Louis Philippe when he came to the throne. 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 recall some of Louis Philippe's aims when he came to the throne, such as his desire to hold on to the throne or see an end to the economic slump. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge

relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, referring, for example, to the need to establish his rule. Appointed King in 1830 as a compromise candidate, he was aware that his was the sixth regime France had enjoyed since 1789. The need to placate both royalists and republicans was therefore an urgent priority. He also needed to deal with the economic and social distress caused by the continuing downturn, as both the very poor and many artisans and middle classes were suffering from unemployment or business and bank collapses, and Paris was still volatile. A further aim was to preserve French prestige in Europe yet avoid alarming the Great Powers, especially Britain, with which he hoped to establish good 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 ([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, in addition to the above, reflect that Louis Philippe aimed to distance himself from the deeply unpopular policies of the Bourbon regime. Thus, he would have to recognise the strength of middle class anticlericalism and reduce the overweening power of the Church, as well as incorporate the bourgeoisie into the political class. This would require a new constitution. He had to satisfy the expectations of those financiers, politicians and landowners who had conspired to put him on the throne without becoming their puppet. Although a conservative at heart, he perceived the need to live up to his revolutionary past, at least until there was an economic recovery and France quietened down again. Above all, he aimed to survive, and that meant keeping both republicans and legitimists at bay. 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 Louis Philippe responsible for his own downfall in 1848?

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 policies. 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.

AVAILABLE
MARKS

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to address the question, noting some factors influential in Louis Philippe's downfall, such as his unadventurous foreign policy and his refusal to extend the franchise. 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 combination of factors which ended the reign of Louis Philippe, with particular emphasis on the King's own mistakes. The immediate cause of Louis Philippe's downfall was the combination of the economic crisis of 1848 and the political agitation for franchise extension. Although the Europe-wide harvest and potato crop failures of 1846 and 1847 were clearly not the responsibility of Louis Philippe, he was partly to blame in that his laissez-faire governments showed no inclination to take remedial action. The King's desire for peace and a cautious foreign policy may have been sensible, but took no heed of the growing feelings of resentment that France was seen to be playing second fiddle to Great Britain, for example in the Mehemet Ali affair. The refusal to contemplate even a modest widening of the franchise was unwise, but although press criticism of royal policies was anchored in the King's mistakes, the cruel caricatures and the abuse directed against Louis Philippe for his modest lifestyle suggested that he had bitter enemies who would never judge him fairly. 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 may stress the deplorable conditions (overcrowding, lack of provision for sewage disposal) which afflicted Paris, the key to French politics, but which found no response from successive governments. The culture of French banking and business militated against large-scale industry, but again the regime did nothing to overturn this mindset. The short-lived railway mania, sparked off in part by investment from a government which had initially been slow to grasp the potential of railways, ended in a crash in 1846. Foreign affairs will be seen as a key aspect of Louis Philippe's responsibility for his own downfall. French concessions over Belgium, Tahiti and especially the Near East in 1839 caused disillusionment, especially in the light of a renewed, if rose-tinted, enthusiasm for the Napoleonic era. Even those who supported the need to maintain cordial relations with Britain were annoyed with the King's trickery over the question of the Spanish Marriages. The unkind caricatures of Louis Philippe in the press should not be underestimated for their destabilising potential, but even more harmful was the refusal to

AVAILABLE
MARKS

incorporate more of the middle class into the electorate. The regime was seen as complacent and selfish, with Thiers abandoning it with accusations of corruption. The King's refusal to remove Guizot was his final folly. It could be argued that Louis Philippe, as an elected monarch, would inevitably run out of time, regardless of whether his policies were successful or not. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 4 (i) Explain why Louis Napoleon became Emperor of France in 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 make typically vague or generalised observations on Louis Napoleon becoming Emperor of France in 1852. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to recall some of the reasons why Louis Napoleon became Emperor, such as the fact that he was already President or that he achieved it through a *coup d'état*. 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, for example, Napoleon's overwhelming victory in the Presidential elections of 1848, and his general appeal, particularly among the peasantry, who constituted the bulk of the electorate in a situation of universal suffrage. In the ensuing years he cultivated the Catholic vote, sending General Oudinot to restore the Pope and giving the Church increased power over education in the *Loi Falloux* (1849). Many looked back nostalgically to the glory days of the First Empire and the future Emperor encouraged this. The coup of 1852 was meticulously planned, with opposition politicians arrested and their newspapers silenced, while troops acted as a deterrent to any widespread uprising. 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.

AVAILABLE
MARKS

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, even in 1848, only a minority actually wanted a republic. After the bloodshed of the June Days, France wanted a strong government. The bourgeoisie, who equated republicanism with revolution, were scared of Paris and of radicalism. Yet Louis Napoleon was not an out and out reactionary: he had written about the plight of the poor and was untainted by any involvement in the June Days' repression, thus gaining some working class support. He stressed, not only in the elections of 1848 but throughout the next four years, that he was "above party", even though he built up the Party of Order, a loose right-wing coalition. He attracted the support of many politicians who (wrongly) believed that they could manipulate him, he used patronage to reward his own men, and travelled the length and breadth of France to win support. By 1851 he was well placed to appeal to the electorate to extend his Presidency, and the following year turn France into an 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) To what extent was Napoleon III's foreign policy responsible for the fall of the Second Empire in France in 1870?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some aspects of Napoleon III's foreign policy between 1852 and 1870. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to look not only at Napoleon III's foreign policy but also other aspects of his reign which ultimately led to his downfall, such as memories of the authoritarian Empire of the 1850s or of the difficulties of the banks set up as a result of the encouragement of the Emperor. 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 Napoleon III's foreign policy and the extent to which it brought about his downfall. Responses may perceive Napoleon's intervention in the Crimean War as successful, along with his expulsion of Austria from Lombardy, but thereafter an unsuccessful foreign policy played a crucial role in his downfall. The attempt to set up a French empire in Mexico was ill-judged, poorly handled and ended in humiliation, but it was the Emperor's dealings with Bismarck which led to his downfall. Misjudging the length and the result of the Seven Weeks' War, Napoleon's blustering attempts to gain compensation for French neutrality lost him potential allies, while he was pushed into a disastrous war against Prussia in 1870 over the Hohenzollern affair, masterminded by Bismarck. Domestic factors leading to his downfall include the callous treatment of those who stood in the way of Haussmann's improvements, the small savers who lost everything when the *Credit Mobilier* suffered losses, industrialists hit by the Cobden Treaty with England, and those who were sceptical of Napoleon's liberalisation of the regime. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will note that Napoleon's boast that the Empire equated to peace was a hollow one, with France participating in three European wars and a series of imperial adventures across three continents. Italian friendship was forfeited by the Treaty of Villafranca, Bismarck outwitted Napoleon at every turn, and the claims that he was the true heir to his uncle were disproved by a series of failures. Domestic factors also damaged the regime: republicanism never went away, and for many there were bitter memories of the repression which followed 1852. Opposition to the government grew steadily, as shown by election results, and after the complete freeing of the press in 1858 it was augmented by its criticism. The well-intentioned attempt to reform the hitherto exclusive banking system ended in failure, while Haussmann's urban improvement schemes ruthlessly displaced thousands of small businesses, and some of his methods for raising capital were dubious. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

AVAILABLE
MARKS

30

Option 4

60

Option 5: Russia 1903–1941

AVAILABLE
MARKSAnswer **two** questions.

- 1 (i) Explain how the failings of Tsar Nicholas II led to the Revolution of 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]–[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 be typically inaccurate, superficial and offer unclear descriptions about how the failings of the Tsar led to the 1905 Revolution. 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 specific mistakes of the Tsar such as fighting the war with Japan and the economic and social problems it brought. Nicholas II was personally blamed for Russia's defeat, tarnishing his reputation and that of Tsarism in the eyes of the people. At this level, candidates may merely state some mistakes rather than explain their role in causing the Revolution. 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, for example, an awareness of how angry the Russian people were at the shame and embarrassment of having been defeated by Japan and how this was blamed on the Tsar. There was an economic slump, caused to a large extent by Nicholas' financing of the war, and this led to food shortages in the cities, resulting in strikes and unrest. Answers could also discuss the personal failings of the Tsar, showing how unsuitable he was to rule as an autocrat and how his weaknesses of personality led to shortcomings in his decisions, all contributing to the Revolution in 1905. 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 an awareness of how the Tsar mishandled the events of Bloody Sunday and how these proved to be the spark that led to revolution. It was believed that Nicholas had given the order for his troops to open fire on the crowd, further damaging his reputation as ‘Little Father.’ Nicholas’ procrastination in ending the war with Japan and bringing home his troops also contributed to the revolutionary fervour. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The actions of Nicholas II after the Revolution of 1905 saved Tsarism from collapse up to 1914.” 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 about Tsarism from 1905 to 1914 or recall some of the Tsar’s actions. 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 Tsar’s actions. The introduction of the October Manifesto divided the opposition groups since it promised political reform. This was cleverly undone the following year with the introduction of the Fundamental Laws which did allow for the creation of a Duma but placed so many limitations on its existence as to render it powerless. The illusion of reform had been created, the opposition had been divided and Tsarism continued. 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 will deal more clearly with how the Tsar’s

AVAILABLE
MARKS

actions helped his survival. Nicholas II had divided the opposition with his actions, giving him a temporary respite. He also used to good effect the fact that in 1905 the people were not directly opposed to him, as he was seen to listen and usher in reform. The Tsar's actions also helped him to maintain the support of the army and aristocracy, his main support bases. In addition, the weak state of the political opposition helped him, being made up of many disparate groups with no unified leadership or aims. The peasantry also failed to mobilise in 1905, so that the revolution was doomed to 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 should assess a range of factors which led to the Tsar's survival after 1905. Nicholas II had reluctantly agreed to some reforms under the advice of Stolypin. These reforms in industry, agriculture and education appeased the population temporarily and weakened the calls for Revolution. The ruthless work of the *Okhrana* and the return of loyal troops from the Far East also helped Nicholas to suppress the opposition. The Tsar's ending of the war with Japan also aided his survival. However, the survival of Tsarism until 1914 was not just due to the actions of Nicholas II. The weakness of opposition was also a factor, having been caught off guard in 1905 and failing to harness the unrest. The partial economic recovery after 1906 also helped to calm the country and strikes after this date were usually about working conditions rather than Tsarism. The role of Stolypin's land reforms in creating a bulwark for Tsarism could 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]

AVAILABLE
MARKS

30

- 2 (i) Explain the short-term causes of the Revolution of February 1917.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about the causes of the February Revolution. 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 begin to explain in general terms the short-term causes of the Revolution, such as the impact of World War One. As the war dragged on, support for the Tsar and the war dwindled, losing him his main support bases. Some of the economic causes associated with the war may also be discussed. 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 a range of reasons contributed to the February Revolution. The Tsar's poor leadership could be discussed and the heavy losses incurred under his command in the war. The resulting inflation, with prices rising up to four times by 1917, could also be discussed, causing more economic and social discontent. Nicholas was held directly responsible due to his appointing himself Commander-in-Chief, while the scandal with the Tsarina and Rasputin also helped to undermine Tsarism at home. 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 in Level 3, explain how the Tsar alienated and lost both his key support bases of the aristocracy and army. The anger of the people could also be discussed, showing how this was personally directed at Nicholas due to heavy losses, inflation, tax increases and heavy borrowing from abroad. The ignorance and arrogance of the Tsar brought events to a head in February when a series of strikes culminated in his abdication. 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 leadership of both Lenin and Trotsky was the most important reason for Bolshevik success in the Revolution of October 1917.” 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 be characterised by generalisations and poor understanding, giving little more than a narrative about Lenin and/or Trotsky. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will be better informed, starting to assess in general terms the leadership of both Lenin and Trotsky, although there may not be a balance. Trotsky was very much the organiser of the Bolsheviks and translated Lenin's plans into action. He trained and led the Red Guard, planned where, when and how it would attack and led from the front. Lenin had reunited the Bolsheviks after his return from exile, was able to inspire and gather support for the party and recognised the potential for revolution in October. Answers may also start to discuss either other strengths of the Bolsheviks or the failings of the Provisional Government in a superficial way. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and may refer to how Trotsky had infiltrated the Petrograd Soviet and been working at bringing down the Provisional Government from within. Answers should also discuss the role of Lenin in contributing to Bolshevik success. Lenin's return in April 1917 boosted the Bolsheviks' morale and his April Theses gave them a rallying point. His promises of Peace, Bread and Land crucially galvanised support from soldiers, workers and peasants behind their party. Answers should also assess some of the mistakes of the Provisional Government and the strengths of the Bolsheviks. The Provisional Government endured difficult circumstances power-sharing with the Petrograd Soviet, never being able to gain any advantage over that group. Its attempts to gain allies abroad led to disastrous decisions such as continuing the war and launching the summer offensive. The Bolsheviks for their part were also highly organised and able to appeal to a wide cross-section of society. 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

AVAILABLE
MARKS

judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, showing an awareness of not only the roles of Lenin and Trotsky, but also the overall strengths of the Bolsheviks and failings of the Provisional Government. The Provisional Government was considered to be weak, with little credibility or authority. By delaying elections, it was viewed as deliberately attempting to prolong its time in power and inevitable comparisons with Tsarism surfaced. The Provisional Government was also seriously discredited over the Kornilov revolt, from which it never truly recovered. The Bolsheviks read the situation perfectly and capitalised on the re-emerging unrest. They provided solid leadership in the forms of Lenin and Trotsky. The Bolsheviks also employed the skilful use of propaganda to rally people behind them. No other opposition group could provide all this in October 1917. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

AVAILABLE
MARKS

30

- 3 (i) Explain the features of Lenin's New Economic Policy.

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 the features of the New Economic Policy (NEP). 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 the features of the NEP. The NEP was a complete departure from War Communism and was designed to win back support and raise industrial and agricultural production. The advent of the NEP saw the relaxation of many of the controls that had been instigated under War Communism. The economy had stagnated and needed a kick start. 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 focusing on the features of Lenin's New Economic Policy. After the Kronstadt mutiny and Tambov rising, there was an awareness, originating from Lenin, that change was needed to win back lost support. The economy also had to be improved and agricultural and industrial output had to be maximised to allow for the survival of Communism and the state. There was an end to requisitioning in agriculture and a new system of taxation for peasants. Small-scale industry was placed back into private ownership but the party retained control of heavy industry and the banks. 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 explain clearly the features of the NEP. The policy was a series of measures that moved away from tight state control of the economy. Peasants could sell excess produce for profit and there was to be no forced programme of collectivisation. In state-owned factories, piecework and bonuses were introduced. The currency was also re-introduced and private trade was legalised to stop the growth of a black market. Small-scale industry was returned to private hands, although the state retained control of heavy industry, transport and the banks. 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 the success of the Bolsheviks in the Civil War in Russia between 1918 and 1921 was due primarily to the poor leadership of the Whites?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about Bolshevik success in the Civil War or perhaps the weakness of the Whites. 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 and starts to assess in general terms the poor leadership of the Whites in contributing to the Bolshevik success in the Civil War. The Whites lacked overall direction and had no clear purpose or coherent aims. They also suffered from having

no coherent or unified leadership and their tendency to fight regionally rather than nationally also hindered their progress. The effectiveness of the Red Army and Trotsky in comparison to the White forces could also be discussed. Lenin's general leadership qualities such as organisational ability, dynamism, determination and ideological commitment could 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 knowledge and understanding and try to assess not only the poor leadership of the Whites compared to the strengths of the Reds, but also some of the other factors that led to Bolshevik success in the Civil War. Lenin waged a furious propaganda campaign against the Whites which helped turn support away from them and towards the Reds. His appointment of Trotsky as Commissar for War also showed immense leadership on Lenin's part, recognising Trotsky's aptitude for this task. Divisions amongst the Whites also contributed to Bolshevik success. They were deeply divided in their political and economic views and their armed forces were poorly organised, trained and equipped. Their loss of allied help after 1919 made any sustained effort on their part almost impossible. By contrast, the role of Trotsky as Commissar for War could be discussed, noting how he transformed the Red Army into a well-disciplined and ferocious fighting force of over 5 million men. 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. Responses should reach a judgement about the importance of the poor leadership of the Whites in bringing about Bolshevik success. Lenin's use of the Cheka and the Red Terror also led to the Bolsheviks gaining the upper hand, as well as the fact that, due to Trotsky's strategic brilliance, the Bolsheviks always had control of the railway network and the important industrial centres, keeping their supply and transportation routes open at all times. Lenin's policy of War Communism, which delivered success in the Civil War, could also be discussed. War Communism kept the workers working and the Red Army fed and armed. This was a crucial factor in the Bolsheviks' eventual success. The Whites did not have the leadership, organisation, resources or the commitment to rival the Bolsheviks during the Civil War, especially after 1919. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

30

AVAILABLE
MARKS

- 4 (i) Explain the cultural features of Stalinist Russia.

AVAILABLE
MARKS

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 description of some aspects of culture under Stalin. 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 begin to discuss how Stalin intensified Lenin's efforts in controlling culture, enforcing rigid control over cultural matters. The Cultural Revolution of 1928–1932 used the arts and popular culture to root out all elements of bourgeois culture and construct a new Soviet culture which reinforced socialism and the ideas of the party and Stalin. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, perhaps explaining how the state encouraged writers to produce work that promoted the ideas of the proletariat and the government. Writers who refused to do this were not published. There was also increased interference in the state press and the papers carried less real information and a narrower range of views; they became almost a propaganda tool for the government, quoting, for example, the successes of the five-year plans. 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 show a clear awareness of several features of Stalinist culture. In addition to the points mentioned above, answers could also discuss the use of 'Stalinist baroque' architecture such as Moscow University or the Moscow underground, buildings which were further used to promote the socialist ideas of Stalin. By the 1930s he had also started to embrace the use of film to produce a record

of Soviet history from 1917 and promote socialism by focusing on workers and their lives. However, as the 1930s progressed, the emergence of a cult of personality around Stalin became the key focus of cultural attention. 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) “Disagreements within the Communist Party were the key factor in Stalin’s victory in the power struggle in the period 1922–1929.” How far would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about the power struggle from 1922 to 1929.

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

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may refer to the disagreements between the Left and Right of the Communist Party or other factors leading to Stalin’s success, but probably not both. Stalin was able to use Trotsky’s attack on party bureaucracy to isolate him, accusing him of factionalism. Trotsky then allied with Zinoviev and Kamenev to form the ‘united opposition’ of the left of the party. The disagreement between Left and Right over the NEP and the ideology of permanent revolution created divisions within the party which Stalin was able to exploit. The emergence of a Right Opposition group over the introduction of the Five-Year-Plan in 1928 showed further evidence of divisions within the party but Stalin was easily able to defeat them in votes on policy decisions. All except Rykov were removed from the Politburo and Stalin was able to defeat the Right as well. 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 disagreements in the Communist Party and discuss other reasons for Stalin’s victory over his rivals in the

AVAILABLE
MARKS

power struggle. The power Stalin exerted as General Secretary could be discussed, showing how it allowed him to outmanoeuvre his rivals. Stalin's rivals also made some key mistakes such as the suppression of Lenin's will which condemned Stalin as well as them. Trotsky's unpopularity in the party also helped as he was viewed as a bigger threat than Stalin. Stalin also presented himself as Lenin's heir at the latter's funeral. Stalin oversaw the expansion of the party and filled key roles with his own supporters and as such he was already largely running the USSR by the time of Lenin's death. 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 both the disagreements between Left and Right in the party, as well as other relevant factors which led to Stalin's victory in the power struggle. Stalin's exploitation of Lenin's ban on factionalism made it difficult for his policies to be challenged in the party and the divisions between Left and Right made this tactic even easier to apply. Any opposition to him or his ideas could be viewed as factionalism and punished by death. The disagreements between Left and Right kept opposition to Stalin divided within the party and therefore easier to root out. Top level answers may be able to go into detail on specific mistakes made by key rivals such as Trotsky or Bukharin. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

AVAILABLE
MARKS

30

Option 5**60**

Option 6: Italy 1914–1943

AVAILABLE
MARKSAnswer **two** questions.

- 1 (i) Explain the attitudes of the Neutralists and Interventionists to Italy's entry into the First World War in 1915.

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 vague and unclear descriptions of Italian attitudes towards the decision to enter the First World War in 1915. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will start to refer to some of the reasons why Interventionists advocated the entry of Italy into the First World War or why the Neutralists were against Italian participation in the war. Some answers may also partially discuss the attitudes of both the Neutralists and Interventionists. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and start to identify some of the main territorial and colonial ambitions Nationalists had to justify why Italy should enter the First World War. They could refer to the attitudes of the Nationalists, Syndicalists, Republicans and Anarchists. They could also begin to explain the views of Giolitti who felt that Italy was militarily unprepared for war, while Socialists openly condemned the war as a capitalist or 'bosses' war. Many Italians felt dissatisfied because they had never gained all the lands they claimed on their north-east borders (*Italia Irredenta*); participation in the war might lead to territorial gains from the Austro-Hungarian Empire. It is acceptable for candidates to include much more detail at this level on either the Interventionists or the Neutralists. 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 awareness of the different attitudes of the Interventionists and the Neutralists to Italy's entry into the First World War in 1915. Nationalists believed entry into the war would establish Italy as a great power and remove feelings of inferiority. To rival the great powers of Europe, Italy had imperialistic ambitions to gain more colonies, especially in the Horn of Africa. Answers may refer to the terms of the Treaty of London of April 1915 with Britain and France to illustrate the aims of the Italian nationalists. On the extreme left there were Syndicalists, Republicans and Anarchists who encouraged entry into the war since it might create circumstances favourable to revolution, which might destroy the monarchy and capitalism. The German Government attempted to keep Italy neutral by holding secret meetings with Giolitti, offering territory from the Austro-Hungarian borderlands and future grants of territory from the British and French empires. At this level candidates should demonstrate an understanding of the attitudes of both the Interventionists and the Neutralists, although one may predominate. 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 First World War had little political impact on Italy in the period 1915–1918, but far-reaching economic, social and military consequences." 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 little more than a narrative about Italy's participation in 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.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some of the effects of the war on Italy, possibly referring to the political split over the decision to intervene in the war or to military defeats such as at the Battle of Caporetto. 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

AVAILABLE
MARKS

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 political impact of the First World War on Italy and refer to its wider consequences but one effect may be omitted. Answers could refer to political consequences such as the divisions in Italian politics during the war years. The majority in the Chamber of Deputies had been against Italian intervention in the war and this division lasted the full course of the war. Neither the Catholics nor the Socialists participated in government during the war years and even liberal leaders remained divided over its conduct. Parliament also served as little more than a rubber-stamp for the government's legislation. Answers will also illustrate the importance of military, economic or social 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 able to support their argument with specific evidence and present a sustained analysis of the extent to which the political consequences of the war were more significant than the economic, social and military consequences. Boselli formed a coalition government of right-wing conservatives and democratic interventionists from June 1916 up to the embarrassing defeat at Caporetto. His administration was replaced by a largely democratic interventionist government up to the end of the war. Yet neither of these two governments had the support of Giolitti, whose neutralist stance led to him being politically isolated outside of his own group from 1915. Wartime governments were therefore politically weak and failed to rally national enthusiasm for the war. Answers will also discuss the importance of military factors such as the conscription of five million men, defeats such as at the Battle of Caporetto and the death of over 600 000 men. Socially, the war did produce some discontent with 50 killed as a result of bread riots in the summer of 1917. In the countryside more women had to work on the land due to the fact that 2.5 million men from the conscript army had been peasants or rural labourers and peasant debt was paid off as many peasants experienced a new prosperity at the expense of their landlords. Economically, Italy experienced rising inflation, a rise in the national debt from 16 billion lira in 1914 to 85 billion lira in 1918 and also an increase in industrial areas like metallurgy and in the production of motor vehicles. Top answers may note that some of the effects of the war were interlinked, with political divisions widening as the economic situation worsened. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

AVAILABLE
MARKS

30

- 2 (i) Explain why Mussolini gained the support of the Catholic Church and the monarchy in Italy in the period 1919–1922.

AVAILABLE
MARKS

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be inaccurate, superficial and offer unclear descriptions about why the Catholic Church and the monarchy gave their support to Mussolini between 1919 and 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 why the Catholic Church and the King supported Mussolini during his rise to power such as the fear of the left. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show an awareness of the main reasons why the Catholic Church and the King supported Mussolini between 1919 and 1922. They could refer to Mussolini's promises to restore law and order in Italy due to fear of Socialism and Communism. By 1922 fascism was becoming more respectable, with Mussolini gaining support from the King and the army. King Victor Emmanuel was disillusioned with parliamentary government and felt that Mussolini was a man of purpose. He also feared civil war and the possibility that his cousin, the pro-fascist Duke of Aosta, could be considered as a rival monarch. Mussolini won support from the Church with his promises to provide the Vatican with the material resources needed for schools, churches and hospitals. By 1922 he stressed to Church leaders that they had nothing to fear from fascism and his policies were designed to win support from the Church. 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 the Catholic Church and the monarchy supported Mussolini in his rise to power during this period. They could refer to some of his supporters such as Pope Pius XI being a friend of Mussolini, and allowing Fascist banners in church while serving as Bishop of Milan, and Salandra, who advised the King to reject martial law and appoint Mussolini as Prime Minister. Good responses will refer to the points outlined above and also perhaps to the support of the Queen, who was sympathetic to the Fascists. They could also refer to Mussolini publicly announcing his opposition to divorce and promising to heal the rift between the Church and State, the so-called “Roman Question”. 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’s policy towards industry was more successful than his agricultural policy between 1922 and 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)**.

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 generalisation and poor understanding, giving little more than a narrative about Mussolini’s economic 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 agricultural and industrial policies in the period 1922–1939, such as the Battles for Land and Grain. Reference may also be made to the Corporate 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 be more detailed

and start to make a judgement about the success of Mussolini's policies towards agriculture and industry between 1922 and 1939, although they may concentrate more on either agriculture or industry. Answers may explain that Mussolini experienced more success with his policies towards industry than agriculture. Italian industry saw some improvements in the 1930s with some advancement in new industries such as chemicals and electricity. The full effects of the economic depression were avoided due to the role of the IMI (*Instituto Mobiliare Italiano*) and IRI (*Instituto Per La Ricostruzione Industriale*). In terms of Mussolini's agricultural policies, ambitious schemes for land development to achieve economic self-sufficiency for Italy were carried out. The Battle for Grain of 1925 was intended to reduce wheat imports, whilst the Battle for Land of 1928 encouraged land reclamation, for example the Pontine Marshes. Answers may demonstrate that these agricultural policies were far from successful as wheat yields remained low, yet the costs were high and the battle for land was eventually abandoned. 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 enjoyed more success with his policies towards industry than agriculture between 1922 and 1939. In addition to the points outlined above, candidates could discuss how fascist propaganda portrayed agricultural policies as a complete success, yet this was a complete façade as the quest for self-sufficiency was at the expense of economic efficiency and the living standards of many of the Italian people. In addition, nothing was achieved in the way of land redistribution. In terms of Mussolini's industrial policies, candidates may argue that he enjoyed more success. Italian industry saw some improvements in the 1930s with steel and ship-building benefiting from state subsidies and the introduction of the *Instituto Per La Ricostruzione Industriale* which increased industrial production. However, on the whole Italian industry still remained weak. Answers should cover the whole period identified in the question. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 3 (i) Explain the reasons for Italy's economic problems 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 economic problems Italy faced in the period 1919–1922 with little focus on their causes. 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 behind the economic problems Italy faced in the period 1919–1922, perhaps referring to the level of unemployment with 2 million workers out of work by the end of 1919. This was partly a result of the 2.5 million soldiers who were demobilised from 1919 onwards. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will be more detailed and show some awareness of the reasons for the economic problems Italy faced between 1919 and 1922. They could refer to the economic difficulties caused by the end of the war and the government's abrupt switch from war production to free-market peacetime production, which resulted in several large firms going bankrupt. They could also discuss the reasons for the continued rise in inflation, with the lira losing almost half its value in 1919, leading to devastating consequences for the savings of the middle classes who had lent money to the government during the war. 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 main reasons for the economic problems faced by Italy in this period. Responses could also discuss the impact of the “Red Years” (Biennio Rosso) with trade union activity increasing between 1919 and 1920, resulting in strikes, violence and a breakdown of law and order. The unions were able to force increased wages for ordinary workers but the petty-bourgeoisie were particularly badly affected, with groups such as the self-employed unable to press for a higher income. These “Red Years” could be seen to have been inspired by the successful Communist revolution in Russia in 1917. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[8]

AVAILABLE
MARKS

- (ii) To what extent was Mussolini successful in his attempts to create a Fascist state in Italy between 1922 and 1943?

AVAILABLE
MARKS

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 little more than a narrative about the Fascist state in Italy in the period 1922–1943. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some aspects of Mussolini's attempts to create a Fascist state in this period, perhaps referring to Mussolini's cult of personality. 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 Mussolini's attempts to create a Fascist state between 1922 and 1943 were successful. Answers could refer to Mussolini's personal dictatorship, his use of propaganda, and the role of the Fascist Grand Council. Fascism set out to control all government bodies, interest groups and the people so that a Fascist state could be created. Answers could discuss how from 1925 Mussolini began to dismantle the institutions of the Liberal state with the strengthening of central government by the passing of the *Legge Fascistissime* in 1925. Some answers may note that, during the war years, Mussolini's propaganda machine became less convincing, with the resulting loss in public support for the war. Many Fascists remained disillusioned at Mussolini's attempts to create a Fascist state, evidenced by the challenge made by the Fascist Council in 1943 and the subsequent downfall of the Fascist state. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

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

judgements are very well developed and substantiated. Level 4 answers will be able to support their arguments with specific evidence and present a sustained analysis of how successful Mussolini was in creating a Fascist state by 1943. He did try to create some aspects of a Fascist state using repression and his secret police (OVRA), and achieved greater control over the economy, especially after the passing of the Rocco Laws. He also restored relations with the church through the Lateran Pact of 1929. Despite all his efforts through his various “battles” and the boasts of his propaganda, Mussolini had failed to make Italy a Fascist state by 1943, even though he had control over society and economy. The three main features of Fascism had been its belief in totalitarianism, autarky and the corporate state, set up in 1926. Despite Mussolini’s efforts to achieve these three aims, the Italian failure in the Second World War saw the collapse of the Fascist state. The best responses will cover the whole period and come to a sustained conclusion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

30

- 4 (i) Explain how the leadership of Mussolini in the period 1940–1943 contributed to Italy’s failure in the Second World War.

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

Level 1 ([0]–[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 Mussolini’s leadership in the Second World 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 explain in general terms how Mussolini’s leadership was to blame for Italy’s defeat in the Second World War, possibly referring to his failure to get the Italian economy ready for war by 1940. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and demonstrate some awareness of a range

of ways in which Mussolini's leadership was to blame for Italy's defeat in the Second World War. Answers could refer to the fact that Mussolini held all the key posts in relation to the war – Commander-in-Chief, War Minister and Minister for the Army, Navy and Air Force – but failed to coordinate an effective war plan, with the result that important decisions were endlessly delayed. Mussolini's strategic errors could also be highlighted, such as despatching ill-equipped planes and infantry to the Russian front. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of how Mussolini's leadership contributed to Italy's failure in the Second World War. Good responses could refer in more detail to some of the points outlined above regarding the role of Mussolini, perhaps additionally considering the impact of his health problems on his leadership, his failure to achieve autarky, and strategic errors such as making no attempt to capture Gibraltar or Malta and declaring war on the USA. Answers could refer to how Mussolini avoided the reality of war, rarely going anywhere near the frontline or even regularly consulting with his military advisers, instead choosing to rely on his own propaganda. 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 decision to develop closer relations with Hitler after 1936 was the greatest failure in Mussolini's foreign policy in the 1930s." How far would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some elements of Mussolini's foreign policy in the 1930s. 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 whether developing closer relations with Hitler constituted Mussolini's greatest failure in 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 be more detailed and start to make judgements about whether the development of closer relations with Hitler after 1936 was the greatest failure in Mussolini's foreign policy in the 1930s. Answers could discuss how the Rome-Berlin Axis of November 1936 came about as a result of the relationship between Britain, France and Italy becoming strained due to the invasion of Abyssinia, the collapse of the Stresa Front and the Italian involvement in the Spanish Civil War. Italy became increasingly dependent on Germany in the late 1930s through the Anti-Comintern Pact and the Italian withdrawal from the League of Nations. Answers could argue that from that point onwards Italy was completely tied to Nazi Germany and would experience success or failure based on the fate of Germany. By the time of the signing of the Pact of Steel in 1939 Mussolini was clearly trying to take advantage of German territorial gains in Europe, but it also made the prospect of war against Britain and France a distinct possibility. Despite declaring neutrality in September 1939, Mussolini decided to enter the war by June 1940, since he was afraid of missing out on the spoils of war. Good responses at this level should be able to refer to other relevant examples of failure in his foreign policy, such as Italy's involvement in the Spanish Civil War or the decision to invade Abyssinia. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will present a sustained evaluation about whether the development of closer relations with Hitler after 1936 was Mussolini's greatest failure in foreign policy in the 1930s. In addition to discussing the points outlined in Level 3, answers will assess the significance of other aspects of Mussolini's foreign policy in the 1930s. After 1935 he pursued a more aggressive foreign policy, starting with his invasion of Abyssinia which led to the intervention of the League of Nations. Mussolini's troops successfully captured Addis Ababa in July 1936 but the territory gained proved to be a source of great expense. In order to keep control of Abyssinia a policy of systematic brutality had to be adopted which suggested the conquest was actually an empty victory. The war had also significantly forced up government borrowing, resulting in a budget deficit rising from 2,195 million lira in 1934–1935 to 16 230 million in 1936–1937. Answers could also discuss how the financial strain caused by the involvement in the Spanish Civil War seriously reduced Italy's ability to maintain an independent foreign policy. To gain a mark at the very top of Level 4, responses must discuss the entire time period identified in the

AVAILABLE MARKS

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

[22]

Option 6**Total****AVAILABLE
MARKS**

30

60**60**

