



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2017**

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## **History**

**Assessment Unit AS 2**

**[AH121]**

**TUESDAY 23 MAY, AFTERNOON**

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**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:
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience, etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

## Option 1: Spain and Europe 1556–1592

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MARKSAnswer **two** questions.

- 1 (i) Explain the causes of the revolt in Aragon.

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

**Level 1 ([0]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and will consider a range of factors which caused the revolt in Aragon. These might include: the divisions inside Philip II's kingdom and the clash with the Castilian state, the influence of Antonio Perez after his arrest and escape to his native Aragon, the threat to the power of the *Justicia*, the appointment of a Castilian governor and Philip II's intervention in Ribagorza. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Responses might develop Philip II's image as a solely Castilian monarch who favoured this part of his kingdom over Aragon and observe that this intensified rivalry between the two kingdoms. The role played by Perez and the Escobedo affair could be used to explain the growth in opposition to Philip II inside Aragon. Responses could consider the different rights or *fueros* that existed in Aragon and suggest that Philip's ignoring of these and his general neglect of the state led

to revolt. The presence of a Castilian army on the Aragonese border might be used to explain why revolt was sparked off. 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 cultivation of factions was the greatest weakness of his government of Spain in the period 1556–1592.” 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 some information related to Philip II’s cultivation of factions and the weakness of Spain’s government. 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 to a limited extent points related to Philip II’s cultivation of factions and the weakness of Spanish government. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

### Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how Philip II cultivated factions and the weaknesses of Spanish government. Answers should establish the existence of factions and consider the conflict between the Alva and Eboli/Perez factions. There should be some focus on whether Philip II cultivated these or if they came into existence without his knowledge. Responses should also consider a range of other factors which contributed to the weakness of Spanish government. These might include: Philip II’s lack of trust and his limiting of the information passed to the various parts of government; the conciliar system and Philip’s desire to control all parts of it; the size and complexity of the Spanish Empire and the strain this placed on government and Philip’s failure to leave Castile, which created hostility from the other

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

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers could consider whether Philip created factions and assess his motivation for cultivating them. Responses could suggest that Philip's lack of trust in others made his government less effective and that by, having factions fighting each other, they were not opposing him. Answers might suggest that Philip II's ability to govern was strengthened rather than weakened by factions, as Philip became more powerful. Responses could suggest that Philip's overdependence on ministers like Perez and Alva led to poor government in relation to the Dutch Revolt and the sale of government secrets to the Genoese. Answers might suggest that government was stronger in some parts of Spain than others and could argue that government was not universally weak. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain the weaknesses of Spanish industry and commerce 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. Answers will have limited understanding of the weaknesses of Spanish industry and commerce in the period 1556–1592. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have some understanding of the weaknesses of Spanish industry and commerce. 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 might consider the lack of industry in Spain due to limited investment. Some strengths in industry, such as steel production in Toledo or leather production could be used to show a lack of depth in industry and the weakness of overdependence on primary products. Commerce with the New World could show that exports were mainly raw materials and the wool trade with the Netherlands went into major decline in the 1560s. Combined with a need to import wheat, these facts show an inherent weakness in Spain's 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. Responses might point to the bullion trade and the wealth this brought to Spain, yet it also caused inflation which damaged Spain's economic development. Successes in commerce such as the silk and wool trades were lost with the revolts of the Moriscos and Dutch. Government borrowing through Juros limited capital for both commerce and industry and made them less successful. Opportunities from a vast Empire should have supported strong commerce and industry but Spanish failure to

exploit these seems to point to weaknesses in commerce. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Spain’s constant state of war was the main cause of its economic and financial weakness between 1556 and 1592.” To what extent would you accept this judgement?

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

#### **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 the impact of constant war on 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 assess in general terms the impact of constant war on Spain’s economy. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the impact of constant war on Spain’s economy. Answers should establish the impact that war had on Spain’s finances and how this limited economic development. Responses may mention the numerous bankruptcies Spain faced and the growth of its national debt to 85.5 million ducats in 1592. Answers could link this to spending on war, especially after the Dutch Revolt in 1566. Responses should consider other factors which contributed to the weakness of the Spanish economy. These could include: an inherited debt, poor industrial production, weaknesses in Spanish agriculture and an overstretched international position due to the size of its empire. 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. Answers may mention that Philip II was at war for 35 years of his 42 year reign and this put enormous strain on the Spanish economy. This argument might be reinforced by reference to the cost of military action against England, the Turks, France and the Dutch. Responses could develop other causes of a weak Spanish economy, such as poor administration and planning by Philip's government, the use of juros, with extremely high interest rates, the destruction of economically productive groups like the Moriscos and a lack of investment by the Spanish nobility. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the impact of the Inquisition on religious minorities 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. Answers will be superficial and offer unclear explanation of the ways in which the Inquisition impacted on religious minorities in Spain in the period 1556–1592. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will give some explanation of the ways in which the Inquisition controlled religious minorities in Spain in the period 1556–1592. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, considering, for example, how auto-da-fé and Tribunals were used to keep religious minorities under control. Responses could identify how both Muslims and Moriscos were targeted and that 90% of all cases in Granada in the 1560s were against Muslims or Moriscos. Answers could consider how torture was used to extract information but was also supported by neighbours who testified against Moriscos. Responses might show that similar methods were used against Protestants in the 1560s and Conversos after unification with 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. Philip II's banning of Morisco language and culture in the 1560s was enforced by the Inquisition. Answers might show that the Inquisition made little distinction between Muslims, Mudejars, and Moriscos who were converted Muslims. Responses might show that the Inquisition controlled Muslims but it was Philip II who dealt with them after their revolt. The Inquisition's focus on Protestantism wiped it out

of existence in Spain by the late 1570s and many Jews sought out countries with greater religious tolerance than Spain. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Philip II’s reform of the Spanish Church between 1556 and 1592 was primarily motivated by political and financial considerations rather than religious motives.” 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 on whether Philip II’s reform of the Spanish Church was motivated by political, financial or religious considerations. 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 show some understanding of whether Philip II’s reform of the Spanish Church was motivated by political, financial or religious considerations. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

### Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether Philip II’s reform of the Spanish Church was motivated by political, financial or religious considerations. Answers could consider some of the following which support Philip’s religious motivations: his strong religious beliefs, his desire to follow the example of his father as the defender of Catholicism, his strong support for the Council of Trent and his desire to control heresy inside his own kingdom. Responses might counter these points by considering: his desire to gain an authoritarian control over Spain and the Church, his need to increase the finances it raised and the amount he could gain for himself, to improve his hold over the Church and strengthen his relationship with the Papacy.

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

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers might use Philip II's definition of himself as "the Sword of Catholicism" to support reform of the Church due to his strong faith. This could be further highlighted by using his foreign policy which was often directed against the enemies of the Church. Responses might consider the nature of his reforms, such as better preaching or Sunday schools to show that religion drove his reform. To counter this argument, answers could consider his offer to marry Elizabeth of England, who he defined, as a 'heretic' or his peace with the Turks to show that his faith was not always his driving concern. Responses might focus on his financial crisis and his clashes with the Pope to argue that politics and money were his primary aims. 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 how the Dutch Revolt affected Spain's relations with England.

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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 offer an unclear explanation of how the Dutch Revolt affected Spain's relations with England. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will give a basic description of how the Dutch Revolt affected Spain's relations with 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. Answers will have more detail and should cover a range of factors which made England more hostile towards Spain. These might include: the economy was damaged due to disruption of the wool trade, the harsh repression of Calvinist Dutch rebels which caused Englishmen to wish to help their co-religionists, the existence of a Spanish army in the Netherlands threatened England's coast, with the possibility of a religious crusade made more likely with Spain's signing of the Treaty of Joinville with the French Catholic League in 1584. Responses could also show that English responses to the revolt also damaged relations with Spain. These might include: English help to Dutch rebels, the seizure of ships destined to pay the Spanish army in the Netherlands, the expulsion of the Sea Beggars and the signing of the Treaty of Joinville. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Responses could show how Elizabeth I attempted to restore Spanish rule in the Netherlands to improve trade during the 1560s. Answers could develop the hostility towards Spain among the English Privy Council and its desire to intervene in the

Netherlands. It could be stated that good Anglo-Spanish relations existed up until the revolt in 1566 and that they gradually declined until war was declared between the two nations in 1585. 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 outbreak of the French Wars of Religion in 1562 represented the most important turning point in Philip II’s foreign policy in the period 1556–1592.” 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 detail about the impact of the French Wars of Religion on 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 be better informed and begin to consider whether the French Wars of Religion represented the most important turning point in 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 how great an impact the French Wars of Religion had on Philip II’s foreign policy and whether they were the most important turning point. Answers could emphasise the impact of France prior to 1562, mentioning the Habsburg-Valois Wars and how these had only ended in 1558. As turmoil in France increased after 1562, Philip II was able to focus his foreign policy elsewhere. Responses should consider his foreign policy towards: the Ottoman Empire and the peace of 1580, the Dutch with the importance of the Revolt in 1566, the English whom he supported until the Treaty of Nonsuch in 1585 and finally his return to a focus on France in the 1590s. It might be concluded that the French Wars of Religion allowed

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the main focus of Phillip II's policy to change but this could be argued against by showing how he was drawn into the French Wars in the 1590s. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers might suggest that Philip's signing of the Treaty of Joinville in 1584 and his sending of the Duke of Parma into France in 1590 show that the Wars of Religion were not the most important turning point in his foreign policy. Responses might argue that it was peace with the Turks in 1578 which was the greatest turning point as it was this which allowed his policy to move towards a Northern European focus. Answers might suggest that it was the outbreak of the Dutch revolt in 1566 or Elizabeth I's rejection of his marriage proposal or her signing of the Treaty of Nonsuch with the Dutch which were the most important turning points in his foreign policy. The proposition might be supported by arguing that the freedom created by French decline, after the outbreak of the Wars of Religion, allowed Philip II to conduct a policy as he saw fit in these other areas. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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**Option 1**

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**Option 2: The Ascendancy of France in Europe 1660–1714**AVAILABLE  
MARKSAnswer **two** questions.

- 1 (i) Explain the results of the Dutch War of 1672–1678.

**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 account or present some generalised statements about the results of the Dutch War. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty consistently engaging with the question on its own terms, with the response providing a generalised account of the end of the war. The response may contain some explanation of the impact of the Dutch War and there may be a limited explanation of the terms of the Treaty of Nymegen. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, observing that the Treaty of Nymegen resulted in France making a number of significant territorial gains, including Franche-Comte, Lorraine and Freiburg. France was also able to gain control of much of Flanders, including St. Omer, Aire and Ypres. Louis had succeeded in strengthening France's vulnerable north-eastern frontier, although his actions had increased opposition to and fear of France in Europe. French atrocities in Holland and the Palatinate were also widely criticised and contributed to the perception of Louis XIV as a tyrant. 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 long war with the Dutch

had been hugely expensive and increasingly unpopular in France. Louis' failure to accept the surrender terms of the Dutch early in the conflict had been financially costly and the eventual gains in the Treaty of Nymegen were less significant than what he had been initially offered. While Louis had succeeded in increasing the power and position of France, he should perhaps have focused his expansionism on Spain rather than Holland. However, Louis had certainly succeeded in expanding French territory and the growing strength of his position was evident by the peace negotiations being conducted in French and his adoption of the title 'Great'. 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 Cologne dispute in 1688 was the most important reason for the outbreak of the Nine Years' War." How far would you accept this judgement?

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

#### Level 1 ([0]–[5])

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

#### Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will have difficulty consistently engaging with the question on its own terms, providing a general account of the causes of the Nine Years' War. Answers at this level may communicate some knowledge of how Louis XIV's invasion of the Palatinate had been provoked, to some extent, by the Pope rejecting his candidate for the position of Archbishop of Cologne and by the Diet of the Holy Roman Empire granting the Palatinate itself to William of Neuberg. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### Level 3 ([12]–[17])

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

outbreak of war and also examine other factors that were influential. Louis XIV's clash with the Papacy culminated in Innocent XI rejecting the French candidate for the position of Archbishop of Cologne. Louis XIV's actions in the War of Devolution, the Dutch War and the Reunions had alarmed much of Europe. In 1686 France's opponents united in the defensive League of Augsburg which was to grow into an offensive Grand Alliance after Louis' invasion of the Palatinate in 1688. Louis XIV's Revocation of the Edict of Nantes in 1685 and the resulting emigration of 250 000 Huguenots had already heightened religious tensions in Europe. In 1688 the English Parliament was alarmed by Louis' support for the exiled James II and feared a Catholic invasion to retake the throne from William and Mary. 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 Cologne incident was the most important reason for the outbreak of war. Candidates may show some understanding of the long-term causes of the war and how Louis XIV's expansionism had created fear and uncertainty. The roles of Emperor Leopold or William of Orange may be discussed to consider how their personal ambitions and actions had contributed to the outbreak of conflict. The answer will be well informed about the Cologne incident and the events of 1688 and 1689 which led to war erupting across Europe. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 2 (i) Explain the impact of the Truce of Ratisbon of 1684 on France and its enemies.

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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 provide a narrative account or generalised comments about the impact of the Truce of Ratisbon on Europe. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question on its own terms, with the answer providing a general account of the events surrounding the signing of the Truce. The response may contain some explanation of how the decisions agreed at Ratisbon in 1684 affected the position of France in relation to the other leading nations of Europe. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, observing that during the War of the Reunions with Spain, France had gained control of the strategically important towns of Strasbourg and Luxemburg. As a result of the Reunions and the Truce of Ratisbon, France had expanded its territory and strengthened its control of the vulnerable north-eastern frontier. Spain had been dominated by France during the conflict and, although it regained Courtrai and Diksmuide, its position in the north of Europe had been weakened. Austria had come to the assistance of Spain during the conflict but the overwhelming victory only served to confirm French ascendancy 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. While Louis had succeeded in expanding the territory and power of France, his actions had resulted in increased opposition to France. During the Reunions most of the countries

affected by Louis' actions had been too weak or otherwise distracted to mount serious opposition to the French and only Spain was willing to engage in war. While Ratisbon represented the pinnacle of French expansionism, it also resulted in a growth in opposition to Louis, eventually developing into a united opposition in the form of the League of Augsburg and the Grand Alliance. Furthermore, as the terms were part of a truce rather than a treaty, the gains France had made were arguably only temporary. Nevertheless, France was in a dominant position in Europe by 1684. 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) "Of the countries involved in the Nine Years' War, only the Dutch could be fully satisfied with the terms of the Peace of Ryswick." To what extent would you agree with this statement?

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

#### **Level 1 ([0]–[5])**

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

#### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 responses will have difficulty consistently engaging with the question on its own terms, with the answer providing limited analysis of how satisfied each of Louis XIV's opponents was, perhaps focusing exclusively on the Dutch. Answers at this level may communicate some knowledge of how, on balance, the Dutch saw their war aims met by managing to defend their homeland during the conflict and, in the Treaty, seeing Louis surrender many of the gains he had made on his north-east frontier. Some other leaders or countries 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

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are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the successes of the Dutch and the other nations involved in the Nine Years' War. Although during the conflict Louis had secured significant military victories at Fleurus, Steenkirk and Neerwinden, the conflict in the Spanish Netherlands was reduced to a stalemate and the security of the Dutch was never really threatened. William had succeeded in his primary aim of defending his homeland, even if he never came close to defeating his lifelong enemy, Louis XIV. Acquiring the barrier fortresses and securing Spanish control of the Netherlands in the terms of the Peace of Ryswick represented a triumph for William, although perhaps his most important triumph was in compelling Louis to recognise him as the rightful King of England. Other leaders were also satisfied with their gains in the Peace, with William of Neuberg securing the Palatinate, Prince Clement of Bavaria retaining control of Cologne and the Duke of Lorraine regaining his territory. Emperor Leopold also increased Austrian territory and viewed the stopping of Louis' expansionism as a triumph for his aims. While Louis XIV did secure Strasbourg and Alsace and his earlier conquests of Metz, Toulon, Verdun and Franche Comte, the results of the Nine Years' War were hardly a triumph for France. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the Dutch were satisfied with the results of the Nine Years' War. Good responses will explore the gains and losses of the main belligerents, in both the war and in the Peace, analysing the extent to which countries could be satisfied with their gains from the war. While other leaders had more reason to be satisfied with the results of the war, Louis XIV did view the Peace of Ryswick as a manoeuvre to position himself for the Spanish prize and therefore the sacrifices he made to the Allies should be viewed in that context. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain the impact of the Battle of Malplaquet.

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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 provide a narrative or recall some unsupported statements about the impact of Marlborough's victory at Malplaquet. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Although the Allies won the Battle of Malplaquet, it did not have the same impact upon the war as Marlborough's earlier successes at Blenheim, Ramillies and Oudenarde. The French army retreated from the battlefield in good order and was able to continue the defence of its country. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, observing that the Allies suffered over 21 000 deaths, more than twice the number of the French. The scale of the casualties shocked Europe and Malplaquet was one of the bloodiest battles of the eighteenth century. Despite securing a technical victory, the Allied forces were too exhausted to continue the invasion of France and Louis had succeeded in defending his homeland. Villars was lauded for having saved France and received a hero's welcome at Versailles. 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 Battle of Malplaquet was hugely significant for the course of the whole war. The French defences had not been breached and their army remained strong enough to deter another Allied offensive. The Grand Alliance became increasingly fractured and victory was never again within its grasp. Marlborough was recalled to England, weakening the military leadership of the Allies and signalling

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

[8]

- (ii) “The Duke of Marlborough’s inspirational leadership was the most important reason for the success of the Grand Alliance in 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 offer an incomplete and generalised description of Marlborough’s leadership during the War of the Spanish Succession. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

### Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty engaging with the question on its own terms, perhaps focusing solely on the contribution of Marlborough and ignoring the other factors. Responses may focus mainly on the importance of Marlborough’s victories at Blenheim, Ramillies, Oudenarde 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. The Duke of Marlborough’s inspirational leadership was central to the success of the Grand Alliance. His tactical skill, personal courage and ability to deceive his enemies made him a very effective battlefield commander. In each of his major battle victories he employed the element of surprise by initially attacking on the enemy’s flanks before launching his main offensive through the centre. His use of platoon firing and rapid fire cavalry were especially effective tactical initiatives. However, the Allied success was also due to the influence of other Allied leaders such as Eugene. Furthermore, it was the weaknesses of the French enemy which arguably gave the Allies a huge boost. The French were often poorly led in battle. For example, at Blenheim Tallard overemphasised

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the importance of defending the villages and at Oudenarde Burgundy and Vendome openly quarrelled. France also faced crippling economic problems at home as a result of a disastrous harvest, and the expense of a long, large-scale war. The Grand Alliance also benefited from the watershed victory at Blenheim, although candidates may argue that it was Marlborough who deserves the credit for this stunning defeat of the French forces. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be well informed and reach relevant conclusions about the importance of the Duke of Marlborough in the successes of the Grand Alliance. His strategic and battlefield tactics were astute and proved central to the ability of the Allies to secure a succession of victories against France. Candidates may also acknowledge some of Marlborough's flaws and mistakes during the conflict. Indeed, he was eventually replaced as the Allied leader and the Grand Alliance never secured an overall victory in the war. Other factors that helped the impressive Allied performance will also be confidently addressed. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 4 (i) Explain the reasons for the success of the Grand Alliance in the Battle of Oudenarde.

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

**Level 1 ([0]–[2])**

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

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will display a general understanding of the reasons for the success of the Grand Alliance forces at Oudenarde. Marlborough had deceived his enemy once again by targeting the flanks before launching a devastating offensive through the centre. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, observing that Marlborough exploited the physical features of the battlefield by crossing the Norcken River and gaining the element of surprise. The impressive performance of the Grand Alliance was aided by the incompetence of the French leadership. Vendôme and Burgundy failed to work effectively together and made crucial tactical errors during the battle. In contrast, Marlborough and Eugene provided dynamic, inspired leadership, enabling the Grand Alliance to secure a crushing 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 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a comprehensive and substantiated knowledge of the reasons for the Allied victory at Oudenarde. The tactics of Marlborough will be confidently addressed and contrasted with the inadequacy of the French performance. For example, Burgundy's decision to keep his cavalry in reserve allowed the Allied central advance to overwhelm the French army. Answers at this

level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Louis XIV had most reason to be satisfied with the terms of the peace treaties at the end of 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 offer a description of the terms of the treaties or make generalised, unsubstantiated comments about the extent to which they satisfied the ambitions of Louis XIV. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

#### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may have difficulty engaging with the question on its own terms and include the key terms of the treaties but fail to analyse the extent to which France was the main beneficiary. Answers may focus exclusively on the benefits France accrued and fail to make any comparative analysis with the other countries. Louis did manage to retain key territories on the north-eastern frontier and, most importantly, saw his grandson retain the Spanish throne. The key issue over which the war had been fought had been resolved in favour of the Bourbons, with Philip V remaining the King of Spain. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers should analyse not only the gains made by France but also explore how other countries also benefited. England made substantial gains in the New World, retaining control of Newfoundland, Hudson Bay, St. Kitts and Nova Scotia, while also gaining a foothold in the Mediterranean by securing control of Gibraltar and Minorca. The Protestant Hanoverian succession had been secured and gaining the Asiento was of huge long-term economic benefit. Although Spain retained

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Philip as its chosen monarch, he was compelled to renounce his claim to the French throne and surrender the Spanish Netherlands to Austria. The Elector of Bavaria regained Namur and Charleroi; Nice and Sicily were given to the Duke of Savoy, while Lorraine was once more restored to its Duke. Austria secured substantial territory in Italy and gained control of the Spanish Netherlands. Holland welcomed the establishment of this Austrian buffer zone, which was reinforced by its retention of the barrier fortresses. The Elector of Brandenburg was recognised as King of Prussia and received Spanish Gelderland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be well informed and reach relevant conclusions about whether Louis XIV had most reason to be satisfied with the terms of the treaties. He had retained key territories, including Lille, Aire and Bethune in the north and Alsace, including Strasbourg, in the east. Although France had performed poorly in the war and certainly made some sacrifices in the treaties, Louis could be satisfied with the terms. The French position was much better than Louis had offered in the peace negotiations of 1709 and crucially a Bourbon remained on the Spanish throne. Austria was slow to accept peace but ultimately had made substantial territorial gains, as did Brandenburg-Prussia. Although Holland too had benefited from the terms, it was to face a period of economic decline. Arguably, England gained most from the treaties and the foundations had been set for a century of imperial expansion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

**Option 2**

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### Option 3: Challenge and Crisis in Ireland 1821–1867

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Answer **two** questions.

- 1 (i) Explain why Daniel O’Connell abandoned attempts to repeal the Union in the 1830s, but revived these attempts in the 1840s.

**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 abandoning and then reviving attempts 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, the heavy defeat of a Repeal motion in the House of Commons in 1834 was a major factor in O’Connell deciding to abandon the campaign at this point. He also felt that this was the time to focus on social reform for Ireland. 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. The House of Commons vote in 1834 seemed to confirm that repeal was unlikely to be achieved in the immediate future, and therefore O’Connell decided to change his political strategy. The idea of an alliance with the Whigs offered the prospect of significant social and economic reform for Ireland. One of the main reasons for the revival of the repeal campaign was O’Connell’s disappointment with the reforms that the alliance with the Whigs produced. 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 first abandoning the goal of repeal and then embracing it again. Another factor in the decision to abandon repeal was that a Whig alliance offered the chance to remove Peel and the Tories from power in 1835. With the Whig defeat in the election of 1841, there was no prospect of O'Connell retaining his influence with the British Government and so repeal was back on the political agenda. Related to this point is O'Connell's underestimation of Peel as a political opponent whom he felt he could outmanoeuvre to secure repeal. O'Connell's judgement about the prospects for repeal in the 1840s may also have been influenced by memories of the successful campaign for Catholic Emancipation in the 1820s when he had faced a Tory Government and achieved his goal. 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 Catholic Association was the main reason for the success of Daniel O'Connell's campaign to achieve Catholic Emancipation." 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 in a generalised way the role of the Catholic Association in the campaign for Catholic Emancipation, such as the organisation of propaganda. 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 aspects of the role of the Catholic Association in the campaign for Catholic Emancipation. For example, candidates may focus on the Association's role in the organisation of rallies and general campaign strategy. There might also be some general reference to other features of the campaign, such as the role of the Catholic Church. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the role of the Catholic Association in relation to other factors in the campaign to achieve Catholic Emancipation. The Catholic Association was formed in 1823 as a constitutional organisation for the achievement of emancipation. The introduction of the penny rent in 1824 enabled the Association to become a truly national organisation with strong roots among the peasantry. The Association collected the penny rent and organised election campaigns, while its headquarters at the Dublin Corn Exchange gave it the appearance of a Dublin “parliament”. The middle class used its professional skills to run the Association and provide funds. Answers may make limited reference to other factors in the emancipation campaign, such as O’Connell’s tactics and rhetoric. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will provide a balanced assessment of Daniel O’Connell’s campaign to achieve Catholic Emancipation. By making some Catholic clergy members, the Association was able to spread its message more widely. Catholic urban middle classes – especially lawyers – hoped to gain economically and professionally from emancipation, while the rural middle classes saw emancipation as bringing comparable benefits. The Catholic Church helped to collect the penny rent and spread news about the campaign from the pulpits. O’Connell skilfully used elections, such as Waterford in 1826 and Clare in 1828, to increase pressure on the government to acquiesce. The use of mass rallies and rhetoric was important, as he profited from instability in the Tory government following the departure of Lord Liverpool in 1827. 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 good use of specialist vocabulary.

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- 2 (i) Explain why Daniel O’Connell was disappointed with the outcome of the Lichfield House Compact.

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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 may note some general points about why O’Connell was disappointed with the outcome of the Lichfield House Compact. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will explain in a limited fashion why O’Connell was disappointed with the outcome of the Lichfield House Compact. For example, there may be a general reference to the Tithe Rent Charge Act failing to abolish the tithe. 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 why O’Connell was disappointed with the outcome of the Lichfield House Compact. For example, it may be noted that the Poor Law Act of 1838, which introduced the workhouse system, was seen as an “English solution to an Irish problem” that failed to recognise the agrarian nature of Irish society. O’Connell had hoped for legislation that would address the problem of underemployment in Ireland, but this was not forthcoming. 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 why O’Connell was disappointed with the outcome of the Lichfield House Compact. In addition to the points noted, candidates might also highlight the shortcomings of the Municipal Corporations Act of 1840. This piece of legislation was much less comprehensive than its counterpart for England and Wales, in that Irish local government was given less power, for example regarding control of the

police. Furthermore, the Irish Act was based on a much more restrictive £10 franchise. Apart from the negative effects of the legislation passed as a result of the Lichfield House Compact, O'Connell also suffered a decline in his popular support in Ireland due to his focus on affairs at Westminster, and in practical terms there was a noted fall in the "O'Connell tribute" in this period. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) "The actions of Sir Robert Peel and the British Government were the main reason for the failure of Daniel O'Connell's campaign to repeal the Act of Union." To what extent would you agree with this statement?

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

#### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall very generalised information about the actions of Peel and the British Government in relation to the failure of O'Connell's campaign to repeal the Act of Union. 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 the actions of Peel and the British Government in relation to the failure of O'Connell's campaign to repeal the Act of Union. Reference may be made to the fact that Peel's Government had a healthy majority in the House of Commons and was united in its determination to make no concessions on the question of the 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 the actions of Peel and the British Government in relation to the failure of O'Connell's campaign to repeal the Act of Union. Peel was the most formidable statesman of the period, and a united cross-party base backed him in his wish to maintain the Union

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intact. He was also prepared to use military means to thwart O’Connell, and secured the passing of a Severe Arms Act in 1843. He later called O’Connell’s bluff by banning the key Clontarf meeting. Peel’s reforms, such as the Maynooth grant, demonstrated to Catholics that they could receive equitable treatment under the Union, thereby rendering repeal invalid. At this level, candidates might also begin to appreciate that other factors contributed to the failure of O’Connell’s campaign to repeal the Act of Union, such as the dispute with the Young Irelanders over campaign strategy and the use of force. 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 actions of Peel and the British Government in relation to the failure of O’Connell’s campaign to repeal the Act of Union. O’Connell, for example, erred in several ways. He duplicated the tactics from emancipation for repeal, and underestimated Peel, letting his contempt cloud his judgement. O’Connell’s ideological quarrel with Young Ireland weakened the repeal movement, while his use of rhetoric to imply violence if repeal was not granted failed to appreciate that, in the 1840s, the political climate was quite different from 1828. Candidates might also consider that the onset of the Famine made it impossible for repeal to be resurrected after Clontarf. Other factors that might be discussed include the decline in O’Connell’s physical strength; the resistance of supporters of the Union in the north and south of Ireland; and the more ambivalent position of the Catholic Church in this campaign compared to its central role in the struggle for Catholic Emancipation. 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 the Whig Government under Lord John Russell responded to the crisis of 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]–[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 response of the Whig Government under Russell to the crisis of the Irish Famine. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show more awareness of the response of Russell's Whig Government to the Famine. For example, Russell set up a Board of Works to provide employment. Food was provided through local food depots and direct relief from soup kitchens. The Labour Rate Act was introduced, meaning that landlords had to provide work or pay a "labour rate". Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a comprehensive explanation of the response of Russell's Whig Government to the Famine. Russell faced a Famine on a greater scale than Peel. The public works schemes resulted in 750 000 people being paid less than subsistence wages to work on unproductive tasks on roads and bridges. The landlords resented the "labour rate" because many could not afford the cost involved. However, the government persisted with the belief that the landlord class should bear the main burden of Famine relief. After the crisis of the Famine deepened in the winter of 1846–1847, the public works projects and labour rate were abandoned, and the government pinned its hopes for relief

on a scheme of direct help through the free distribution of food by means of soup kitchens. Soon three million people were fed in this way. The scheme ended late in 1847, in keeping with laissez-faire dogma, leading to the reorganisation of the Poor Law system, whereby 200 000 people were forced into workhouses. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Ireland’s overdependence on the potato was the most important reason for the outbreak of the Famine.” To what extent would you accept this judgement?

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

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

#### **Level 2 ([6]–[11])**

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

#### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Responses will provide a more detailed knowledge and understanding of the causes of the Famine. Answers will provide a more detailed knowledge and understanding of the role of the potato in relation to a limited range of other factors. Irish peasants became dependent on the potato because it was easy to grow, economical and a nutritious crop. Small yields could support a large family. It was in the west particularly, where plots were smallest, that there was the greatest dependence on the potato and the most extreme poverty. When the potato crop failed in 1845, it meant certain death for millions of people who had no other source of food supply. Other causes will be examined in a limited

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way. The rapid increase in population placed great pressure on land and contributed to subdivision. Most landlords were absentee, and regarded their holdings in Ireland as merely a means of income. Many landlords lived beyond their means and raised rents to compensate. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will assess the role of the potato in relation to a wide range of other factors in causing the Famine. For example, Ireland's land system was characterised by an absence of security of tenure, no incentive for improvement of holdings, high rents, middlemen and the impact of subdivision. One million of the agricultural community who were classed as "landless labourers" were frequently unemployed, and under-employment was one of the great social evils of Ireland. Ireland suffered from a lack of industrial development due to a dearth of resources and inward investment. Outside of north-east Ulster there was no significant middle class of entrepreneurs and the transport system was inadequate. The domestic work of spinning and weaving in their own homes was drying up as a result of the decline of the Irish woollen and domestic linen industries in the years before the Famine. There was a lack of inward investment from landlords. Laissez-faire precluded government intervention. There was no state aid for emigration. Answers at this level will be consistently characterised 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 military and political aims of the Fenian movement.

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

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have a limited account of the military and political aims of the Fenians. For example, there may be an awareness that the Fenians aimed to use physical force and engage in a revolution to end British rule in Ireland, and then declare an Irish Republic. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

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

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the military and political aims of the Fenians. They aimed to act when Britain was involved in war or otherwise distracted by a quarrel in Europe. The varied experiences of Fenians in exile in America and France raised expectations that one of these two countries would create an international situation favourable to Fenian intentions. The 1867 revolt came at a time when Anglo-American relations were strained. Once independence was achieved, the Fenians aimed to establish in Ireland a two-chamber legislature, universal suffrage and a separation of powers, with almost complete church-state separation. Since Dublin had been the traditional seat of British rule in Ireland, the Fenians aimed to reseat the capital at Athlone or Limerick, and thereby emphasise the break with British rule in Ireland. Some Fenian leaders nurtured the aspiration that, even if their rebellion failed, their armed uprising would inspire future generations of physical force nationalists. In this sense, the Fenian revolt would align itself with the revolt of Emmet in 1803. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “British infiltration of the Fenian movement was the main reason for the failure of the Fenian Rising of 1867.” How far would you agree with this verdict?

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

**Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall general points 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 impact of the infiltration of the Fenian movement on the failure of the rising of 1867, perhaps noting the role played by G Division of the Dublin Metropolitan Police. 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 Fenian movement and begin to assess whether its rising in 1867 was most significantly undermined by the infiltration of the movement by British agents. Certainly, the authorities were kept very well informed about Fenian activities and plans by a network of well placed agents, which allowed the Government to pre-empt the Fenians at every turn. One such agent was Pierce Nagle who worked in the offices of the Fenian newspaper, the *Irish People*, and whose information led to a raid on the newspaper's premises and the arrest of the leading Fenians, Luby, O'Leary and Rossa, in September 1865. Another key operative/informer was John Joseph Corydon, who began passing intelligence on the Fenians to the Crown authorities in September 1866. As a result of this information, the planned Fenian raid on Chester Castle to obtain arms was thwarted on 11 February 1867, and on 4 March, General Massey, who was to take charge of the rising in the south of Ireland, was arrested at Limerick junction. Candidates will also begin to consider other reasons for the failure of the Fenian Rising of 1867, such as the lack of substantive support from the USA, 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 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 may note that, in addition to the successful penetration of the Fenian movement in Ireland by the authorities, the US Fenians were equally compromised by the activities of James McDermott, who was both a close confidant of O'Mahony but also in the pay of the British Consul in New York. Top level answers will also consider in detail other factors contributing to the failure of the 1867 rising, such as the argument that the Fenians were romantic dreamers rather than serious revolutionaries. Conflicts between the Irish-based and American movements limited the procurement of money, men and arms. The Rising of 1867 was badly planned and there was insufficient help from the USA. There was a lack of arms. The original date for the rising was postponed from February to March. 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 in particular Cardinal Cullen. He led the Catholic Church in an unequivocal condemnation of Fenianism, and dissuaded Catholics

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from joining the movement. The clerical view was that membership of the Fenians was incompatible with the Catholic faith, and that it was sinful for secret societies to use force to overthrow a legitimate government. Cullen's stance was strengthened by the Church's traditional disdain of oath-bound organisations throughout Europe. The actions of the government against Fenian activity were both proportionate and effective. Dependable army regiments were in place to counter any Fenian activity. Candidates may reflect that it was a mixture of successful intelligence-gathering by the authorities, the Fenians' own shortcomings and firm opposition which led to the failure of the 1867 Rising. 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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**60**

## Option 4: France 1815–1871

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- 1 (i) Explain why the Bourbons were restored to the throne of France in 1815.

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

**Level 1 ([0]–[2])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically be vague, perhaps mentioning Louis XVIII's restoration but little else of relevance. 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, perhaps referring to Louis XVIII's acceptance of the Charter and to the fact that the Bourbons had the best claim to a vacant throne. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, noting, for example, that the Bourbons were dependent for their restoration on foreign troops, who overthrew Napoleon first in 1814 and then again after the Hundred Days, and who had the last word on the matter. Louis' acceptance of the Charter was a guarantee that some of the gains of the previous quarter century would be preserved, and would win the support of influential supporters of the republic and the Empire. There was no prospect of a Napoleonic return, or a revival of the republic, so a Bourbon restoration was accepted by default as the only one which seemed to offer stability. 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 a range of reasons why the Bourbons were restored in 1815. At this level

there may be an awareness of Talleyrand's role in persuading the Allies to take the course of restoration, as well as the "spontaneous" displays of Royalist enthusiasm in Bordeaux which so impressed Wellington as he marched north. In fairness, there was probably a widespread, if reluctant, acceptance of a Bourbon restoration. The Allies also showed political astuteness when they insisted on Louis accepting the Charter of Liberties, which would satisfy the *pays legal*. 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 XVIII achieve the aims of his domestic policy 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 domestic events of the reign of Louis XVIII, such as the murder of the Duc de Berry and its effect on policy, 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, perhaps mentioning Louis XVIII's determination to abide by the Charter of Liberties, and his success in ridding France of the Allied army of occupation. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the extent to which Louis XVIII achieved his domestic policy aims between 1815 and 1824. There should be some consideration of the Charter and its guarantees of personal liberties and a parliamentary system. This should be measured against Louis XVIII's robust attitude to the *chambre introuvable*, which he dissolved, his maintenance of the revolutionary land settlement and increased press freedom. Louis

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XVIII's efforts to pay off the indemnity imposed by the Peace of Paris and the consequent removal of the army of occupation, a huge burden on France, will be seen as a major achievement. But after Berry's assassination the King was unable to withstand Ultra demands to backtrack on the moderate policies of the period up to 1820, and found himself under increasing pressure from his brother, the Ultra Comte d'Artois. Thus, he was obliged to accept the Law of the Double Vote, the internment of suspects, the return of press censorship and the growing influence of the Church in educational matters. None of these policies matched Louis XVIII's initial 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 ([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 delineate Louis XVIII's aims, such as his desire to adhere to the Charter, to remove the occupying troops, to restore prosperity, and, above all, to establish the Bourbon dynasty firmly on the throne of France. These aims will be compared with what actually happened between 1815 and 1824. The White Terror was embarrassing for the King, and he was not able to do more than mitigate some of the worst excesses, although he eventually overcame the extreme Royalists when he forced fresh elections. He chose wisely in appointing moderate Chief Ministers: first Richelieu, then Decazes, the latter beginning a thoroughgoing reform of French government finances that laid the foundations for the Exchequer for many decades. The economy recovered after the devastating effects of the wars, and press freedom was established. But Louis XVIII's moderate aims could not be sustained in the face of Ultra alarm at the election results of 1819 and the assassination of Berry. The King was forced to accept the Ultra Villèle as Chief Minister, witness the increased influence of the Church, the internment of suspects and restrictions on press freedom, while the Comte d'Artois wielded increasing influence over policy. None of these developments could be seen as Louis XVIII "achieving his aims". Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 2 (i) Explain developments in the French economy between 1815 and 1830.

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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 typically be vague, or lacking in detail, perhaps mentioning only one or two developments, such as the slump which followed the poor harvests of the late 1820s. 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 developments in the French economy between 1815 and 1830, perhaps noting the backwardness of agriculture or the predominance of workshops rather than factories in industry. More detail may be offered on the causes and the course of the economic slump after 1826, such as the flight of job seekers into Paris, compounding an already serious unemployment problem. 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 some of the underlying causes of French economic backwardness, for example the reluctance of investors to support industrial ventures, preferring instead land or government bonds. Improvements in infrastructure mainly concerned canals and roads, with little interest shown in railways, while coal supplies tended to be found well away from industrial areas. The figures certainly pointed to increased industrial production, but without an increase in productivity. French industry lagged behind its major competitors, especially Britain and Prussia. The slump which began in 1826 was indeed the result of bad weather and poor harvests, but also led to the failure of many smaller banks. Rural unemployment coincided with a lack of jobs in towns, and there were many bankruptcies among small businesses. 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 deal with the points made above, but also expand on them or possibly offer further examples of French economic developments between 1815 and 1830. At the beginning of the period the economy was exhausted as a result of the wars, and the burden of the indemnity and the demands of the occupying army were a serious drain on French resources. It was to the credit of the regime that a modest recovery took place during Louis XVIII's reign, with a healthy increase in exports. But there were too many unmodernised farms, and peasants who, despite owning their own plots, were obliged to eke out their existence as part-time labourers, and who were too close to subsistence level to experiment with new techniques. Industry rested complacently behind protective tariff walls: in 1822 the duty on English iron was raised from 50% to 200%. 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) "Between 1824 and 1830 Charles X made numerous errors and was entirely responsible for his own downfall." To what extent would you agree with this verdict on the fall of the Bourbon monarchy in 1830?

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

**Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall of some of the events of the reign of Charles X, perhaps mentioning his refusal to accept the will of the electorate when it showed its dislike of Polignac, or the economic downturn after 1826, but will lack detail and 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 answers will begin to offer more detail, listing some of the King's "errors", referring, for example, to the unpopularity of clerical policies between 1824 and 1830, particularly the growing Church control of education and the perception that the King was under the influence of the Jesuits. The link might be made between this and his foolish disbandment of the National Guard after anti-clerical cries were raised from its ranks during a review. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing

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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 “errors” perpetrated by Charles X which culminated in his downfall. There is wide scope for material here, and answers may offer detail on the encouragement given to the Church, such as the King’s decision to be crowned according to ancient rituals, the growth of nunneries and the continuing expansion of Church control over education. Charles X’s failure to win over or subdue the press will be seen as another “error”. His constant changes in policy, veering between freedom and censorship, even an abortive attempt to buy up opposition newspapers, all failed to end virulent criticism. It is likely that there will be some mention of the economic problems which assailed France after 1826, including the agrarian problems sparked off by poor harvests and the flight to urban centres, which only increased the already widespread unemployment and misery. This may be linked to Charles X’s policies by reference to the King’s reluctance to reduce import duties to ease the misery. It is to be expected that the Ordinances of St Cloud, their background, immediate causes, terms and consequences will be treated in appropriate detail, with a clear link to the proposition. 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 fully consider those factors germane to the downfall of Charles X which might not be considered entirely the fault of the King. Thus, the economic slump, not just confined to France, was in its origins clearly beyond his control, and, although perhaps the government might have acted more vigorously to ameliorate its worst effects, the pre-emptive actions needed to modernise both agriculture and industry would have been beyond the remit of any European government of the early nineteenth century. Charles X’s clerical reforms may have offended the largely anti-clerical *pays legal*, but there was a sizeable section of the population which did approve. Charles X’s *émigré* compensation settlement was, in fact, a sensible compromise which drew a line under the land ownership question, and it was hardly his fault that both the investors and the former owners retained their respective grievances. The King was unlucky in that his best troops were in the process of conquering Algiers just as Paris exploded in 1830, but he was clearly at fault in appointing Polignac, then defying the spirit of the Charter in trying to retain him by calling fresh elections on the basis of a drastically altered franchise. It is most likely that the majority of answers will agree that Charles X did lose his throne as the result of his own errors. 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 why Louis Philippe became King of France in 1830 in spite of other available options.

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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 typically be vague and mention only the offer of the throne to Louis Philippe on the grounds that he had once fought for the Revolution, but without offering more 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 the decision to make Louis Philippe King in 1830, for example his background as a revolutionary in the 1790s and his blood relationship to the previous ruling family. Although those who had overthrown Charles X wanted a republic, they were outmanoeuvred by powerful monarchical interests. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

**Level 3 ([5]–[6])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, noting that, although those who had fought in the streets desired a republic, preferably headed by Lafayette, they were unable to outwit the small but well-organised group which campaigned and covered Paris with placards urging that the throne be given to Louis Philippe, Philippe Égalité's son. These powerful interests were determined to prevent a republic, which stood, they believed, for mob rule and threats to property. 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 point out that Charles X's son was still young, but a Regency was undesirable, a republic unthinkable, and it would have been a provocation to the Great Powers to contemplate a Bonaparte. The campaign led by Lafitte, Thiers and other men of wealth and influence emphasised Orleans' revolutionary record, with battle

honours at Jemappes. Louis Philippe had an impressive platform: he would respect and extend the Charter, he was not stressing heredity, rather the will of the Assembly, and, by implication, the people, and he would reign under the tricolour, not the *fleur de lys*. 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) “It was Louis Philippe’s failure to cope with the economic crisis which was the most important cause of his downfall in 1848.” To what extent would you agree with this assessment?

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

#### Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some of the events of Louis Philippe’s reign, 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.

#### 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 the massive unemployment after 1846 and the consequent exacerbation of already chronic social problems in Paris and other cities. There may also be mention of other factors, such as the unpopularity of Louis Philippe’s foreign policy and the Reform banquet campaign. 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 variety of causes which led to the downfall of Louis Philippe. The economic crisis was one which, beginning with poor harvests, affected much of Western Europe, but it was the government’s *laissez-faire* attitude to the slump which cost it dear, leaving Paris in a dangerous mood. In a France where there had been a revival of interest in all things Napoleonic, Louis Philippe’s foreign policy gave little satisfaction. Again and again he had appeared to play second fiddle to

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Britain, over Tahiti, Belgium and, especially, the Near East, where France's decision to withdraw support from Mehemet Ali caused even Thiers to fall out with the King. The monarchy's dignity and credibility had long been under attack in the press as cartoonists systematically derided the King. The economic crisis coincided with a political one. Louis Philippe had extended the franchise in 1830, but by the late 1840s there were many who felt that they, as aspiring bourgeois, should also have the vote. When Guizot refused, the Reform Banquets organised in protest transformed into protest meetings with a wider range of grievances, and the King's decision to ban them spiralled out of control. 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 account of the economic crisis of the late 1840s, sparked off by poor grain and potato harvests in 1845 and 1846. By 1847 there were bread riots and unemployment, particularly in the textile sector. When the government cut back on railway building, there was a knock-on effect on the iron industry. As the government proved unprepared to do anything to relieve the misery of those affected, it left itself vulnerable. A “boring” foreign policy was indeed unpopular, but there were businessmen who valued peace, and when Louis Philippe tried to outwit the British over the Spanish Marriages, they were disconcerted by this apparent change in policy. As an elected monarch, Louis Philippe's position was always precarious, as he could easily be voted off the throne, and it was unwise to take continuing support for granted. Thus, the King should not have ceased his former practice of reviewing units of the National Guard on a daily basis. At the end it was the combination of factors, short-term and long-term, foreign, domestic and economic, which resulted in the downfall of Louis Philippe. 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 economic and social developments which took place in France between 1848 and 1871.

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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 may mention, for example, the growth of French railways, 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. Answers will offer more detail on developments under Napoleon III, when attempts were made to introduce new banks, and great schemes of urban renewal took place. 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 appalling poverty of 1848, and the resultant introduction of the National Workshops. They may also refer to the growth in infrastructure, the total length of the railway network increasing by a factor of ten to 18 000 kilometres. Coal consumption trebled between 1850 and 1870, as did foreign commerce. Urban renewal schemes were undertaken in Marseilles, Lyon and Paris, where Baron Haussmann remodelled the centre of the capital and modernised the sewage system. Unfortunately, there was only dislocation for many small tradesmen forced to abandon the centre for the suburbs as the grand boulevards took shape. 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 population of France as a whole stagnated during the period 1848–1871, but there was rural decline and major emigration to the cities: the population of Paris grew from around 1 million to 1.8 million, with consequent overcrowding and poor conditions, despite Haussmann's work. The bourgeois nature of the Orleanist regime

continued into the Empire. Napoleon III recognised the need to modernise France, and forced free trade onto a fairly reluctant business class, also making efforts to secure investment in industry by setting up a number of new banks which sought to appeal to small savers as well as the more traditional *rentier* class. 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) “Napoleon III consistently failed to achieve his objectives in foreign policy between 1852 and 1870.” To what extent would you agree with this view?

**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 events from the foreign policy of Napoleon III, such as the Mexican adventure, 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 answers will begin to address the question, perhaps recognising that Napoleon III wished to re-establish France as one of the Great Powers, with some reference to, for example, the Crimean War or the assistance given to the Italian cause in 1859. 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 objectives and course of Napoleon III’s foreign policy. There will be recognition that he involved France in the Crimean War in order to assert France’s position in Europe, achieving this aim. The Emperor entered the 1859 war between Austria and Piedmont as an avowed nationalist. Although he withdrew prematurely, he had, arguably, kickstarted the process of Italian unification by liberating Lombardy from Habsburg rule. The Mexican affair will be seen as failure. Napoleon III committed 40 000 troops in a vain attempt to set up a French Empire in

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Central America, but was defeated and humiliated. He expected Austria and Prussia to fight each other to a standstill in 1866 before France would dictate terms to the exhausted combatants. When Prussia won in a mere seven weeks Napoleon blustered, demanding compensation, previously hinted at but never specified by Bismarck, for remaining neutral. When there seemed a possibility of a German on the throne of Spain, in 1870, Napoleon, not content with a Prussian climbdown, rashly sought a diplomatic humiliation. The Ems Telegram, suggesting there had been a diplomatic rebuff for France, lured an indignant France into declaring war. The resultant defeat led to the overthrow of the regime, and answers will recognise the ultimate failure of Napoleon III's foreign policy objectives. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will note that Napoleon III sought to revise the Vienna Settlement, strengthen France's position and seek friends internationally. The Crimean intervention was shambolic, but the holding of the peace conference in Paris was recognition of France's growing status. The Italian War of 1859 revealed Napoleon III as a waverer, needing the Orsini bomb plot and the rash declaration of war by Austria to finally spur him into action. French withdrawal before Venetia was liberated left a bitter taste in Italian mouths, and they would be lost as potential Allies. Russian friendship was also lost in an episode of diplomatic ineptitude in 1863, when the Emperor made supportive noises about the Polish rising, but failed to act, thus antagonising both Poles and Russians. Similarly, the Habsburgs were less than impressed by Napoleon III's abandonment of his puppet Maximilian to a Mexican firing squad. The misreading of rising Prussian might was culpable, but even after 1866 the French response was too slow in terms of rearmament, and hamfisted in terms of securing British sympathy, which was forfeited through rash demands for Luxembourg and Belgium, for example. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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**Option 4****60**

## Option 5: Russia 1903–1941

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- 1 (i) Explain the reasons which led to the split between the Bolsheviks and the Mensheviks in 1903.

**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 regarding the Bolshevik/Menshevik split. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the reasons for the split, such as differences of opinion over the timing of a future revolution and the party's role in that 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, discussing, for example, how Lenin wanted the party to be composed of a small group of dedicated revolutionaries, whereas the Mensheviks wanted a more open membership. The split was also very personal and in many ways a clash of personalities between Lenin and Martov. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers may illustrate the ideological divide between the groups over the future revolution: Lenin thought that they should work towards it immediately, whereas the Mensheviks believed the time for revolution to be far off. There was also disagreement over decision-making, with Martov advocating open debate

and Lenin preferring 'democratic centralism'. There was also disagreement over the party's role, with Lenin claiming that it was to rise up on behalf of the workers and the Mensheviks believing that they should educate the workers to help them rise up themselves in the future. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

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

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

#### **Level 1 ([0]–[5])**

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

#### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers may provide a narrative of the events of Bloody Sunday or may attempt a partial evaluation of the event, but will probably not introduce a discussion of other factors. Bloody Sunday was a desperate attempt by a portion of the population to gain reforms from the Tsar regarding living and working conditions. There was no revolutionary intent by either Father Gapon or his followers but the Tsar's response changed this. His absence from events, combined with his ordering of the military to suppress the march, led to deaths and more discontent, starting a period of strikes and protests lasting ten months. It could be said that this was the trigger event of the attempted revolution. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the causes of the revolution. The Tsar mishandled Bloody Sunday, ruining both the public perception of the monarchy in general and himself in particular, leading to a wave of further popular strikes which increased tension in the capital. Answers should also

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demonstrate an awareness of longer term factors. The effects of the war with Japan could be discussed, possibly referring to the impact of food shortages in the cities and lack of materials in the factories, all caused by the war and leading to strikes, protests and calls for reform. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should clearly demonstrate knowledge of a range of factors that led to the revolution. The Tsar had been perceived to have provoked the war with Japan in order to divert public opinion away from issues at home. The Tsar's weak personality and ineffectiveness as a ruler could also be discussed, as well as the ways in which he was an autocrat, being firmly set against reform, viewing it as a sign of weakness and the dilution of his power. Top level responses may also discuss the build-up of years of lack of reform, the changing public attitudes in Russia regarding the Tsar and the deteriorating living and working conditions at home, all of which reflected the wider economic misery of the country. The Tsar was also prone to rely on the use of repression rather than bend to the wish of the people for reform, leading to more discontent. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain why Bolshevik economic policy changed from War Communism to the New Economic Policy (NEP) in 1921.

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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 give little more than a narrative outline of one or both policies. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers may outline how the policy of War Communism had only one aim, to win the Civil War, and so when that was achieved the policy had in many ways become redundant. The negative aspects of the policy could also be discussed, showing how it was always likely to be changed. 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, discussing, for example, how War Communism lost the Bolsheviks' considerable support and therefore it was wise to abandon it. By 1921, industry was at a standstill, food production had declined sharply and this, coupled with the breakdown in the transportation and distribution systems, had resulted in widespread famine. The value of the currency had also collapsed, with inflation running at approximately 1 000 000% by 1922. 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 both the failings of War Communism and the reasons why the NEP was needed. That economic reform was needed was shown by events such as the Tambov peasant rising. The Kronstadt mutiny was another key factor leading to the change, when the sailors who had previously been the most loyal of Bolshevik supporters, rebelled as well. The NEP, with its more moderate

approach, helped to regain support and increase industrial and agricultural production. It was a welcome relief from the harshness of War Communism. There were therefore both economic and political reasons for the change in economic policy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How far was the Revolution of February 1917 caused by the actions of Tsar Nicholas II during the First World War?

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

#### **Level 1 ([0]–[5])**

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

#### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will be better informed and start to assess in general terms how the Tsar's actions led to the Revolution of February 1917. Answers may simply focus on the impact of the First World War and Nicholas II's poor leadership and decisions during it, alienating his key support bases of the army and aristocracy. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding and may refer to Nicholas II's decision to enter the war without being prepared, which led to heavy defeats, the humiliation of the Russian military and shortages of weapons and food, as well as inflation. Answers could also discuss the Tsar's decision to appoint himself as Commander-in-Chief of the armed forces in 1915. It led to more defeats for which he was now personally blamed and held solely responsible. His poor leadership of the military alienated the generals and the rank and file of the army, which had been one of his most important pillars of support. The domestic situation could also be discussed: the Tsar's

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failure to deal with Rasputin's growing influence, coupled with him leaving the Tsarina in charge, lost him the support of the aristocracy, his other crucial pillar of support. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will show an awareness of not only the role of the Tsar but also the importance of other factors. Top-level answers could discuss the personal failings of Nicholas II and show how his poor style of leadership was derived from a weak personality and an unsuitability to rule as an autocrat. Other factors such as the extremely harsh winter of 1916–1917 could be discussed in terms of how it increased hardship in the cities and the countryside. The build-up of years of lack of reform also contributed to calls for the Tsar's removal. The Tsarina's actions at home under the influence of Rasputin also contributed, with the hiring and firing of a succession of ministers undermining Tsarism further in the eyes of the people. The economic consequences of the war could also be mentioned in terms of how it merely heaped more frustration and suffering on to an already suffering nation and people. Ultimately, the Tsar's decision to enter the war accelerated his downfall as it added to the already considerable problems Tsarism was enduring. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 3 (i) Explain how the weaknesses of the Whites helped the Bolsheviks to win the Russian Civil War between 1918 and 1921.

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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 may make some limited observations regarding the weaknesses of the Whites in the Civil War or may discuss the Civil War itself in a limited way. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to show an awareness of some of the key weaknesses of the Whites that led to Bolshevik success, such as the fact that the Whites were a combination of different groups united only by their opposition to the Bolsheviks. They were divided in aims and leadership, suffering from poor leadership, poor strategy and a lack of co-operation. 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, discussing, for example, the lack of unity amongst the White forces. They had no sense of common purpose or ideological unity and their members stretched right across the political spectrum. The Whites were spread geographically right across Russia, making communication and co-operation difficult. The main commanders, Kolchak, Yudenich and Denikin, rarely met or shared strategy and the distance between White armies made it easy for the Bolsheviks to isolate and defeat them one by one. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers may discuss how the Allied help for the Whites had in 1918 allowed the Bolsheviks to portray them as mere puppets of the west, thereby denying them support. These

allied armies rarely fought and all withdrew very quickly after the end of the First World War. Their forces were territorial and had little commitment to fighting outside their own areas, making successful planning and strategy all but impossible. There was also a general lack of commitment in the White armies, with defections being a common problem. They also found it difficult to recruit and keep soldiers and their policies on the land made peasants suspicious, a situation not helped by the fact that the White leaders seemed to be drawn almost entirely from the old ruling class. 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 the Bolsheviks' success in the Revolution of October 1917 was due to the weaknesses of the Provisional Government?

**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 discuss in a limited way the weaknesses or mistakes of the Provisional Government. 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 the weaknesses of the Provisional Government, discussing aspects such as the fact that it was a power-sharing body from its conception, making it weak and divided from the start. This also hampered its chances of building up support. The Provisional Government also failed to tackle the land issue in Russia, costing it yet more support and making it seem weak. Answers may also discuss the serious mistakes made by the Provisional Government. The decision to postpone elections to the Constituent Assembly was a key mistake, as this looked as though it was trying to prolong its own time in government and thus drew comparisons to the Tsar. 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 weaknesses and mistakes of the Provisional Government. The decision to continue with World War One was deeply unpopular, losing yet more support. The launching of the Summer Offensive was another mistake, leading to defeat and more comparisons to the Tsar. Kerensky's decision to arm the Red Guard in response to the Kornilov revolt was not only a mistake but an indication of weakness. Answers at this level should also introduce some of the key strengths of the Bolsheviks, such as the leadership of Lenin and Trotsky, and how the Bolsheviks were able to appeal to a wide cross section of society for support. The Bolsheviks were also highly organised and, prompted by Lenin, realised that the perfect time to stage the Revolution was in October. 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 refer to the weaknesses of the Provisional Government, as well as the strengths of the Bolsheviks. The Provisional Government was always viewed as weak, with little or no credibility, and a succession of disastrous decisions compounded this view and eroded any support it had. The Bolsheviks read this situation perfectly and capitalised on the emerging unrest. Lenin's return in April and his April Theses gave them a rallying point and his promise of peace, bread and land crucially galvanised support from soldiers, workers and peasants. Trotsky had also successfully infiltrated the Petrograd Soviet and led the Red Guard, which numbered 10 000 by October 1917. The Bolsheviks also made skilful use of propaganda and no other group could provide all of this in October 1917. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 4 (i) Explain the features of Stalin's cult of personality between 1929 and 1941.

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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 typically be inaccurate and offer unclear descriptions of Stalin's cult of personality between 1929 and 1941. 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 could refer to how Stalin appeared as the true heir of Lenin, as a national hero and as the rightful and natural leader for the USSR in pictures, posters, statues and literature. Slogans such as "Stalin is the Lenin of today" were also used widely. 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, discussing, for example, how Stalin used propaganda widely, employing all forms of the arts and popular culture to praise himself, his actions and his policies. Stalin was referred to as the 'Great Leader', and was portrayed in art as a man of the people and a down-to-earth figure. 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 the personality cult became more pronounced from the mid-1930s onwards and how from this point on, the arts, media and popular culture were used not just to portray Stalin as an outstanding leader, but increasingly as a god-like figure. This period was marked by the increasing appearance of statues and paintings of Stalin. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “Stalin’s efforts to improve Soviet industry were far more successful than his attempts to improve Soviet agriculture.” 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 limited details on either collectivisation or industrialisation or economic policy in general. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

**Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will assess in general terms some of the characteristics of collectivisation, industrialisation and the Five Year Plans and make a partial attempt to assess the relative success of these policies. Collectivisation was largely a failure and the cost for the peasants was huge, the Kulak class being all but wiped out, severe food shortages ensuing and many being forced to enter collectives. Under industrialisation, the economy became imbalanced and the workers paid a heavy price, although there were arguably successes, with the USSR being transformed into an industrial superpower. 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 try to assess whether Stalin’s efforts to improve Soviet industry were more successful than his attempts to improve Soviet agriculture. Answers at this level may argue that the policies had both successes and failures. Collectivisation did indeed produce some successes, such as a communist system of landowning was achieved and the industrial workers and Red Army were fed. Industrialisation is generally regarded as having been more of a success, with industrial output increasing steadily between 1929 and 1941. The USSR was also transformed into a modern industrial state. However, working conditions and the wages of workers failed to improve by 1941, despite the claims of Stalin’s propaganda. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is

appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers should assess clearly both the failures and successes of Stalin's industrial and agricultural policies before reaching a valid judgement. Collectivisation had many more failures than successes, such as agricultural production actually falling due in part to a peasant backlash. Collectivisation failed to meet its targets in terms of food production and led to food shortages for peasants. Many resisted the forced changes as food was requisitioned to be sent to the cities or exported to provide vital foreign revenue. It did meet some of Stalin's ideological aims, such as enforcing a communist system of landowning and farming. Industrialisation and the Five Year Plans, although exacting a huge price from the workers, did transform the USSR into a superpower with a modern economy which would help it survive World War Two. Soviet Gross Domestic Product doubled between 1929 and 1941, heavy industry expanded rapidly and the urban population doubled, as did the proletariat. Responses may be able to discuss which groups in society benefited, commenting that successes were usually for the party and the state and losses were usually endured by the people. 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 5**

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## Option 6: Italy 1914–1943

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- 1 (i) Explain why Italy entered the First World War in 1915 on the side of the Triple Entente rather than in 1914 in support of the Alliance countries.

**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 reasons why Italy entered the war in 1915. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will start to refer to some of the reasons why Italy entered the war in 1915, possibly referring to some of the promises made in the Treaty of London. 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 will analyse the reasons why Italy entered the war in 1915 on the side of the Triple Entente instead of in 1914 in support of the Alliance countries. In 1914 Austria-Hungary declared war on Serbia without consulting Italy in advance. This meant that Italy was under no formal obligation to offer support. The Italian government also wanted to maintain good relations with Britain, not least because it supplied most of Italy's coal. Answers could explain how domestic political considerations played a role in the decision to enter the war in 1915, as Salandra hoped that a successful military campaign would consolidate his position as national leader and help him to outmanoeuvre Giolitti. 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 reasons why Italy entered the war in 1915 on the side of the Triple Entente instead of in 1914 in support of the Alliance countries. In 1914 the majority of the Italian population seemed to favour neutrality and Giolitti and a majority of deputies in the Chamber believed that Italy lacked the economic strength required for a major war. Giolitti instead suggested that Italy could gain by bargaining with both sides to remain neutral. Answers could explain that Prime Minister Salandra held secret negotiations with both sides which led to Italy signing the Treaty of London and the promise that Italy would receive Trentino, South Tyrol, Istria, Trieste and much of Dalmatia. Responses could also explain that prominent figures like the King, Mussolini, Foreign Minister Sonnino and D'Annunzio were all in support of intervention by 1915. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The most important effect of the First World War on Italy between 1915 and 1918 was on its economy.” To what extent would you agree with this verdict?

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

#### Level 1 ([0]–[5])

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

#### Level 2 ([6]–[11])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms some of the effects of the war on Italy, possibly referring to the rise in the national debt. 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 economic impact of the First World War on Italy and may begin to refer to its wider consequences. Responses

will illustrate economic results, such as the increase in inflation. Rising inflation was a problem, with the price index rising from 100 in 1914 to 413 in 1918. Some major industrial firms such as Fiat and Ansaldo saw massive expansion during the war. To achieve maximum war production, the government borrowed heavily abroad and the budget deficit increased, with the result that the post-war national debt stood at 85 billion lire compared to only 16 billion lire in 1914. Answers will also begin to illustrate the importance of other effects, such as military, political or social. 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 the economic consequences of the war were more significant than the military, social and political results. The significance of military factors such as the conscription of five million men and the death of over 600 000 should be discussed, while also referring to events such as the defeat at the Battle of Caporetto. Socially, answers could discuss the impact of the war in the countryside, where more women had to work on the land due to the fact that two and a half million men from the conscript army had been peasants or rural labourers. In addition, peasant debt was paid off as many peasants experienced a new prosperity at the expense of their landlords. Additionally, the war produced some discontent due to the strict discipline in the war industries and 50 people were killed as a result of bread riots in the summer of 1917. Politically, wartime governments were divided over the Italian involvement in the war and the handling of the war effort and were therefore politically weak, failing to rally national enthusiasm for the war. Answers at the top of this level may note that some of the effects of the war were interlinked, with political divisions widening as the economic situation worsened. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [22]

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- 2 (i) Explain how Mussolini used the cult of personality as a means of control in Italy in the period 1922–1940.

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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 typically be inaccurate, superficial and offer unclear descriptions about how Mussolini used the cult of personality as a means of control in Italy in the period 1922–1940. 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 refer to Mussolini's use of the cult of personality as a means of control in Italy, possibly referring to the indoctrination of the Italian people in the wisdom and qualities of the *Duce*. 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 how the cult of personality was used by Mussolini as a means of control in Italy between 1922 and 1940. They could explain how newspapers and the cinema were used to promote the image of Mussolini as the destined leader of the fascist state. The role of Fascist Party organisations, such as the women's and youth leagues and the *Dopolavoro* that played an important role in promoting positive views of Mussolini from the late 1920s, could be explained. The role of Ciano in taking control of the press office in 1934 could be discussed, as well as the focus on glorifying the nation's military adventures alongside the image of Mussolini in uniform. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear understanding of the ways in which the cult of personality was used by Mussolini as a means of control in Italy in the period 1922–1940.

Responses could refer to the promotion of the cult of personality through the Ministry of Culture, which controlled the arts, architecture and literature. From 1922 the Italian people were subjected to an endless stream of images of Mussolini as a scholar who contributed to the *Enciclopedia Italiano*, a man of culture playing the violin, a man of action helping to bring in the grain harvest, an athlete and a military leader in uniform. The indoctrination of the Italian people in the wisdom and qualities of the *Duce* became a central activity of the Italian state. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) “The most important reason for Mussolini’s rise to power in Italy by 1922 was the impact of the First World War.” 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 about Mussolini’s rise to power in Italy by 1922. 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 importance of the First World War for Mussolini’s rise to power, possibly referring to the divisions among the ruling elite between those who had supported the war and those who had opposed it, which made post-war co-operation difficult. 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 role the First World War played in Mussolini’s rise to power in Italy by 1922. Answers could refer to how the war had left Italy with severe domestic problems which widened existing social and political divisions. The First World War raised hopes for land

and social reform, with many demobbed soldiers expecting recognition as saviours of the nation. As they returned home, they added fuel to the unrest in the industrial towns and the land hunger in the countryside. The Liberal government was also blamed for the “mutilated victory” and for failing to stand up for Italian interests. The financial cost of keeping the soldiers armed and fed had placed a heavy burden on the Italian treasury. During the war Italy had lacked raw materials, a large domestic market and an established trading system, all leading to post-war recession. As a result, huge sums had been borrowed from Britain and the USA, while the national debt had increased greatly from 16 billion lire in 1914 to 85 billion lire in 1919. Answers will also begin to refer to other causes of the collapse of Liberal Italy, such as the growth of Fascism, the use of proportional representation and the red years (*Biennio Rosso*), but this may be in an incomplete manner. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and clearly assess the extent to which Mussolini’s rise to power in Italy by 1922 was due to the impact of the First World War. Answers could discuss the increase in membership of the Socialist Party during the war years from 50 000 in 1914 to about 200 000 by 1919. Inspired by the Russian Revolution of 1917, the Socialists now advocated revolution and the overthrow of the Liberal state. In the November elections of 1919 the Socialists won 32.4% of the national vote, becoming the largest single group in the Italian parliament. This can be directly attributed to the impact of the First World War. Answers could also refer to changes to the electoral system and the development of new parties; full universal male suffrage was introduced and the Popolari Party was set up. However, the Popolari Party and the Socialists failed to work together, with the result that the old Liberal politicians remained in power, forming five different governments between 1918 and 1922. The use of proportional representation from 1919 led to weak coalition governments and the growth of fascism and communism. The role of Mussolini, who had been convinced by the war that Italy needed a regime that would end the struggle between social classes, could also be discussed as he exploited the deep political divisions and was also helped by support from the King, who feared left-wing extremism more than fascism. Fears of a communist revolution, the role of the Church and Mussolini’s threat to “March on Rome”, which resulted in the King and Salandra inviting him to take power in 1922, 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]

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- 3 (i) Explain how Mussolini consolidated his political power in Italy between 1922 and 1928.

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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 typically be inaccurate, superficial and offer unclear descriptions about Mussolini's consolidation of power in Italy between 1922 and 1928. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to refer to some of the ways in which Mussolini consolidated his power in Italy between 1922 and 1928. They could refer to the Acerbo Law of 1923, which gave Mussolini the right to issue personal decrees. 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 ways in which Mussolini consolidated his political power in Italy between 1922 and 1928. They may comment on the *Legge Fascistissime* of December 1925 which greatly strengthened central government's political control by banning all opposition parties, strengthening control over the press, making Mussolini head of the Government, setting up a new secret police service and exerting greater control over local government. Answers may also refer to the electoral success of 1924, the introduction of press censorship in July 1924, the creation of the Fascist Grand Council and militia and the new electoral law of 1928. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well informed and show a clear understanding of the ways in which Mussolini consolidated

his political power in Italy between 1922 and 1928. They could refer to the emergency powers which were given to Mussolini by the Chamber of Deputies in November 1922 to reform the administration and tax system, only three weeks after he became Prime Minister. The murder of Matteotti can also be discussed, as this led to the Aventine Secession in June 1924 when the opposition deputies left Parliament, allowing Mussolini to strengthen his political power. This event also highlighted the importance of his control over the press and use of propaganda. Answers could also refer to Mussolini's increased control over local government with elected municipal councils eliminated and mayors being replaced by *podestas*. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [8]

- (ii) How successful was Mussolini in dealing with Italy's domestic problems in the period 1922–1943?

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

#### Level 1 ([0]–[5])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall Mussolini's domestic policies 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 deal with the domestic problems in Italy in the period 1922–1943. They may refer to Mussolini's policies towards women, youth movements and education. For instance, they could refer to the Battle for Births with Mussolini hoping to increase the number of young men able to fight for their country. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### Level 3 ([12]–[17])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more comprehensive and start to make a judgement about how effectively Mussolini's domestic

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policies dealt with Italy's problems in the period 1922–1943. Answers could argue that Italy faced domestic problems such as industrial underdevelopment, rural poverty, the north-south divide and illiteracy but that Mussolini was more focused on transforming the country into a major player in European affairs. In 1927 the Lira was revalued, which damaged the export of Italian industrial goods. Mussolini also tried to protect Italy from the effects of the great depression, setting up the IMI in 1931 to support banks and the IRI in 1933 in industry and agriculture. Answers could argue that Mussolini made an unsuccessful bid to build a war economy in the 1930s, while during the war the Italian people experienced shortages of food, domestic fuel and essential consumer goods. 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 dealt with the domestic problems in Italy between 1922 and 1943. They could discuss how Mussolini's policies tried to improve agriculture and industry through a series of "Battles" which often failed to meet their targets. He also tried to create a Corporate State but in reality the large industrialists and landowners remained influential. Answers could give examples of success in Mussolini's domestic policies, such as improved roads and railways, whilst electrification became more widespread. Answers should also be able to discuss a range of domestic problems that Mussolini failed to solve, such as the North-South divide and rural poverty. During the war years Italy experienced a decline in steel production, food shortages and a decline in the production of artificial fertilisers, a series of strikes over wages in 1943 and a loss of public support for the war. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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- 4 (i) Explain the reasons for Italy's failure in the Second World War between 1940 and 1943.

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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 the reasons for Italy's failure in the Second World War. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Level 2 ([3]–[4])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will be better informed and start to explain in general terms the reasons for Italy's failure in the Second World War, possibly referring to the failure to attack Malta. 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 an awareness of the reasons for Italy's failure in the Second World War. They could refer to the fact that Mussolini held all the key posts in relation to the war: Commander-in-Chief, War Minister and Minister for the Army, Navy and Air force. There was no one other than Mussolini to combine the efforts of the separate armed services and no general staff to plan war strategy. Mussolini was also more interested in presentation and dramatic gestures than reality; for example, he did not think to warn the Italian merchant navy before declaring war in June 1940, with the result that a large part of it was taken over by the British in the ports they controlled. Answers could also discuss the failure to implement a successful wartime economy, with fuel shortages evident and a decline in steel production. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Level 4 ([7]–[8])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will show a clear awareness of the reasons for Italy's failure in the Second World War. Answers could

discuss strategic errors, such as Mussolini's refusal to accept the German offer to occupy Tunisia, sending Italian aircraft to Belgium to assist in the invasion of Britain, even though they were too limited in range and speed to be effective, declaring war on the Soviet Union or attacking Greece. Answers could also discuss the failure to prepare properly for war and the failure to fully commit the nation's resources to the war effort, such as the slow introduction of rationing or the lack of a general call-up of men into the military 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. [8]

- (ii) "Mussolini's foreign policy was successful in the 1920s but a failure in the 1930s." How far would you accept this verdict?

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

#### **Level 1 ([0]–[5])**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Level 1 answers may provide a narrative or recall some aspects of Mussolini's foreign policy in the 1920s and/or 1930s. Answers at this level will be characterised throughout by unclear meaning due to illegibility, inaccurate spelling, punctuation and grammar; there will be an inappropriate style of writing; and defects in organisation and lack of specialist vocabulary.

#### **Level 2 ([6]–[11])**

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. Level 2 answers will start to assess in general terms how successful Mussolini's foreign policy was in the 1920s and 1930s, possibly referring to the invasion of Abyssinia. Answers at this level will have some lapses in meaning due to illegibility, inaccurate spelling, punctuation and grammar; at times, the style of writing will be inappropriate; there will be occasional defects in organisation and little specialist vocabulary.

#### **Level 3 ([12]–[17])**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Level 3 answers will be more detailed and start to make judgements about whether Mussolini's foreign policy was more of a success in the 1920s than the 1930s. Answers could discuss some of the aims of Mussolini's foreign policy in the 1920s and 1930s, such as his desire to portray Italy as a major power, with Mussolini appearing as an international statesman and the leader of a key member of the League of Nations. They could also discuss his desire to gain dominance in the Mediterranean and use the prestige gained from foreign affairs to increase domestic support for his regime. They could refer to examples of success,

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such as Corfu (1923), Fiume (1924), Locarno (1925), control over Albania in 1926, and the successful military campaigns into the north of Somalia in the 1920s. Answers could argue that events in the 1930s, such as the invasion of Abyssinia, involvement in the Spanish Civil War and developing closer links to Hitler after 1936 all represented failures in his foreign policy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### **Level 4 ([18]–[22])**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Level 4 answers will present a sustained evaluation about whether Mussolini's foreign policy was a success in the 1920s but a failure in the 1930s. Corfu in 1923 was portrayed as a success, yet it could be argued that it was a failure for Mussolini as it demonstrated his limitations in being able to defy the major European powers. Generally, in the 1920s and even up to 1935, Mussolini's foreign policy appeared to be successful before it became more ambitious and aggressive, yet in reality events like the attempted colonisation of Libya brought no economic benefit to Italy and was conducted purely for reasons of national prestige. The invasion of Abyssinia, the collapse of the Stresa Front, Mussolini's military support for Franco, and agreements with Hitler in 1936 and 1939 led to the failure of his foreign policy by 1939. However, some answers may choose to argue that the invasion of Abyssinia, the victory for fascism in the Spanish Civil War and the alliance with Hitler were all examples of short-term success. The best responses will cover the whole period and come to a sustained conclusion about the level of success of Mussolini's foreign policy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

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**Option 6****60****Total****60**AVAILABLE  
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