



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2016**

History

Assessment Unit AS 2

[AH121]

MONDAY 13 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 causes of the Perez Affair.

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. There will be some basic information about the causes of the Perez Affair. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will begin to consider in a little more detail the causes of the Perez Affair but will fail to develop the points made. 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 could consider some of the following points: Philip II's distrust of all of his advisers, the growing importance of Perez in Philip's government, Perez' knowledge of Philip II's part in the murder of Juan de Espinosa and his selling of state secrets to the Genoese. Responses should explain that the combination of these factors caused Philip II to have Perez arrested in 1578. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will develop further some of the points made in Level 3. Responses could focus on Philip II's lack of trust in all of his advisers and his particular distrust of Don John. The influence of the Espinosa case should be used to explain Philip's actions and answers might focus on the ruthless nature of both Philip II and Perez. Perez' success

in this case and his effective management of government threatened Philip and led to Perez' replacement. Responses could emphasise Perez' part in the crisis by referring to his affairs and wild lifestyle which placed him in a poor financial position and left him at the mercy of foreign powers. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Philip II's administration of Spain in the period 1556–1592 was a total failure." 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 limited information about the success or failure of Philip II's administration. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the successes and failures of Philip II's administration. Responses will begin to reach a judgement as to whether the administration was a failure. Answers should consider a range of factors which could include: the fact that Philip II worked very hard, yet his work was ineffective as he was unable to prioritise, the strength of his conciliar system, the importance of factionalism among his nobility, which led to distrust and events such as the Perez Affair, Philip's inability to trust his own advisers, the reform and administration of the Church and the differences between the regions he ruled, which made good administration difficult. 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 made in Level 3. Responses should focus on the word 'total' in the question. They might suggest that the conciliar system was very good but its effectiveness was limited by Philip's inability to trust his advisers. Philip deliberately withheld information from them, and tried to have them work against each other. The advice of his father "to trust no-one but yourself" led Philip's administration to be less successful than it might have been. Philip's centralising of authority in Castile did help administration, yet distrust from regions like Aragon made this less effective than it might have been. Spain remained one of the world's great powers throughout the period, yet difficulties with Philip's administration limited its effectiveness. To sum up, Spain's administration had countless difficulties but also many strengths, so it was not a total failure. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

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- 2 (i) Explain the impact of the importation of bullion on the Spanish economy in the period 1556–1592.

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

Level 1 ([0]–[2])

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

Level 2 ([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 show some knowledge of how the importation of bullion affected the Spanish economy. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, considering perhaps some of the following

positive factors: the impact of finance coming into Spain, which allowed Philip II's government to increase spending, the development of trade with the Americas and the creation of economic growth to supply new markets. Responses should also consider the negative impact of the importation of bullion such as: the growth of inflation due to the arrival of bullion in the treasure fleet and a dependence on bullion to stabilise the weak Spanish economy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will develop further points made in Level 3. The vast importation of wealth gave the opportunity for Spain to invest, yet Philip II's foreign policy placed such a strain on the country's finances that bullion was merely to service its huge debt. Bullion allowed Spain to maintain a programme of policies far above its own economic capacity, while missing the opportunity to invest in the national infrastructure. Most of Spain's produce remained primary in nature and industry was largely undeveloped. The positive aspects of the importation of bullion are outweighed by its negative impact as it masked the need for a radical overhaul of the economy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent was Philip II responsible for the weaknesses of the Spanish economy in the period 1556–1592?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall little more than basic facts about Philip II's responsibility for the weaknesses of Spain's economy. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will in general terms assess how far Philip II was responsible for

the weaknesses of the Spanish 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 and will consider some of the weaknesses of Spain's economy, such as: the lack of economic development of agriculture, land untended, a declining wool trade and the importation of grain; an underdevelopment of industry with the importation of most finished goods. Responses should also consider the extent to which Philip II was responsible for each of these factors or whether they were outside his control. The division of the country into different kingdoms, with different taxes and tariffs, weakened the system, and the failure of certain *Cortes* to grant tax advances to Philip may be reasons for the weaknesses of the economy, yet these could not all be seen to be his responsibility. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will build upon factors identified in Level 3. Answers could consider the poor financial position Charles V left his son and contrast this with the economic growth of the first half of Philip's reign. Responses could suggest that this demonstrates that Philip II was not totally responsible for Spain's economic weaknesses. By contrast, tax exemptions for the nobility, poor use of bullion revenue and overspending on both his own household and foreign wars damaged Spain's economy and were due to Philip II's mismanagement of it. Philip's inability to understand finance and his ignoring of his problems is highlighted by the use of juros which led to 40% of his annual revenue, in 1592, being used to service the debt. Responses might show that some weaknesses of the economy were in existence before Philip II's reign but he was responsible for many of the difficulties he encountered. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 3 (i) Explain how Philip II used the Tridentine Decrees to reform the Catholic Church in Spain in the period 1556–1592.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will be superficial and offer unclear explanations of how Philip II used the Tridentine Decrees to reform the Catholic Church in Spain. 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 give a little more detail about how Philip II used the Tridentine Decrees to reform the Catholic Church in Spain. 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 considering the following points: Philip's support for the Council of Trent in 1562/3, sending one hundred Spanish theologians to attend it, the introduction of weekly preaching, Sunday schools, the Roman Misal and an orthodox liturgy, distinctive vestments for priests to ensure their good behaviour, better teaching of the laity to ensure more Christian lives, twenty new seminaries to train priests and a reorganisation of dioceses. 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 develop the points given in Level 3. Responses could focus on Philip II's desire to limit any attempt to increase Papal power in the Council of Trent. This allowed him to be a total supporter of the decrees and to implement them fully in Spain. Philip used his power over the Church in Spain to carry out reform and supported this by the appointment of Bishops who agreed with his position. Although based on the Tridentine Decrees, Philip's reforms increased his

own power and created a distinctively Spanish Catholic Church. 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 was solely responsible for the development of culture in Spain between 1556 and 1592." 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 a number of details about Philip II's development of Spanish culture 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 give more detail on whether Philip II was the sole developer of Spanish culture 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 a range of factors that influenced the development of culture in Spain in the period 1556–1592. Responses should consider the type of culture that the patronage of Philip II supported and should contain some of the following: support for music with the employment of 150 musicians, support for artists like El Greco and the development of a studio of artists he could visit secretly, support for writers like Juan Rufo, Cervantes and Lope de Vega, and support for the building of new palaces like the *Escorial* by Juan de Herrera. 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.

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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 greater detail the points made in Level 3. Responses might point to the religious nature of Philip II's patronage for Spanish culture. Support for the writings of St John of the Cross or St Teresa of Avila or their establishment of religious houses would confirm this. Answers could consider the existence of this distinctive Spanish mysticism long before Philip's reign and conclude that Philip enhanced, rather than created, aspects of Spanish culture. Responses might point to the censorship of books which were far more numerous than works banned by the Papacy. Philip II also recalled to Spain students studying in the Netherlands where they might be in contact with heretic ideas. Philip created a distinctively Spanish culture and answers could say that this both developed and hindered it. Spanish culture became a distinctive and excessively Catholic culture which many writers, such as Cervantes, abhorred for its lack of artistic freedom. Culture could be said to have been developed by those who opposed Philip's ideas or by cultural influences outside his control. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE MARKS
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- 4 (i) Explain how Philip II was able to become King of Portugal in 1581.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will offer an unclear explanation of how Philip II was able to become King of Portugal in 1581. 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 make some relevant points about how Philip II was able to become King of Portugal in 1581. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. For example, they may consider some of the following points: the death of Sebastian I and his uncle Henry gave Philip an opportunity to take the throne, Philip II was able to claim the vacant throne by using his mother's links to the Portuguese throne and he manipulated the situation by bribery of the nobility, especially the Duchess of Braganza. Responses should explain the reasons for Philip's successes such as: a claim to the vacant throne, a lack of Portuguese unity and an ability by Philip to adapt his actions to suit Portugal. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of how different Philip's actions in Portugal were to other parts of his Empire and indicate why this was so effective in him claiming the Portuguese throne. Decisive action to win over the nobility and defeat Don Antonio and his supporters allowed Philip to take the throne. Philip's presence in Lisbon during the period helped him to win over the Portuguese before and after his coronation in 1581. Philip's use of Portuguese tradition and nobility helped him to win and retain the throne. Responses should explain that the reason

Philip succeeded in Portugal was because he had learnt from his mistakes in the Netherlands and adapted his policies to win over local support to his cause. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Philip II’s image of himself as ‘the sword of Catholicism’ was the driving force behind his foreign policy in the period 1556–1592.” To what extent would you accept this verdict?

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

Level 1 ([0]–[5])

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

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of a range of motives which explain Philip II’s foreign policy. Responses should consider whether Philip was driven by religious zeal, economic or dynastic greed or whether he just hoped to hold on to the lands he had inherited from his father. It could be argued that Philip was driven by religious zeal in a number of examples, such as: war with the Turks, his campaigns against Protestant rebels in the Netherlands, support for the French Catholic League, as shown in the signing of the Treaty of Joinville, his attempts to keep the French Huguenot, Henry of Navarre, from the throne and his campaign against Elizabeth I of England and support for her Catholic cousin, Mary Stuart. Responses could consider other motivations for these actions. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and

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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 made in Level 3. They might focus on Philip's desire to maintain the territories left to him by his father or follow his father's advice to suffer no damage to religion. Philip's Turkish policy made him a leader of the Holy League, with combined forces smashing the Turks at Lepanto in 1571. A religious driving force for this conflict is undermined by the Turkish-Spanish Treaty of 1580, which allowed him the freedom to achieve his dynastic goals in Northern Europe. Responses might consider his desire not to rule heretics or his need for extra revenue as the driving force for his Dutch policy. The acquisition of Portugal can only be seen in overtly dynastic terms and, although his French policy had a religious element to it, the dynastic gain of having his daughter on the French throne was more important. Philip's support for, and proposal to, Elizabeth contradicts a religious motivation for war in 1585. Philip's statement of "better a heretic on the English throne than a French woman" clarifies the driving force of his foreign policy as dynastically rather than religiously motivated. 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**

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Option 2: The Ascendancy of France 1660–1714

AVAILABLE
MARKSAnswer **two** questions.

- 1 (i) Explain the reasons for the outbreak of the War of Devolution of 1667–1668.

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, with the response providing a general account of the events leading up to the beginning of the conflict. The answer may contain some explanation of the reasons for Louis XIV's decision to invade the Spanish Netherlands. The pursuit of *Gloire* and his determination to protect France's vulnerable north-east frontier were key motivations. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example providing some explanation of the legal manoeuvres Louis employed to justify his invasion of the Spanish territories. The French King claimed that his wife, as a child of Philip IV's first marriage, had a legitimate claim to these parts of the Spanish Netherlands. Louis believed that the Spanish monarchy was in a vulnerable position and was keen to exploit this opportunity. Furthermore, he had invested heavily in reforming and expanding the French army and this conflict provided an ideal opportunity to demonstrate France's military prowess. 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 provide a more detailed explanation of Louis XIV's expansionist aims and methods. War began when Louis issued a manifesto arguing that his actions were merely to defend the property rights of his wife. Despite these claims, the war was fought primarily to expand French territory and secure the defences of his realm. He hoped that the weaknesses in the Spanish royal family would allow France to capitalise and secure valuable territory. It was Louis who began the actual conflict with his invasion of the Spanish Low Countries, besieging a number of towns, including Douai and Lille. 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) "By 1689 Louis XIV had made France the most powerful and feared country in Europe." How far would you accept this judgement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some of the actions of Louis XIV in the period 1660–1689. These answers will be generalised. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, providing a general account of the actions of Louis XIV which had made France more powerful and more feared in this period. Answers at this level may communicate some knowledge of how Louis had strengthened the French position in Europe by expanding its territory. Colbert had reformed the economy and significantly increased royal income, enabling Louis to rapidly expand and improve his army. By a combination of threats and bribes, Louis was able to divide his opponents and achieve most of his foreign policy objectives. Level 2 responses may focus solely on the expanding power of France or, alternatively, on the increasing fear of Louis in Europe. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how Louis made France more powerful and how his expansionism had created fear in his enemies. Through the War of Devolution, Dutch War and the Reunions, Louis expanded French territory and improved his country's defences. Arguably, Louis XIV's power peaked with the Truce of Ratisbon. However, the French political, military and economic position was not as strong as it may have appeared. The north-eastern frontier remained vulnerable to attack from the west. While the Spanish monarchy was unstable, Spain remained a military threat and Louis envied its colonial possessions. By 1689, Emperor Leopold had resolved his conflict with the Turks and was now focused on the growing Bourbon influence on the rest of Europe. The rest of Europe's alarm at Louis XIV's actions, particularly after 1684, caused the formation of the League of Augsburg and, eventually, a Grand Alliance. When the Nine Years' War broke out in 1688, Louis faced a united group of opponents. 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 France was the most powerful and feared country in Europe in 1689. Undoubtedly, Louis XIV had improved the military and economic position of France; however, in doing so he had created an extensive range of aggrieved enemies. While individually many of these opponents feared the power of France, together they had formed an effective Grand Alliance willing to engage the French King in war. It could also be argued that both Spain and Austria were, in themselves, formidable enemies and that Leopold was a genuine rival for Louis' position of supremacy in Europe. Even the French economic strength is questionable by 1689, with a trade recession and disastrous harvests forcing Louis to cut spending on his armed forces. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain the aims of the enemies of France at the outbreak of 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 unsupported statements about the aims and ambitions of the enemies of France at the outset 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, providing a general account of the aims of the Grand Alliance. The response may contain explanation of some of the precise aims of the main countries. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. For example, the various countries which made up the Grand Alliance held a wide variety of aims, although they were all united in the need to halt the ambitions of the French King. Most had suffered directly from Louis XIV's actions during the previous twenty years and feared that his expansionism would continue until France was the dominant power in Europe. Dynastic rivals such as Spain and Austria were determined to protect Hapsburg pre-eminence, while smaller states such as Savoy and Brandenburg/Prussia fought primarily to improve their own position in Europe. 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 countries of the Grand Alliance shared a determination to halt the expansionism of Louis and restore the boundaries in Europe to their position at the Peace of Westphalia. Some of the aims of individual members of the Alliance may be examined. For example, Spain fought to defend its empire, particularly in the Spanish Netherlands, while England was primarily concerned with securing the vulnerable position of William and Mary. Holland felt its territory and trade were threatened by French expansionism and Leopold hoped to reassert the position of the Austrian Hapsburgs in Europe. The German princes and other smaller states hoped to regain land lost during the Reunions. 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 Spanish 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 extent to which Spain had most reason to be satisfied with the peace terms at the end of the Nine Years' 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 responses will have difficulty consistently engaging with the question on its own terms, providing limited analysis of how satisfied each belligerent was, perhaps focusing exclusively on the Spanish. Answers at this level may communicate some knowledge of how, on balance, Spain was satisfied by the fact that Louis surrendered most of the gains he had made on his north-east frontier and that the Spanish Empire remained intact. 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 terms of the Peace of Ryswick, as well as the extent to which it satisfied each of the main countries involved in the war. There is little doubt that the terms of the Treaty favoured the Grand Alliance. Holland secured the barrier fortresses to protect its western border and France conceded the Palatinate to William of Neuberg. England was relieved to see the position of King William recognised by France and Louis promised to withdraw his support from the Jacobite cause. The contentious city of Cologne was given to Prince Clement of Bavaria, satisfying the Austrians who also made territorial gains at Louis' expense. Lorraine was restored to its original owners. France retained its earlier conquests of Metz, Toulon, Verdun and Franche Comte, as well as securing Strasbourg and Alsace. However, the peace terms represented a significant blow to Louis' expansionist ambitions in Europe. 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 sound conclusions about the extent to which the Spanish had most reason to be satisfied with the results of the Nine Years' War. Certainly, by halting Louis XIV's expansionism the Grand Alliance had secured the protection of Spain and the country which sacrificed most in the peace treaty was undoubtedly France. Good responses will consider the successes and failures of the Allies and the French in the Treaty, recognising that a number of countries had good reason to be satisfied with their gains. Spain's short-term territorial gains may be weighed against the fact that the Treaty of Ryswick can be interpreted as a diplomatic manoeuvre by Louis to position himself in order to gain significant Spanish territory on the death of Carlos II. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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MARKS

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- 3 (i) Explain the reasons for the French defeat at the Battle of Ramillies.

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 French defeat at Ramillies. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the reasons for the poor performance of France at the Battle of Ramillies. The Duke of Marlborough was critical to the Allied success, working extremely effectively with other commanders, most notably Count Overkirk. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. For example, the French commander Villeroy was appointed because of his nobility rather than his ability and he lacked the leadership skills of his Allied counterparts; ultimately, he failed to deal effectively with the Duke of Marlborough's attacks. Marlborough used the standard tactic of deception by attacking the flanks before making the main thrust of his attack through the weakened centre. The Allied cavalry were able to capitalise on the ensuing French disorder and secure a decisive victory for the Allies. 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 French defeat at Ramillies. Marlborough had duped Villeroy into committing his reserves to the left flank of the battlefield, allowing the Allies to divert a significant proportion of their troops into the centre for the final attack. The eventual French defeat was due to their own inherent weaknesses and the effectiveness of the Allied leadership and tactics. Marlborough's personal command on the battlefield was of critical importance and his willingness to use rapid movement and take risks helped to catch the French commanders by surprise. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "Louis XIV was solely responsible for the outbreak of the War of the Spanish Succession." 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 account of the period or make generalised assertions about how Louis' actions led to the outbreak of war. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

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Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, perhaps focusing solely on how the actions of Louis were responsible for the outbreak of war. Louis' rejection of the Second Partition Treaty and acceptance of the Will inevitably caused opposition in Europe. Answers at this level may include some of the following actions by Louis that contributed to the outbreak of war. In February 1701 he declared that Philip remained in line to the French throne and, in the same month, expelled Dutch troops from the barrier fortresses. Tensions were further heightened by the trade agreement made between Spain and France and Louis' recognition of James II's son as the true heir to the English throne. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will display 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' actions and question the suggestion that he was solely responsible for war. Leopold was angered that his son, Charles, was to receive nothing and he rejected the legitimacy of the Will, as he had done the Treaty. William of Orange felt betrayed by Louis' abandoning of their agreement and sought to renew his opposition to his long-term enemy. However, it could be argued that the acceptance of the Will did not directly lead to the War of the Spanish Succession, as both the English and Dutch governments acknowledged Philip V as the King of Spain and the main conflict did not begin for a further two years. Louis' series of blunders certainly contributed directly to the outbreak of war and these should be more fully developed. Good candidates may note that the Nine Years' War and Treaty of Ryswick had failed to resolve a number of contentious issues in Europe and the outbreak of another war was likely. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether Louis XIV was solely responsible for the outbreak of the War of the Spanish Succession. Leopold's own dynastic ambition and his refusal to accept the terms of the Partition Treaties or the Will played a part in causing the resumption of a Europe-wide conflict. Leopold had already made clear his opposition to the partitioning of the Spanish Empire and the terms of the Will meant that he would inevitably oppose the new Spanish King. He responded by invading Italy and played

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a leading role in the reformation of the Grand Alliance in 1702. However, there is no doubt that Louis' decision to accept the Will and his subsequent errors led to the outbreak of war. Although individually these actions can be justified, the insensitivity and poor timing of the blunders encouraged his enemies to reform their alliance and declare war on France. Candidates may even challenge the assessment of these incidents as blunders on Louis' part. Accepting the Will was a logical decision and many of his subsequent actions were in the best interests of France. If Louis was guilty of one thing, it was his inability or unwillingness to consider the impact of his actions upon his enemies. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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MARKS

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- 4 (i) Explain the impact on France 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 France was affected. For example, Louis was forced to recognise the Protestant succession in England. 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. France lost significant territory but the treaties were by no means as damaging and restrictive to its position as the course of the war had suggested they would be. France conceded Namur and Charleroi to the Elector of Bavaria, the Duke of Savoy regained Nice, and Lorraine was restored to its Duke. The Asiento was awarded to England, and Austria, as well as making significant territorial gains in Italy, gained control of the

Spanish Netherlands. The barrier fortresses were now back in the hands of the Dutch. France benefited from Philip retaining the Spanish throne. 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 peace treaties and how they affected the position of France. Undoubtedly, the terms of the treaties were significantly better than Louis had been offered in 1709. Perhaps the most important fact was that at the end of the War of the Spanish Succession a Bourbon had secured the throne in Spain. France stood to gain in the long term from all the military, strategic and economic benefits of this alliance. However, other countries had certainly benefited more from the peace treaties and France had made considerable concessions. 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 victory of the Grand Alliance at the Battle of Blenheim was the most important reason for its success in the War of the Spanish Succession.” 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 be characterised by generalisations and poor understanding, providing a narrative account of the War of the Spanish Succession. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, providing a limited analysis of the importance of the Battle of Blenheim, perhaps focusing on the events of the battle itself and its immediate consequences. Level 2 responses may make reference to other factors which enabled the Grand Alliance to achieve so much success, for example the importance of Marlborough’s victories at Ramillies, Oudenarde

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MARKS

and Malplaquet. 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 importance of the Battle of Blenheim, making informed judgements about the impact it had upon the course of the war. Blenheim proved a watershed in the War of the Spanish Succession. It dealt a devastating blow to French morale as it was the first major defeat for Louis' army. It resulted in Bavaria withdrawing from the war and thwarted Louis' plans for dominating Europe. The success of the Allies in the overall war was secured by the series of crucial victories Marlborough won in the north of Europe. These decisive military defeats weakened the French war effort, which was further hampered by the growing economic problems at home. Indeed, by 1709 Louis was keen to seek peace. However, it could be argued that Blenheim alone was not enough to secure an Allied victory, as evidenced by the war continuing for another decade. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether the defeat at Blenheim was the most important reason for the success of the Grand Alliance in the War. The battle certainly transformed the morale of each army and proved decisive in one theatre of the war. However, it could be argued that the French army remained able to fight on and that it was the continuing inadequacy of French military leadership, and the effectiveness of their Allied counterparts, which explain the course of the war. France did, in fact, enjoy some successes in the war, most notably in Spain and the New World. Even the defeat at Malplaquet can be interpreted as a success for France as French territory was protected from invasion and the army remained intact. Good responses may explore some of the other reasons why the Allied military performance was superior to the French, for example their superior leadership and battlefield tactics. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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Option 2

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MARKS

Option 3: Challenge and Crisis in Ireland 1821–1867

AVAILABLE
MARKSAnswer **two** questions.

- 1 (i) Explain why Daniel O’Connell wanted to repeal the Act of Union.

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 contain some basic points about O’Connell’s motives for seeking to repeal the Act of Union. 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 make a limited reference to O’Connell’s motives. For example, he believed that an Irish parliament would provide better justice for Catholics. Such a parliament would contain representatives who were more aware of Ireland’s economic needs. O’Connell held out the prospect that such an Irish assembly would enact measures to improve conditions for the Irish people though, to allay the fears of the propertied classes, he went out of his way to stress that this would not mean any “social 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, for example showing more awareness of O’Connell’s attitude to repeal. He claimed that repeal would bring about more promotions for Catholics in the professions, such as the law. He remained vague over many aspects of what form repeal would take. It could be said that this vagueness suggested that repeal was less of a genuine political aim of O’Connell than another campaign to pressurise the British Government into granting further reforms within the framework of the Union. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

very well developed and substantiated. Answers will be well informed about O'Connell's reasons for seeking repeal. He wanted fair play for all religions in Ireland. He aimed to achieve benefits for both the peasantry and middle classes as the result of the creation of an Irish parliament. Those who were elected to this parliament, he believed, would not only be better informed about Ireland's needs but would be well motivated to work together in the best interests of the country. O'Connell did not clearly define what form repeal should take. For example, he was unclear as to what exactly would be done about social, economic and religious affairs, what precisely the powers of the new parliament should be or how the relationship between Britain and Ireland after repeal would be defined. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent did Daniel O'Connell achieve his political objectives in the period 1821–1845?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or 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 in a generalised way some aspects of O'Connell's objectives, such as Catholic Emancipation. 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 address some of O'Connell's political objectives and his success or otherwise in achieving them. For example, candidates may focus on O'Connell's initial and short-term objective of Catholic Emancipation and the intricate campaign he waged to achieve success by 1829. There might also be some reference to the failure of his longer-term objective to repeal the Act of Union. 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 O'Connell's political objectives and the extent to which these were achieved. While he was successful in securing his main objective of Catholic Emancipation by 1829, the longer-term goal of repealing the Act of Union was a total failure, witnessing both a crushing defeat of the Repeal motion in the House of Commons in 1834 (by 532 votes to 38) and the collapse of the Repeal campaign after the banning of the Clontarf meeting in 1843. Candidates might therefore conclude that O'Connell had mixed success in terms of his key objectives, but might also begin to consider the qualified success O'Connell had as a result of the Lichfield House Compact in the 1830s. 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 appreciate that, in relation to political objectives and success in achieving them, O'Connell's career can be divided into three distinct phases. The first phase – from 1821 to 1829, when O'Connell fashioned a winning campaign coalition comprising the Catholic Church, the peasantry and the middle class – culminated in the clear-cut success of securing Catholic Emancipation. The third phase – from 1840 to 1845, when O'Connell attempted to repeat the successful strategy of the 1820s, but this time in relation to his objective of repeal of the Union – culminated in a clear-cut failure to achieve what many regard as his primary objective, with his backdown over the Clontarf meeting and the breakdown in relations with the Young Ireland movement. The second phase – from 1835 to 1840, when O'Connell allied with the Whigs in the Lichfield House Compact to obtain political and social reforms for Ireland – is more ambiguous in relation to the question. Candidates might argue that O'Connell was never serious about repeal and that his real objective was to pressurise the British Government into granting reforms for Ireland; if this was the case, this phase might be judged a success with the passing of the Tithe Rent Charge Act (1838), the Poor Law Act (1838) and the Municipal Corporations Act (1840), as well as the reforms introduced by Thomas Drummond in his capacity as Irish Under-Secretary. However, a counter-argument can be constructed here along the lines that the legislation produced by the Lichfield House Compact had serious shortcomings and O'Connell's concentration on Westminster politics cost him support in Ireland for his repeal campaign. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will explain the economic and social effects of the Famine in Ireland up to 1867 in a limited fashion. For example, there may be a general reference to emigration. 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 economic and social effects of the Famine in Ireland up to 1867. For example, it may be noted that the chief casualties of the Famine were the cottiers, who lived at subsistence level and were more susceptible to starvation, disease and migration. The pattern of landholding changed; one quarter of all farms disappeared between 1845 and 1851, while the average size of farms increased in the same period. Socially, the Famine accelerated emigration trends. In 1847, 220 000 emigrated, while in 1852, 368 000 left Ireland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Level 4 answers will be more comprehensive, explaining fully the economic and social effects of the Famine up to 1867. Economically, the Famine caused the death of 1 million people out of a population of 8.25 million, combined with the migration of 1.5 million in only ten years (1845–1855). Furthermore, about 10% of landlords went bankrupt, and the Encumbered Estates Act of 1849 accelerated the sale of land. In the 1850s, some 3000 estates were sold. Socially, the Famine popularised a range of attitudes which ensured a further decline in the population. Late marriages and celibacy combined with high emigration levels to produce a long-term population decline. The number of Irish speakers fell from about half of the population in 1845 to 23% by 1851. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

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- (ii) To what extent was laissez-faire ideology responsible for the limited success of government relief measures during the Irish famine?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall very generalised information about government relief measures in the Irish 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 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 more information on government relief measures during the Irish Famine and the influence of laissez-faire ideology. Reference may be made to some of the initiatives of the governments of Peel and Russell, such as the establishment of food depots by Peel and the establishment of soup kitchens by Russell. 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 government relief measures during the Irish Famine and the influence of laissez-faire ideology on government action. Candidates may note that the prevailing philosophy of laissez-faire limited the extent of Peel's relief efforts. For example, £40 000 was sanctioned for relief efforts in 1845–1846, with the money allocated to assisting private charity. There was no intention of giving money to landlords without some commitment on their part to contribute to relief. Hence the benefits of Peel's relief efforts hinged partly on the extent of local co-operation with landlord-dominated relief committees. In relation to the response of Lord John Russell's Whig government to the Famine, candidates may note the influence exercised by the Assistant Secretary to the Treasury, Sir Charles Trevelyan, who was largely responsible for organising the relief effort. Trevelyan was a laissez-faire ideologue, and it could be argued that the shortcomings of the Whigs' relief programme were due to his belief that it was not the government's responsibility to deal with the situation in Ireland. At this level, candidates might also begin to appreciate that other factors inhibited the relief measures of both the Conservative and

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

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will provide a balanced assessment of the relief measures of the Peel and Russell governments and the extent to which they were influenced by laissez-faire ideology. It may be noted that Peel established food depots and sub-depots. A Coercion Act was introduced to maintain law and order; public works were created; and £100 000 worth of American Indian corn was purchased in mid-November 1845. Answers may reflect that Peel's measures were relatively successful, but his actions were limited by the fact that his advocacy of Corn Law repeal destroyed his political career and accelerated his downfall in 1846. In this sense, the realities of British politics, as well as the prevailing dogma of protectionism, limited Peel. Another inhibition influenced the system of public works, for the mechanism for administering relief works was complex, with differing agencies and officials responsible for different areas. Russell had some success, establishing a Board of Works to provide employment, while direct relief was provided through local soup kitchens. However, Russell's response was limited by factors outside his control. The Famine was on a far greater scale than that faced by Peel. Russell was also in ill health, had a weakened parliamentary majority and led an inexperienced Cabinet. He faced domestic difficulties, with many people in England suffering hardship and destitution in an era labelled "the Hungry Forties", a factor which explains the decline in public donations to Ireland. There was the additional restraint of the belief that the Irish landlord class should bear the main burden of Famine relief. The Labour Rate Act meant that landlords had to provide work or pay a "labour rate". The Whigs rejected suggestions for government aid for land reclamation and railway construction, believing that the provision of £7 million for Famine relief was an appropriate response – yet this might be contrasted with the £70 million spent on the Crimean War a few years later. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain why some parts of Ireland were more severely affected by the Famine than others.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form, with

limited understanding, explanation, analysis or judgement. Level 1 answers may provide a narrative about the impact of the Famine. Answers at this level will be characterised by unclear meaning due to legibility, inaccurate spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers may explain that some parts of Ireland were more severely affected by the Famine than others because there were regional variations in the impact of relief efforts as a result of the amount of money raised and the nature of communications. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, and show more awareness of the reasons why some parts of Ireland were more severely affected by the Famine than others. Since dependency on the potato was more notable in the West of Ireland, the Famine had a greater impact in this area. Moreover, the West was characterised by poor agricultural land. The impact of relief efforts was affected by geographical location, accessibility and the amount of money raised for Famine aid. The British Association for the Relief of Distress in Ireland had success in feeding the children in schools in the West of Ireland from 1847, but funds ran out in 1848. There was also the problem of milling the corn which was purchased by the government since there were hardly any mills in the West of Ireland. Regional variations in relief were sometimes influenced by the conduct of Irish food merchants, some of whom engaged in speculation and the hoarding of food. This practice was most prevalent in the midlands and West of Ireland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about why some parts of Ireland were more severely affected by the Famine than others. There was a market economy on the East coast of Ireland and the Midlands. Urban areas such as Belfast and Dublin suffered less due to their industrial base. There were variations both in the application of the Poor Law and the role of charities. At times, variations in the involvement of local gentry and clergymen were important, and in parts of Donegal this was a decisive factor in the relief process. The Belfast Ladies' Association raised £15 000 for relief in the West of Ireland. Some landlords, such as the Earl of Shannon, resold soup at a reduced cost. On the other hand, there was an inability to keep pace with the demand for relief in any form in some areas. For example, in Skibbereen, County Cork, an inability to keep pace with

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the demand for relief led to a very high level of fatalities due to starvation. 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 rapid increase in population in Ireland up to 1845 was the most important reason for the outbreak of the Famine.” How far would you accept this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall general points relating to Irish population growth and the outbreak of the Famine. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and 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 note that the Irish population had been growing significantly since the end of the eighteenth century, to the point where the population by 1845 was unsustainable in terms of what Irish agriculture could support. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical 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 rapid increase in population in Ireland up to 1845 and its importance in relation to the outbreak of the Famine. A general European-wide growth in population was particularly dramatic in Ireland. After a period of slow growth for much of the eighteenth century, the population of Ireland stood at around 5 million at the beginning of the nineteenth century. However, over the next 40 years, the Irish population increased by some 60%, standing at over 8 million according to the census of 1841. The rapid rise in population was partly due to the availability of cheap food in the form of the potato. But the events of 1845, when the potato blight first struck, were to prove that the population had become dangerously overdependent on this source of food. Irish agriculture lacked sufficient diversity to cope with this type of crisis. Candidates will also

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begin to consider other factors that had a bearing on the outbreak of the Famine, such as the subdivision of land, which again meant that families were only able to support themselves in these small agricultural units by growing potatoes. It might also be noted that the unprogressive attitude of Irish landlords also contributed to a general malaise that left Ireland underdeveloped agriculturally. 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 the rapid rise in the Irish population was founded not only on the availability of a cheap source of food (the potato) but also on an increasing trend of early marriages and a related increase in the birth rate. Furthermore, the death rate had been decreasing prior to 1845, reflecting an improvement in health and diet based on the potato. However, Irish farming had effectively become a monoculture and this meant that the large population became a critical factor when the potato crop failed. However, good candidates may argue that the population increase brought about the Famine because of its interrelationship with other factors. Here, candidates may expand on the negative impact of the landlord system, which encouraged wasteful methods of subsistence farming. Many landlords were only interested in extracting rent, while putting little back into the Irish agricultural economy in terms of capital investment. As a result of the large number of tenancies-at-will, the peasants who worked the land had little security of tenure and therefore no incentive to improve their holdings. The inadequate system of transport and communication also reflected a lack of inward investment and was to prove a major drawback in dealing with the Famine when it struck. Nevertheless, none of these factors in themselves, or indeed in combination, would have produced catastrophe in 1845 had it not been for the onset of blight. Candidates might well argue that without the actual failure – or partial failure – of the potato crop, Irish life and Irish agriculture would not have plunged into the abyss in 1845. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 4 (i) Explain the causes of the Fenian Rising of 1867.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be vague

about the causes of the Fenian Rising of 1867. 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 a limited focus on the causes of the Fenian Rising of 1867. There may be a general reference to the desire to establish an independent Irish republic, to be achieved by force. 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 causes of the Fenian Rising of 1867. For example, the Fenians were inspired by the example of the United Irish Rebellion of 1798 and the Young Ireland Rebellion of 1848 to continue the revolutionary nationalist tradition, and to pass that legacy on to future generations. The Fenians believed that an independent Irish republic could only be secured by the use of physical force, and that such a rising was justified on the grounds that Britain had mismanaged Irish affairs. Moreover, the use of force was also a manifestation of the Fenians' contempt for what they believed to be the failure in constitutional methods, such as O'Connell's repeal campaign in the 1840s. The Fenians were also encouraged to plan a rising in 1867 because of the anticipated support from their sister organisation in the USA. 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. Candidates at this level may focus on the perceived propitious circumstances for a rising in 1867. The American Civil War had ended in 1865, and the American Fenian movement was expected to furnish a significant number of veterans to take part in an Irish rising. Furthermore, it was believed that America would also supply the arms and money necessary to make the Fenian rising a success. The American Civil War had also resulted in a deterioration in Anglo-American relations, which led the Fenians to believe that the United States would add its support to the Fenian cause and grant official recognition to a self-proclaimed Irish republic. There was also an expectation that France would offer international legitimacy to a Fenian attempt to achieve Irish independence and thus embarrass Britain. Although the Irish Famine had ended some 18 years earlier, the bitter memory of what some saw as attempted genocide by the British authorities remained potent in both Ireland and America. In this context, a Fenian Rising would offer a chance of revenge against Britain. Answers at this level will be consistently characterised throughout by clarity

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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) "Its leaders were romantic dreamers rather than serious revolutionaries." How far would you agree with this explanation of the failure of the Fenian Rising of 1867?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall general details about the Fenian Rising of 1867. 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 concept of the Fenians as romantic dreamers in their approach to the rising of 1867, perhaps noting that many saw themselves as inheriting the tradition established in the republican risings of 1798 and 1848. 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 Fenian movement and whether its rising in 1867 was inspired more by romantic nationalist ideals than serious revolutionary intent. Certainly, many Fenians saw their principal purpose as that of keeping alive the flame of revolutionary nationalism, to inspire future generations, just as they took inspiration from the United Irish rebellion of 1798 and the Young Ireland rising of 1848. In this respect, candidates might note a not insignificant overlap in membership between Young Ireland and the Fenians, and observe that the cultural agenda of the former was seen as just as important as its revolutionary credentials. Candidates will, however, begin to consider other reasons for the failure of the Fenian Rising of 1867, such as the lack of substantive support from America, the hostility of the Catholic Church towards the Irish Republican Brotherhood, and divisions within the leadership of the movement, both in Ireland and the USA. James Stephens and John O'Mahony quarrelled over tactics, and the Fenians

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lacked a central organisation, which made coherent leadership difficult. 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 address the proposition and may argue that the best evidence for the Fenians being romantic dreamers rather than serious revolutionaries was the fact that they proceeded with the rising in 1867 despite the fact that it was clearly a doomed enterprise due to the problems besetting the movement. Candidates will note that Fenian romanticism was not the only handicap the movement faced. Conflicts between the Irish-based and American movements limited the procurement of money, men and arms. The Rising of 1867 was badly planned. There was insufficient help from the USA and a lack of arms. The original date for the rising was postponed from February to March – in the middle of a snow storm. The Fenians contributed to their own failure by alienating potential supporters in Ireland. The Catholic middle class and property owners were wary of any organisation which spoke of restoring land to the people, no matter how vague such assertions were. The Fenian methods of physical force were at variance with the sentiments of the overwhelming number of nationalists who adhered to constitutionalism. Presbyterians, participants in the rebellion of 1798, now looked to the Union for protection. Answers may comment on the role of the Catholic Church and actions of the British Government which hindered the Fenians' attempts to achieve their objectives. Cardinal Cullen presented the Fenians with a formidable obstacle. He led the Catholic Church in an unequivocal condemnation of Fenianism, and dissuaded Catholics from joining the movement. The clerical view was that membership of the Fenians was incompatible with the Catholic faith, and it was sinful for secret societies to use force to overthrow a legitimate government. Cullen's stance was strengthened by the Church's traditional disdain of oath-bound organisations throughout Europe. The actions of government against Fenian activity were both proportionate and effective. Dublin Castle spies infiltrated the movement. *Habeas corpus* was suspended. The offices of the *Irish People* were raided, and arrests of key personnel were made. Dependable army regiments were in place to counter any Fenian activity. Candidates may reflect that it was a mixture of romantic impracticality, their own shortcomings and firm opposition which thwarted the Fenians in 1867. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

Option 3

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Option 4: France 1815–1871

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

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically mention only one or two features of the Charter, for example Roman Catholicism being declared the state religion. 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 more detail on the Charter, for example careers open to talent, equality for all in the eyes of the law, and the end of tax exemptions. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. For example, they may refer to the individual freedoms listed above, the eligibility of all for civil and military positions and the prohibition of arrest without trial. Freedom of the press may be noted, as well as the guarantee of property purchased during the revolution. At this level it is probable that there will be some mention of the constitutional arrangements put into place by the Charter, such as the establishment of the Chamber of Deputies and the Chamber of Peers, as well as the powers retained by the king, including the right of veto. 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 contain wide-ranging examples from the individual liberties mentioned above, possibly noting the ambiguities present in the religious clauses, where "freedom of religion" sat

uneasily with the special position given to the Church. Responses may also refer to the contradictions inherent in “freedom of the press” and “laws (to) check this liberty”. The constitutional detail will also be covered, perhaps noting that the balance lay, arguably, with the king, who had the right to appoint his own governments. The best answers may perhaps explain the purpose of the Charter, which was to produce a compromise between the achievements of the revolution and the needs of a monarchy, all with a view to producing a political settlement which would be lasting. 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 stable was the Bourbon monarchy between 1815 and 1824?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall of some of the events of Louis XVIII’s reign between 1815 and 1824, but with insufficient detail or focus on the question. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to address the question, noting, perhaps, that the throne passing to Charles X on Louis’ death was a mark of stability. But there may also be references to occurrences such as the Hundred Days, or the assassination of the Duc de Berry, as signs of instability. 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 stability or otherwise of the Bourbon monarchy between 1815 and 1824. Responses may note the difficulties experienced at the beginning of the period, with the king forced to flee France during the 100 Days, his inability to stop the White Terror and

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the presence of an occupying Allied army. Stability would come, however, with the withdrawal of that army and the introduction of a Charter which sought a middle way between monarchy and the gains of the Revolution. After the murder of Berry, Louis was pressurised into concessions to the Ultras, and this may be seen as a sign of potential instability. Censorship, the appointment of Villèle and the handover of secondary education to the Church all conspired to alarm many of the bourgeoisie, whose continued support was vital to the stability of the regime. Nonetheless, Louis XVIII was not overthrown, and his legacy to his brother was a stable one, with the Bourbons apparently stable on the throne and a Charter in place to ensure the continuation of that situation. 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 clearly show that the period 1815–1824 had elements of both stability and instability. Initially the Bourbon regime appeared weak as Napoleon seized power again, and for a second time the Bourbons were beholden to the Allies for their restoration. The White Terror suggested instability, with Louis unable to restrain his extremist supporters, while the occupation was a drain on French resources. But stability was achieved, with the gradual suppression of the White Terror and Louis' adroit handling of the problem of the *chambre introuvable*. France's ability to pay off the indemnity to the Allies was a clear sign of stability returning, as was the budgetary reform undertaken by Decazes and later Villèle. But instability would return, as witnessed in the republican surge in the elections of 1819 and the murder of Berry. Louis was unable to resist Ultra pressure to rein in his perceived moderate liberalism, and press restrictions and the Law of the Double Vote seriously undermined the spirit and letter of the Charter, which arguably underpinned the stability of the regime. There may be reference to the successful invasion of Spain, which offended liberals but showed a Bourbon regime clearly not lacking in confidence, but which may be seen as an attempt to distract attention away from less than stable Bourbon rule. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the aims of the Ultras between 1815 and 1830.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with

limited understanding, explanation and analysis. Answers will typically be vague, or mention only one or two Ultra aims, such as their desire to turn the clock back to the days of the *ancien regime*. 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 offer greater detail on the aims of the Ultras, for example their wish to regain lost émigré lands and their desire to see power returned to the Catholic Church. 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 the Ultras' disdain for the Charter, their opposition to egalitarianism and secularism and their aim of restoring a France where King, Church and especially the nobility would be restored to their former eminence. This would mean a reversal of the revolutionary land settlement, privileged access to military rank and government positions and a major say for nobles in a revised political settlement. The Ultras sought vengeance on former revolutionaries and Bonapartists, as witnessed in their role in the White Terror. 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 the aims of the Ultras. In addition to the above, attention could be drawn to their hostility to the press and their readiness to curb freedom of speech to eliminate "seditious" liberal, anti-clerical or republican propaganda. They sought an adventurous foreign policy, as witnessed by Chateaubriand's support for the invasion of Spain in 1823. At this level it might be pointed out that they had reservations about royal despotism at the time of the *chambre introuvable*, insisting on the principle that the government must be responsible to the majority in the Chamber. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- (ii) “Charles X’s handling of the economy played a more important role in his downfall in 1830 than other aspects of his domestic policy”. How far would you accept this verdict?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall of some of the economic events of Charles X’s reign, such as the slump of the late 1820s, but will lack detail and clear focus on the question. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to offer more detail, referring, for example, to Charles’ failure to react decisively to the economic downturn which took place in the late 1820s, creating a dangerous situation in Paris, which played a part in his downfall. Some other aspects of his domestic policy should be mentioned, for example, his divisive clerical policies. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of Charles’ handling of the economy, as well as other aspects of his domestic policy, and show how each contributed to his downfall. The economic downturn which led to a massive influx of peasants into an already overcrowded Paris which had no jobs for the newcomers gave rise to a hungry, desperate mob which went out on the streets during the *Trois Glorieuses* and ended Bourbon rule. The government cannot be blamed for the harvest failures which precipitated the crisis, but the failure to provide adequate relief measures increased popular animosity. Charles’ religious policies, particularly his anachronistic coronation and the Sacrilege Law, proved extremely unpopular with the anti-clerical elements of the *pays legal*. The perception of Charles was that he wished to do away with the Charter, and certainly his appointment of Polignac flew in the face of opinion in both Chambers. He compounded this mistake in the Four Ordinances, which dissolved a newly-elected Chamber, slashed the electorate by three quarters and reintroduced press censorship. 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.

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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 fully consider the extent to which Charles' handling of the economy and other domestic policies contributed to his downfall. Charles was at fault in preserving tariff barriers which kept industrial costs high, while exposure to greater English competition might have led to improvements in production methods. Nor was any action taken by the government to improve a banking system where loans for industrial expansion were hard to come by. The vitriol of the opposition press went far beyond fair comment, but Charles struggled to contain it, alternating between toleration and clampdown. The efforts to settle the question of the *biens nationaux* hurt the regime, angering those who had hoped to recover their land, and those who faced reduced investment interest in order to compensate the former. Finally, Charles' downfall was largely due to his attempts to maintain Polignac in power. Firstly, he waited too long to launch his coup, then, when he finally decided to act, made insufficient preparations, and had no National Guard to support him, having rashly disbanded it two years earlier. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain why some groups opposed Louis Philippe between 1830 and 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]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be vague and mention only one or two groups opposed to Louis Philippe but without offering detail. 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 offer more specific detail on Louis Philippe's enemies, such as Legitimists, who supported the claim of the Comte de Chambord, and republicans, who longed for an end to monarchy. 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.

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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, adding to the list of enemies of Louis Philippe, for example, those who supported the claims of Louis Napoleon Bonaparte, who benefited from the growing nostalgia for the *gloire* of the earlier years of Empire and were able to contrast this with the more cautious policies of the king. Elements of the press were remarkably hostile to the king, with cartoonists such as Daumier, who portrayed him as a pear, constantly ridiculing him. The infant socialist movement, drawing inspiration from thinkers such as Proudhon and Louis Blanc, attracted many whose concern for the condition of the working class led them to become opponents of the laissez-faire governments of the period. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([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 perhaps draw attention to the alarming number of attempted revolts and assassinations aimed against Louis Philippe in the early years of his reign, some from Legitimists, some from republicans angry that their Parisian uprising had been pushed to one side and a monarchy put in place. The vigorous suppression of the silk workers' risings in Lyon turned them against the regime. Republicanism, apart from its political connotations, also stood for a betterment in the condition of the poor, and this attracted many to the ideology. Although they would have been generally happy with the regime, many of the middle class became, by default, opponents of it as they found their expectations of receiving the franchise baulked by Guizot. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent did Louis Philippe achieve the aims of his domestic policy in the period 1830–1848?

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 of the domestic policies of Louis Philippe, but lack detail and focus. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling,

punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

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Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to offer a fuller answer to the question, referring, for example, to Louis Philippe's failure to widen his power base by enfranchising the industrial middle classes, his inability to retain the support of the National Guard, and, eventually, his throne. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of Louis Philippe's domestic policy aims and how far they were met. His *raison d'être* was 'to stand between France and a republic', and despite his overthrow in 1848, he achieved that aim for 18 years. Early in his reign he depended a great deal on the National Guard to defend the regime, and accordingly was careful to cultivate them, but after 1840 he became complacent and abandoned the daily inspection, consequently losing their support in the crucial year of 1848. In economic terms he oversaw modest expansion, but industry remained overwhelmingly small-scale, finding it difficult to access capital, and when the government tried to stimulate railway building, this led to a bubble which eventually burst. When the economic downturn came in the late-1840s, the regime was too wedded to *laissez-faire* policies to attempt intervention, having done little throughout the reign to ameliorate the dreadful conditions in which urban workers existed. 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 offer a full and detailed account of the king's domestic policy, reaching a properly argued conclusion. Louis Philippe may have failed to retain the throne, but he oversaw the removal of the nobility from power and the installation of the propertied *haute bourgeoisie* in its place. His aim of keeping the throne was placed in jeopardy because he failed to extend his narrow power base to include the commercial and industrial middle class. Guizot's contemptuous "*enrichissez-vous*" response to their pleas led to the phenomenon of the Reform Banquets, and the overthrow of the monarchy. Economically, some answers may give some credit to a government which at least tried to improve French infrastructure, built up banking, and ran a country which had more steam-powered machines than the rest of continental Europe combined, and which could hardly be held responsible for the widespread slump in 1848. Politically, Louis Philippe maintained the

revised Charter, kept the Church in its place after its surge to power in the 1820s, and, in spite of its hostility, allowed a free press. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may mention Louis Napoleon's ambitions to become Emperor, but will lack detail and focus. 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 offer more detail on the weaknesses of the Second Republic, for example divisions among republicans and the belief of many experienced politicians that they could manipulate Louis Napoleon. 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, laying stress, for example, on bourgeois fears of the socialism of the National Workshops, and their consequent distrust of the Republic. The working classes, first disappointed by the abolition of the Workshops, then alienated by the June Days, represent a further failure of the Republic. There were insufficient republicans to maintain a republic, while the introduction of universal suffrage meant a largely peasant and conservative electorate. Louis Napoleon appealed to those who were wary of the Second Republic: property owners, the poor and those who simply wanted stability after the upheavals of 1848. 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 1848 revolution owed much to economic causes, yet when the Provisional Government gave way to the Red Republicans by instituting job creation, they antagonised not only the middle and upper class property owners, but also the peasants. Both groups saw the scheme as an attack on property rights, while the affair also raised suspicions of the influence of Paris over the rest of France. Half the deputies returned in 1848 were monarchist, so there was never a republican majority. The constitution required a delicate balancing act, but Louis Napoleon was not prepared to maintain it. He appealed to the conservative elements in society, including Catholics, appeasing them by restoring the Pope and favouring the Church in education. He had schemes for alleviating poverty and projected himself as ‘above party’. The final weakness of the Second Republic was shown as the opposition failed to stop Napoleon’s coup of December 1851 and the subsequent change of regime to an Empire a year later. 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) “Napoleon III enjoyed more success in his domestic than foreign policy in the period 1852–1870.” 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 responses may provide a narrative or recall of some events from the reign of Napoleon III, but will lack detail or a clear focus on the question. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 responses will begin to address the question, offering accounts of some events from the years 1852–1870. They may, for example, refer to the success of the Crimean War and the subsequent defeat at German hands, as well as the rebuilding of the centre of Paris by Haussmann. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

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Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the main events of Napoleon III's reign, both in domestic and foreign policy, and come to a judgment on the proposition. His domestic policy may be perceived as having a number of successes, including the 1860s transition from a necessarily authoritarian empire to a liberal one, the urban renewal schemes in Paris, Bordeaux and Marseille, and the inauguration of banks like the *Credit Mobilier*, which offered the masses somewhere to invest their savings. He also introduced free trade to France, and oversaw a tenfold increase in railway track. His foreign policy began promisingly as France and Britain successfully invaded Russia, while the peace Congress after the Crimean War was held in Paris. The 1859 war against Austria was the beginning of the process of Italian independence, but after that the successes dried up. The attempt to set up an empire in Mexico failed miserably, while the Emperor's dealings with Bismarck saw him diplomatically outwitted, lured into war and humiliatingly captured and defeated in 1870. 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 the successful and the unsuccessful aspects of both Napoleon III's domestic and foreign policies. At home, although the move towards liberalism may attract praise, it can be argued that Napoleon was merely reacting to adverse election results. Free trade was not suited to a France where industry and agriculture lagged, while the new banks eventually failed, ruining many. The Haussmann improvements have been criticised for their superficiality, with thousands of artisans evicted to facilitate the creation of the boulevards. Success in the Crimea was tarnished by Allied incompetence, while Napoleon withdrew from North Italy before finishing the task, yet still had to accept a larger Kingdom of Italy than he had envisaged. Answers will probably see his failures in Mexico and against Prussia as without redeeming features. The liberalisation of the regime, the beautification of Paris and the economic growth of the period may be seen as evidence enough for a conclusion in favour of domestic policy, but any measured conclusion based on accurate evidence is acceptable. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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Option 5: Russia 1903–1941

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- 1 (i) Explain how the Russo-Japanese War caused 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 and analysis. Answers may simply provide a narrative of the events or consequences of the Russo-Japanese 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 begin to assess the consequences of the war. Nicholas had started the war in order to divert attention away from the domestic crises and calls for reform engulfing Russia at that time. Russia's defeats had, however, given the Tsar another huge problem to deal with rather than diminishing his existing problems. Russia's defeats were also humiliating for both the Tsar and the people and the Tsar was personally blamed for them, tarnishing his reputation. 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 discuss how the defeat suffered by Russia seemed to suggest a new world order in which it was no longer a dominant nation, as it had been so convincingly beaten by Japan, a nation the Tsar considered inferior. Russia also suffered the almost complete annihilation of its navy, again reflecting badly on the Tsar. The Treaty of Portsmouth, which had been brokered by the USA, continued this trend as Russia was forced to concede most of its Chinese territory to Japan, including territories that had been won by Nicholas' father and grandfather. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will discuss how the war caused financial uncertainty and stress at home. The slump and shortages caused by financing and supplying the war effort caused public outrage and led to strikes, walkouts and protests. The most obvious consequence was Bloody Sunday on 22 January 1905, when a large crowd marched to the Winter Palace to protest about the living and working conditions made worse by the war. The Tsar's soldiers opened fire on the crowd, providing the spark that was to cause the Revolution of 1905, which lasted from January to October. 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) "Stolypin's reforms were solely responsible for the survival of the regime of Tsar Nicholas II until 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 simply provide a narrative about Stolypin's reforms. 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 assess in general terms what Stolypin's reforms were but also how they helped Tsarism to survive. Stolypin placed what he called a 'wager on the strong', rightly appealing to the conservatism of the peasants. He established the Land Bank to loan money to peasants to enable them to buy their land from their landlords. This led to the creation of the Kulak class, whom Stolypin hoped would be loyal to Tsarism. Answers at this level will probably not assess other reasons for Tsarism's survival until 1914. 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

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developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and, in addition to discussing the role of Stolypin's reforms, should be able to introduce some other factors which helped Tsarism to survive. The newly created Kulak class was supposed to provide a bulwark against the forces of revolution and this new social class did indeed take the strength out of the revolutionary groups in Russia by denying them their support. The Tsar's surrender in the disastrous Russo-Japanese War allowed him to bring home loyal troops in order to crush the revolutionary activity of 1905. The Tsar was also always able to maintain the support of his key support bases of the army and aristocracy and so was arguably never in any real danger of being overthrown. The revolutionary opposition was also weak and divided, again aiding the Tsar's survival. Opposition groups were numerous and divided in their aims, with no effective leadership, and their spontaneous, undirected revolution was easily crushed by the Tsar's forces of reaction. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should be more comprehensive, well informed and clearly assess to what extent the role of Stolypin led to Tsarism's survival until 1914. Stolypin's reforms, although incomplete at the time of his death in 1911, did help to modernise and transform Russia, denying support to anti-Tsarist opposition groups. The repression employed by both Stolypin and the Tsar through trials, executions and the use of the *Okhrana* could also be discussed as having helped the survival of Tsarism. Stolypin's reforms do not account for the survival of Tsarism on their own, and factors such as the Tsar's own actions should also be discussed. Nicholas II introduced the October Manifesto, promising reforms and splitting the opposition. He subsequently passed the Fundamental Laws, which maintained the autocracy and his control. Nicholas had given the illusion of reform whilst maintaining power, and therefore survived the crisis of 1905. The general period of peace and stability after 1905 also helped, as there were no foreign wars or external crises and the economy recovered, easing discontent and increasing goodwill towards the Tsar. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[22]

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- 2 (i) Explain how the First World War was responsible for 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 may simply provide a narrative on the First World War and how it contributed to 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. Answers will begin to explain the main effects of World War One and how they led to the February Revolution. The Tsar's role as Commander-in-Chief and his mishandling of the military situation led to his being blamed for Russia's failures in the war, thereby alienating the army from his cause. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, for example showing an awareness of not only Nicholas' military failings, but also his refusal to listen to the pleas of the Duma regarding Rasputin and the troubles with the Tsarina at home. Answers could point out that the Tsar had alienated both his key support bases, the army and aristocracy, making it unlikely that he would survive much longer. 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 discuss how enthusiasm for the First World War was waning at home by 1917. They may point out that the war had simply brought other tensions in Russia to a head and how this, coupled with years of lack of reform, had created a situation where Tsarism was under real threat. The war had also increased social tensions at home, with unrest amongst workers and peasants becoming prevalent, leading to strikes and protests. Inflation, caused directly by the war, coupled with the harsh winter of 1916/1917, further exacerbated these tensions and led to calls for reform. 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) How far would you agree that Bolshevik economic policies lacked consistency between 1918 and 1924?

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 simply provide a narrative on Bolshevik economic policies in the period 1918–1924. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will begin to assess more clearly some basic characteristics of both the policies of War Communism and the NEP. 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 some aspects of State Capitalism, War Communism and the NEP, attempting some discussion of how consistent they were. The policy of War Communism was introduced during the Civil War to gain more centralised control over the economy, as Lenin knew how necessary this would be in order to win the Civil War. It advocated ruthless control and nationalisation of key areas. The NEP was a distinct move away from the rigid control of War Communism, partly due to the economic damage it had caused and partly in an attempt to win back the support the Bolsheviks had lost due to its harshness. There was therefore a complete lack of consistency between the two policies. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive, well informed and should clearly assess the policies of State Capitalism, War Communism and the NEP, as well as

discuss the degree of consistency between these policies. State Capitalism was an unclear and unsure collection of ideas, formulated by a fledgling government, that had to be changed once the Civil War loomed large. War Communism was introduced with one aim, to win the Civil War, and as such its methods were harsh and caused hardship. Victory was achieved but the consequences were significant, causing severe social and economic distress. Peasant support for the policy and the party began to disappear, largely due to the requisitioning of food. The Kronstadt Mutiny and Tambov Rising forced Lenin to change direction and introduce the NEP in an attempt to boost both industrial and agricultural output and win back lost support. Many of War Communism's economic restrictions were relaxed, allowing peasants and workers to prosper. Answers should also make observations on the degree of consistency or inconsistency between the policies. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

AVAILABLE
MARKS

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

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative and offering unclear descriptions about the mistakes of the Provisional Government. 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 some of the mistakes of the Provisional Government. The continuation of World War One was a highly unpopular policy which the people resented. This lost the Provisional Government much of the limited support it had. The delay in holding elections to the promised Constituent Assembly also damaged its chances of survival, as it was viewed as deliberately trying to prolong its own time in power. 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, in addition to the points outlined in Level 2, may discuss how the decision to delay land reforms continued the erosion of support for the Provisional Government, especially amongst peasants. It also experienced problems over the Dual Authority with the Petrograd Soviet, as the Soviet was viewed as more legitimate than the Provisional Committee of the Duma. For many in Russia, the Provisional Government was not much of a change compared to the Tsar's Duma and overall, it lacked power and authority. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers could mention how the mistakes of the Government helped Lenin in October 1917. Kerensky had failed to move against the Bolsheviks after the July Days and he was, in fact, forced to ask for their help in putting down the Kornilov Revolt, taking the fateful decision to arm the Red Guard. The net result of this was the establishment of the Bolsheviks as a valid successor to the weak and failing Provisional Government. Answers at this level may also introduce some strengths of the Bolsheviks, such as the leadership of Lenin and Trotsky, showing how this helped the Bolsheviks into power. 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) "Without Lenin, the Bolsheviks would not have been victorious in the Civil War in Russia between 1918 and 1921." 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 simply provide a narrative of the Civil War or Lenin's role in that 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.

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 Lenin's specific role in the victory in the Civil War. He appointed Trotsky as Commissar for War, a job at which he excelled. Lenin also worked frantically, although not on the front lines, on the economic policy of War Communism, which kept the workers working and therefore the Red Army supplied and fed. Answers may begin to introduce some other reasons for the Bolshevik success in the Civil War, for example the weaknesses amongst the Whites in terms of leadership, direction and purpose. 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 not only Lenin's role but also the part played by other factors in leading to Bolshevik success. Lenin devised and mounted a furious propaganda campaign against the Whites, which helped to turn support against the Whites and towards the Bolsheviks. The appointment of Trotsky as Commissar for War also showed skilful leadership on Lenin's part, realising as he did Trotsky's suitability for the post. Answers should also consider other relevant factors, such as the divisions amongst the Whites in both their political and economic views. The White forces were also poorly led and supplied, as well as being ill-equipped and trained. Their loss of allied help after 1919 also had serious implications for their attempt to sustain their war effort. By contrast, Trotsky had transformed the Red Army in the same period into a well disciplined and ferocious fighting force of over five million. The use of the Cheka and the Red Terror also ensured that the Bolsheviks never lost the initiative or momentum in 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 ([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. Responses at this level should, as well as assessing the role of Lenin, be able to identify the other strengths of the Reds and weaknesses of the Whites in a comprehensive manner. The Reds maintained control of the railways, supply routes and cities, thereby always having the advantage. The policy of War Communism had also transformed the economy in order to deliver success in the war. The Whites, by contrast, always suffered crises of supply and discipline, continually losing momentum throughout the war. The geographical divisions of the Whites were also a weakness, as was their tendency to fight regionally as opposed to nationally. Good answers will engage fully with all aspects of the question and present a coherent and well-argued response. Answers at this level will be consistently characterised

AVAILABLE MARKS

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

AVAILABLE
MARKS

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

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

Level 1 ([0]–[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 characterised by generalisations and poor understanding, giving little more than a narrative about Stalin's economic policies or aims. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and may show awareness of both the economic and political aims that determined Stalin's economic policies. Industrialisation was viewed as crucial for the future survival of the USSR. The Five-Year Plans called for the liquidation of the Nepmen and the Kulaks and any other 'capitalists' who had thrived under the NEP. Answers should also start to discuss the importance of collectivisation in Stalin's economic aims. 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 how the aims of Stalin's economic policies had political

connotations. He realised that the USSR would need a much stronger industrial base in order to survive any future attack from the capitalist powers. Collectivisation was also clearly linked to industrialisation in terms of feeding and supplying the workers in order to allow an industrial transformation to take place. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) To what extent would you agree that Stalin's cult of personality was the most important basis of his power in the Soviet Union between 1929 and 1941?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative about Stalin's cult of personality as a basis of his power. 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, assessing in general terms some basic ways in which Stalin employed the cult of personality as a basis of his power after 1929. The cult of personality as practised by Stalin reached huge proportions by 1941. The cult began in the 1920s when Stalin presented himself as the heir to Lenin. He assumed a hardworking image and fostered the illusion of a man of moderation. The city of Tsaritsyn was renamed Stalingrad in his honour in 1929 in the first of what would become many grandiose gestures. From the late 1920s onwards, Stalin increased his use of imagery, for example always having his own portrait shown along with those of Marx, Engels and Lenin. By the 1930s, extensive propaganda always reinforced this cult, portraying Stalin as the strong, caring leader. The cult of personality was used to great effect to keep control during the disruption of the Five Year Plans and the purges. Answers may discuss the use of the cult of personality satisfactorily but will probably not introduce any other methods employed by Stalin to maintain his control. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and try to assess not just the use of the cult of personality but also other factors that allowed Stalin to maintain control, for example the increasing use of terror in the 1930s to root out 'enemies of the people' in both the military and the party, as well as the use of show trials to purge high profile party members such as the implication of Stalin's key rivals in the Kirov murder. The state direction of the arts and popular culture was also used as the party tried to root out all elements of bourgeois culture to create a new Soviet culture which reinforced socialist values and their own policies as the Cultural Revolution gathered pace. Socialist realism was also introduced to control the ideas, writings and literature to which citizens were subjected. Candidates could also mention the degree of personal power which Stalin had built up within the party and the sheer number of positions he held, which allowed him to deal effectively with any challenges to his leadership. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should be more comprehensive, well-informed and debate clearly the extent to which Stalin's use of the cult of personality provided the basis for his power. The use of economic policies to maintain control could also be discussed, for example collectivisation, industrialisation and the Five Year Plans were all characterised by massive centralisation, in itself a tool for control. Answers could also introduce the use of social and youth movements, as well as propaganda, in an attempt to achieve complete social control. The Kirov assassination could be discussed to show Stalin's personal qualities such as ruthlessness, which undoubtedly helped him to maintain control, as well as the post-Kirov purges which Stalin used to rid himself of opposition within the party. Stalin's skill at outmaneuvering his opponents 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]

Option 5AVAILABLE
MARKS

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Option 6: Italy 1914–1943

AVAILABLE
MARKSAnswer **two** questions.

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

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

Level 1 ([0]–[2])

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

Level 2 ([3]–[4])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will start to refer to some of the social and/or military consequences of the war on Italy, possibly discussing the impact of the defeat at the Battle of Caporetto. 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 discuss in greater depth some of the social and military consequences of the war for Italy. Socially, answers could discuss the rise of inflation and food shortages, which resulted in the growth of resentment among the industrial workforce. Industrial workers and the factories were placed under military discipline, with men no longer free to move jobs or strike. The food riots in Turin in 1917 could also be discussed. Military consequences, such as the Italian army suffering 1.3 million casualties between 1915 and 1918 or the victory at Vittorio Veneto of 1918, could be discussed. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

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

and show a clear awareness of the social and military consequences of the war on Italy between 1915 and 1918. In addition to the points outlined above, answers could also discuss the consequences of the military defeat at Caporetto, as this led to General Cadorna blaming the defeat on cowardice and having several hundred Italian soldiers shot. The replacement of General Cadorna by General Diaz could also be considered. In the countryside, the social impact of conscription could be discussed with more women working on the land, as could the impact of inflation on peasant debt. 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 did the terms of the Paris Peace Settlement meet Italy's expectations when it entered 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]–[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 expectations Italy had when it entered the war in 1915, possibly referring to the desire to gain *Italia Irredentia*. 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 expectations Italy had when entering the war in 1915 and how successful it was in achieving them. Responses could refer to the Treaty of London of 1915, which led Italy to expect territorial gains as its reward from the Peace Treaties of 1919. Italy's gains were to come at the expense of Austria-Hungary and it was secretly promised South Tyrol, Trentino, Istria, Dalmatia and overseas colonies.

However, in 1919 Italy did not receive Dalmatia or any new colonies and the Italians felt that they had been cheated by 'The Big Three', calling the Peace Settlement 'a mutilated victory'. 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 support their arguments with specific evidence and present a sustained analysis of the extent to which Italy was successful in achieving its expectations in the First World War. Answers could refer to the views of Italian nationalists who were expecting more than they were given in 1919. Fiume was a particular bone of contention. However, in fact, Italy gained most of what it had been promised in 1915 and actually received more than could be justified on grounds of self-determination, such as South Tyrol and Istria. Italy actually obtained more territorial gains from the Peace Treaties than any other victorious power but most Italians felt that they had not been fully rewarded for their war effort. Italy had wanted to be able to integrate what was classed as 'exiled' Italians into Italy and had hoped that the Adriatic could become close to an Italian lake due to its territorial gains. Answers could discuss the terms of the treaty and reach a judgement about the extent to which Italy's expectations were fulfilled in 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]

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MARKS

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- 2 (i) Explain the political problems Italy faced between 1919 and 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 political problems facing Italy in the period 1919–1922. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([3]–[4])

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

informed and start to refer to some of the political problems facing Italy in the period 1919–1922, such as the effects of the war, which had increased the difficulties facing the new Italian democratic governments with the ruling elite now deeply divided and unable to co-operate against a common enemy. 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 political problems facing Italy in the period 1919–1922, possibly referring to the weak coalition governments, which meant that there were five elections in this period. Answers could argue that the introduction of universal male suffrage and the use of Proportional Representation from 1919 were contributory factors in the creation of weak coalition governments and the growth of political extremism, such as fascism and communism. The King and the Church were worried by the growth of extremism, particularly the rise of socialism. 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 political problems facing Italy in the period 1919–1922. They could refer to the ‘mutilated victory’ of 1919 which led to criticism of Prime Minister Orlando and became a symbol of the weakness of the liberal government. The growth of fascism, the creation of the Popular Party and the red years (*Biennio Rosso*) could all also be identified as political problems facing Italy between 1919 and 1922. Answers could also refer to the unpopularity of Giolitti and show how this made it very difficult for coalition governments, led by him, to be successful. 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 succeeded in achieving his economic aims for Italy by 1939.”
To what extent would you agree with this statement?

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

Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini's economic policies up to 1939. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms the level of success of Mussolini's economic policy by 1939, possibly referring to the desire to achieve economic self-sufficiency (autarky). 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 level of success Mussolini experienced in his economic policy by 1939. To improve agricultural production, he launched a series of 'Battles' to help Italy achieve autarky, which was one of his main objectives. Answers could discuss the individual aims of the Battle for Grain and the Battle for Land and assess how successful they were. For instance, the Battle for Grain led to a large increase in the production of wheat but at the expense of cattle and sheep farming where production declined. 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 was successful in achieving his economic aims by 1939. In addition to the points outlined above, answers could discuss the revaluation of the Lira in 1926. Mussolini was trying to demonstrate Italian strength, in that a strong lira was evidence of a strong Italy. The free market was abandoned and tariffs were introduced on imports, with the result that Italy's export trade declined, but heavy industries benefited from the cheaper imports. Answers could also discuss the level of success Mussolini experienced through the *Istituto Mobiliare Italiano* (IMI) and the *Istituto per la Ricostruzione Industriale* (IRI), while the aims and level of success achieved by the introduction of the Corporate State could also be discussed. Answers at this level will be consistently characterised throughout by clarity

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of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain why some groups in Italy supported fascism between 1919 and 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 supporters of fascism 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 groups that supported fascism between 1919 and 1922, possibly referring to the support of Pope Pius XI who allowed fascist banners in church services and saw in the fascist movement an opportunity to improve the official status of the Catholic Church in Italy. 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 main reasons why some groups supported fascism between 1919 and 1922. The support of large industrialists such as Pirelli and Olivetti, who had been impressed by fascist strike-breakers opposing trades unionists, could be discussed. Due to the fascists' stand against the socialist threat, many conservative groups, such as police officers, members of the army, rural landlords and middle-class business people, also supported Mussolini and the fascists. Answers could also discuss the reasons for the support of students and youths who were angered by the rising wages of workers they classed as unpatriotic, while experiencing a lack of prospects themselves. The opportunity for adventure and an end to the daily routine of their lives led many to join the fascist squads. 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 why some groups supported fascism in Italy between 1919 and 1922. In addition to the points outlined above, answers could discuss the support of the King who had become disillusioned with parliamentary leadership as he feared the threat from the left. He was afraid that a civil war could break out with his pro-fascist cousin, the Duke of Aosta. Answers could explain the support of ex-soldiers, who were proud of the military victory they had won in the First World War but felt humiliated and betrayed for not receiving what they saw as their due from the government. Fascism also won the support of rural, lower and middle-class farmers in Romagna, Lombardy and Venetia who had recently improved their position and extended their landholdings. They saw socialism as a threat to these gains and resented the power of the Socialist Land Leagues, thus allowing fascism to develop in the countryside. 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) “Propaganda was the most important method Mussolini used in his attempts to control the Italian people between 1922 and 1943.” 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 little more than a narrative about Mussolini’s attempts to keep Italy under control 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 use propaganda to control the Italian people between 1922 and 1943, possibly referring to the use of *Romanita*, or the cult of Ancient Rome. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

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Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which Mussolini's use of propaganda was the most important method of controlling the Italian people. They could discuss the role of Mussolini's Press Office/Ministry of Culture and its role with radio, film and eventually all aspects of culture. The control of the press could be discussed with all opposition newspapers suppressed from 1926, while foreign papers were banned, although some underground anti-fascist newspapers continued to circulate. Journalists had to be registered by the state and join a fascist association, while the state controlled what the papers could and could not say. By the 1930s the regime made greater use of radio and cinema to promote fascist ideas, reinforcing the message with posters and rallies. Responses at this level will begin to assess the importance of other factors used by Mussolini to control Italy in this period, such as the *Organizzazione per la Vigilanza e la Repressione dell'Antifascismo* (OVRA), the Corporate State and the strong centralised government under fascist control. However, this may be in an incomplete manner. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be able to support their argument with specific evidence and present a sustained assessment of the importance of the use of propaganda in Mussolini's attempts to control the Italian people between 1922 and 1943. The role of the personality Cult of *Il Duce* was also important to glorify his role and that of the fascist state. Propaganda was geared to provide a relentless stream of images of Mussolini as the destined leader of the fascist nation, with the effect of leading to the slogan 'Mussolini is often right' found on walls all over Italian towns. This was clearly linked with the Cult of Ancient Rome, which equated national greatness with the glory of Ancient Rome and paved the way for more expansionist foreign ambitions from 1935 onwards. During World War II the powerful propaganda machine became less convincing and people lost faith in the state-controlled radio, listening instead to broadcasts from the neutral Vatican City or even the BBC. In addition, answers should assess the role of other factors, such as the use of terror. While using organisations such as the OND (Fascist Leisure Organisation) and ONB (Fascist Youth Organisation), Mussolini employed repression and the creation of an authoritarian state to control Italy, aiming to establish a fascist society loyal to him and his ideals, although, compared to other dictatorships, the OVRA did not really create a regime dominated by force and terror after he had consolidated his power by 1928. Answers could refer to the lack of opposition to fascism before World War II or the various agreements made by Mussolini with the Church, King and Army. They should also discuss his social policies and reference may be made to Mussolini's various 'Battles', generous welfare policies and the corporate 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.

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[22]

- 4 (i) Explain why Mussolini decided to enter the Second World War in 1940.

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

Level 1 ([0]–[2])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be typically inaccurate, superficial and offer unclear descriptions about why Italy joined the war in 1940. 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 Mussolini's motives for involving Italy in the Second World War, possibly referring to the desire to be on the winning side and benefit from the spoils of war in the form of territorial gains. 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 a range of reasons for Italian involvement in the Second World War. They could explain that Mussolini disliked Italy's neutral position and felt embarrassed by it, especially after he had scorned the neutrality of Liberal Italy in World War One. Mussolini was also worried that, if Italy remained neutral, it would be faced with a Europe dominated by Germany which would be angry at Italy's refusal to honour its treaty obligations. Italy would be left having gained nothing, would still be lacking great power status and would be under physical threat from Nazi Germany. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([7]–[8])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of why Mussolini decided to involve Italy in the Second World War. In addition to the points outlined above, responses could discuss the context of 1940. In March 1940 Germany had promised to make up the shortfall in coal that would result from a British blockade of Italy by sending 12 million tons annually by rail. As much of Italy's Mediterranean trade was disrupted by the

war, it became increasingly dependent on Germany. The rapid collapse of France in May and June 1940 removed the massive Allied naval supremacy in the Mediterranean which, along with the massive difference between the British and Italian forces in East Africa, made the opportunity for territorial gains a significant possibility. 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 consistent were the aims of Mussolini's foreign policy in the period 1922–1939 and the methods by which he attempted to achieve them?

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 Mussolini's foreign policy up to 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 of the aims and methods of Mussolini's foreign policy between 1922 and 1939, possibly referring to the desire to make Italy 'great, respected and feared' or the desire to become the dominant power in the Mediterranean. In terms of methods, answers could discuss attempts at diplomacy, such as Mussolini's involvement in the Locarno Peace Pact. 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 how consistent the aims of Mussolini's foreign policy were in the period 1922–1939, as well as the methods by which he attempted to achieve them. Mussolini intended to gain great power status through a military build-up, diplomacy and possibly war. He intended to expand Italy's colonial empire in Africa and develop the Balkans as Italy's own sphere of influence. Answers could argue that these aims were apparent throughout Mussolini's time in power but were each given a

different priority at different stages in Mussolini's foreign policy in the period 1922–1939. Events such as the Corfu incident could be discussed to show the use of aggressive methods, with the island of Corfu being bombarded by the Italian navy. This could be contrasted with a more diplomatic approach to events, such as the Locarno Peace Pact, which Mussolini saw as an opportunity to enhance his prestige. 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 how consistent the aims and methods of Mussolini's foreign policy were in the period 1922–1939. In addition to the points discussed above, answers could compare Mussolini's relations with Britain, France and Germany before 1939. In the 1920s Mussolini was careful not to antagonise either Britain or France and played the role of the moderate statesman at Locarno and with the Kellogg-Briand Pact. However, by the late 1920s he became more determined to make Italy "great, respected and feared". He funded pro-fascist groups in Germany, allowed German military pilots to train in Italy and promised to make a large Italian airforce. He prevented the *Anschluss* between Germany and Austria in 1934 and joined the Stresa Front after Germany revealed that it had an airforce. However, answers could demonstrate that Mussolini became more aggressive and expansionist from 1935 onwards, following his invasion of Abyssinia. From that point on candidates could discuss how Mussolini moved away from good relations with Britain and France towards an alliance with Hitler through events such as the Rome-Berlin Axis, the involvement in the Spanish Civil War, the successful *Anschluss* of 1938 and the Pact of Steel. 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

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60

60