



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

History

**Assessment Unit AS 2
Historical Conflict and Change**

[SHY21]

TUESDAY 23 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE History**.

Candidates should be able to:

- AO1** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- AO2** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- AO3** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18 year-old, the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18 year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Type of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

Level 2 (Satisfactory): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Good): The candidate makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 (High Standard): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Option 1: Spain and Europe 1556–1598

AVAILABLE
MARKSAnswer **two** questions.

- 1 (i) Explain the economic difficulties facing Philip II in 1556.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the economic difficulties facing Philip II in 1556. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Answers will have difficulty engaging with the question and will provide only a general account of the economic difficulties facing Philip II in 1556. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. For example, they may consider some of the following areas: the damage caused to Spain by the Habsburg-Valois dynastic war, the poor state of Spain's finances and a virtually bankrupt exchequer, high levels of debt, a weak manufacturing base, undeveloped agriculture and poor exports, and a divided market with a range of taxation and duties which limited economic development. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the economic difficulties facing Spain in 1556. Responses could consider the financial drain of war and how this contributed to increased debt which caused further economic difficulties for Spain. The importation of materials for war undermined economic development and failed to develop industry in Spain. Answer could explain how debt led to borrowing at uncompetitive rates, leaving the Spanish economy crippled. Responses might also expand on the differences between the kingdoms inside Spain and explain that internal duties severely limited economic development. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately. [8]

- (ii) “Spain had a strong economy in the period 1556–1598.” How far would you accept this verdict?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgements and exploration of concepts. Level 1 answers may provide a narrative or recall limited aspects of the strengths and weaknesses of the Spanish economy in the period 1556–1598. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty engaging with the question, providing some strengths and weaknesses of the Spanish economy in the period 1556–1598. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

AVAILABLE MARKS

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the strength of the Spanish economy in the period 1556–1598. Answers should consider some of the following areas: the financial position of Spain in 1556 and how this position changed throughout the reign of Philip II, the level of development of Spanish agriculture, considering production, import and export of products and the level of usage of land, the production of Spanish industry and how this changed throughout the period, and Spanish trade, especially with the New World. Responses will show a good awareness of the balance between the strengths and weaknesses of the Spanish economy. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent of the strength of the Spanish economy in the period 1556–1598. Answers might consider the wealth raised by the Spanish economy, which made Philip II the richest monarch in the world, but might contrast this with Spain's huge debt and four declarations of bankruptcy. Responses could consider the growth in the Spanish population until the 1580s as a sign of agricultural success, yet this could be contrasted with the importation of grain and the failure to use a third of arable lands. Answers could consider the strength of industry like iron mining, yet the importation of all the cannons to service the Armada might demonstrate Spain's failure to move beyond primary production. Responses could point to the Golden Age of Spain, yet contrast this with a country with a national debt in 1598 four times greater than its annual income. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately.

[22]

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AVAILABLE
MARKS

2 (i) Explain Philip II's relationship with the Papacy.

AVAILABLE
MARKS

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will make unsupported, generalised assertions about Philip II's relationship with the Papacy. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of Philip II's relationship with the Papacy. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on a range of issues which influenced Philip II's relationship with the Papacy. Answers could consider the impact of foreign policy on relations, considering nations such as England or the Ottoman Turks. Responses might consider Philip's attitude to the Counter Reformation, the Council of Trent and the Jesuits. Philip II's power over the Spanish Church could be considered, such as: his ability to ignore Papal Bulls, deny the right of appeal to Rome and use much of the wealth of the Church for his own purposes. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of an appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be very

well informed about Philip II's relationship with the Papacy. Answers might consider a range of examples from his foreign policy which demonstrate both the positive and negative relationship between Philip and the Papacy. These might include clashes over Philip's peace with the Turks in 1580 or Pope Paul IV leading an anti-Spanish League in 1556. Clear understanding of the Pope's role as a prince and Philip's as an Italian ruler might develop this further. Responses might show how Philip's acceptance of the Jesuits' role in Spain was undermined by his arrest of their Captain-General. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately. [8]

- (ii) "Philip II's religious policy in Spain between 1556 and 1598 enjoyed more successes than failures." How far would you agree with this verdict?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation and judgement and exploration of concepts. Level 1 answers may provide a narrative or recall limited detail about the successes of Philip II's religious policy. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty engaging with the question, providing some detail about the successes of Philip II's religious policy. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

AVAILABLE
MARKS

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the successes and failures of Philip II's religious policy. Answers will consider a number of areas and assess the successes and failures in each area. Responses could consider internal reform of the Catholic Church and its connections with the Council of Trent, the Counter Reformation and its impact on the lives of Catholics in Spain. Answers should also consider the Inquisition, how Philip II used it and its control of Spanish citizens and whether this succeeded in creating a single Catholic identity with a better quality of religious observance. Answers should consider how Philip controlled the Church and attempted to limit Papal control inside Spain. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the successes and failures of Philip II's religious policy. Answers should consider the successes of Philip's attempts to reform the Catholic Church in Spain. He supported the Council of Trent but used its principles to improve the Church in Spain: organisation was better with greater control for the Bishops; priests were better educated and uniformity, using the Roman Missal, was developed. Responses could show that, despite such successes in all of these aims, there were still uneducated priests and problems with absenteeism. Answers should consider the success of the Inquisition in dealing with heretics. Although Protestantism was a limited threat, it was never allowed to develop, with the Inquisition totally eradicating it by 1570. The issue of the Moriscos and Conversos was not completely resolved, yet their deportation from Granada lessened their impact. Answers might show that, although the spiritual knowledge of the laity did improve, Philip's reforms failed to totally remove superstitious beliefs. Responses should consider Philip's success in controlling the Church and how it proved to be a valuable source of revenue for him, yet he failed in clashes with the Pope over the Jesuits and the arrest of Cardinal Corranza. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately.

[22]

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AVAILABLE
MARKS

- 3 (i) Explain why Philip II's policy towards Portugal between 1579 and 1583 was successful.

AVAILABLE
MARKS

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will make unsupported, generalised assertions about the reasons for the success of Philip II's policy towards Portugal between 1579 and 1583. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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 and provide only general knowledge of the reasons for the success of Philip's policy towards Portugal. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail explaining, for example, the vacancy of the Portuguese throne and Philip's claim to it, his aim to unite the Iberian Peninsula and the methods he used to reach his goal. Responses should show the opposition that Philip II faced in Portugal and how he used bribery, force and diplomacy to claim the throne. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will be well

informed. Responses might focus on the political skill shown by Philip II in claiming the Portuguese throne. These might include: the deal reached with the Duchess of Braganza, the bribery of the Portuguese nobility and the swift military action taken against Don Antonio. Philip's two years spent in Lisbon, his assumption of Portuguese dress and custom and his use of local nobles in the government of the kingdom could all be used to explain Philip II's successful policy toward Portugal and the importance of being the first to rule the Iberian Peninsula since the Romans. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately. [8]

- (ii) "The most important reason for the outbreak of war between England and Spain in 1585 was the decline of France." To what extent would you accept this statement?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation and judgement and exploration of concepts. Level 1 answers may provide a narrative or recall limited details of the reasons for the outbreak of war between England and Spain in 1585. These answers will be generalised. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty engaging with the question, providing some detail of the reasons for the outbreak of war between England and Spain in 1585. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the reasons for the outbreak of war between England and Spain in 1585. Answers should consider how a decline in the power of France, after the outbreak of the French Wars of Religion in 1562, allowed relations to decline between England and Spain. The old Anglo-Spanish alliance of the 1550s slowly declined until war broke out in 1585. Responses might suggest that it was the Treaty of Joinville between Spain and the French Catholic League in 1584 that created the conditions for the Anglo-Spanish War. Answers might consider other reasons for war between the two nations and these could include some of the following: the difference in religion with Philip seeing himself as the sword of Catholicism and Elizabeth being declared a heretic by the Pope, the clash of both nations in the New World, the outbreak of the Dutch Revolt and the importance of this region to both nations, and the support of both monarchs for rebellion in each other's kingdoms. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Explanation, analysis, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the importance of France and other factors in causing war in 1585. Answers might focus on France's decline during this period as being a key factor in damaging Anglo-Spanish relations and leading to war. The Treaty of Joinville in 1584 could be identified as a key reason in the declaration of war but it might be suggested that Elizabeth misread Philip's intentions. Fearing a Catholic crusade against her, Elizabeth signed the Treaty of Nonsuch to support the Dutch, so making war inevitable. Answers might identify Philip's motivation for Joinville as a fear of a Protestant monarch in France, Henry of Navarre, and this might be used to show the importance of France in causing war in 1585. Responses might suggest that it was a personal dislike between the two monarchs which was the most important reason for the outbreak of war in 1585. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately. [22]

Option 1

AVAILABLE
MARKS

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60

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

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

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the results of the War of Devolution. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the results of the conflict. For example, Louis was able to demonstrate the effectiveness of his reformed army, particularly in siege warfare. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, dealing perhaps with the precise terms of the Treaty of Aix-la-Chapelle which resulted in France returning Franche-Comte but retaining its significant gains in the Spanish Netherlands, including Douai, Charleroi, Oudenarde and Lille. Louis was angered by the formation of the Triple Alliance of Holland, England and Sweden and his belief that the Dutch had betrayed him partially explains his decision to launch an attack on Holland in 1672. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the results of the War of Devolution. Louis was furious with the Dutch involvement in an alliance against France and was determined to teach the ‘maggots’ a lesson. Louis had managed to expand his territory by the siege successes in the war. Vauban was appointed to fortify these recently acquired towns, further securing French defences on the vulnerable north-eastern frontier. Louis also began preparing for an invasion of Holland which erupted in the Dutch War of 1672–1678. Good responses may note that Louis opened tentative negotiations with Emperor Leopold about the possibility of partitioning the Spanish empire. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

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

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some of the actions of Louis XIV leading up to the outbreak of the Nine Years’ War. These answers will be generalised. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, providing a general account of the actions of Louis XIV and the reaction of his opponents at the outbreak of war. Louis XIV was annoyed with the Pope’s decision to grant the archbishopric of Cologne to the brother of the Elector of Bavaria

AVAILABLE MARKS

and that the Diet of the Holy Roman Empire had granted the Electorate of the Palatinate to William of Neuberg. The war began when French troops crossed and devastated the Palatinate. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how Louis XIV caused the outbreak of war and also analyse other contributing factors. His expansionist policies had affected most of the countries of Europe and his enemies formed the defensive League of Augsburg in 1686. This united Louis' opponents, enabling them to react together after his invasion of the Palatinate in 1688. His revocation of the Edict of Nantes in 1685 had alarmed the Protestant nations and England was concerned by Louis' support for James II to recover his throne with a campaign in Catholic Ireland. Louis was also engaged in a long-standing quarrel with the Papacy which had been heightened by the seizing of Avignon and brought to a head by the events in Cologne. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Louis' actions were to blame for the outbreak of the Nine Years' War. Candidates may show some understanding of the long-term build up of grievances and the role Louis' actions and attitude had played in provoking opposition. A more detailed analysis may also be made of the relationship between Louis and William of Orange and the extent to which the actions of William contributed to the outbreak of war. The role of Leopold may also be explored. Answers will be well informed about the circumstances of 1688 and 1689 that enabled France's opponents to make a united stand against French expansion. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

30

AVAILABLE
MARKS

- 2 (i) Explain the reasons for Louis XIV's acceptance of Carlos II's will.

AVAILABLE
MARKS

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will make unsupported, generalised assertions about the reasons for Louis XIV's acceptance of Carlos II's will. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the reasons for Louis XIV's acceptance of Carlos II's will. For example, France would secure a powerful ally in Spain. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. By his grandson inheriting the Spanish throne, Louis' dynastic ambitions were fulfilled beyond his wildest expectations. An alliance with Spain offered significant military, economic and strategic benefits for France. Furthermore, Louis was aware that, if he rejected the will, then the same terms were to be offered to Emperor Leopold's son Charles. Although Louis' decision to reject the Second Partition Treaty could potentially have caused war in Europe, choosing the will was the best deal for France. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation

and analysis are very well developed and substantiated. Answers will be very well informed about the reasons for Louis XIV's acceptance of the will. The opportunity to secure a Bourbon on the throne of France would represent the pinnacle in his pursuit of 'gloire'. Although Emperor Leopold would almost certainly declare war if his son did not inherit the throne, he had also indicated his refusal to accept the Partition Treaty and war was possible even if Louis rejected the will. If Louis did stand by the Partition Treaty, there was no guarantee that William of Orange would be able to help Louis enforce the terms of the Treaty as the English Parliament was reluctant to engage in another expensive foreign conflict. After meeting with his closest advisers in Madame de Maintenon's rooms at Versailles, Louis XIV accepted the will and strengthened the military and economic position of France. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) "Louis XIV's recognition of James II's son as the true king of England was the most important cause of the War of the Spanish Succession." How far would you agree with this verdict?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative account of the period or make generalised assertions about Louis XIV's recognition of James II's son as the King of England. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, perhaps focusing on the reasons for Louis supporting James II's son. Louis' decision generated fears of a Jacobite invasion of England. The prospect of a restored Catholic dynasty prompted the English Parliament to commit

its financial support to the War. Alternatively, answers at this level may include some of the other blunders committed by Louis. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the causes of the war and make clear judgements about the importance of Louis' decision to support the Jacobites. While his decision was probably influenced by his belief in the divine right of Kings, it was an unwise, sentimental gesture that had a significant impact on the situation in Europe. By accepting Carlos II's will, Louis had broken the terms of the Treaty of Ryswick and created the conditions for conflict. Answers at this level may include some of Louis' other blunders which contributed to the outbreak of war. In February 1701 he declared Philip in line to the French throne and expelled Dutch troops from the barrier fortresses. Tensions were further heightened by the trade agreement made between Spain and France. His actions led to the Allies reforming their Grand Alliance and declaring war on France. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether Louis XIV's recognition of James II's son as the true King of England can be considered the most important cause of the War. Louis' decision to enforce the will of Carlos II created the circumstances for war, although the fact that Holland, England and indeed Spain recognised Philip suggests that it was not, in itself, the primary cause of the conflict. The impact of accepting the will and the subsequent series of blunders earlier in 1702 meant that the Grand Alliance had been reformed and war appeared inevitable. Arguably, Louis XIV's decision to support the Jacobites was not the main reason for the outbreak of war and this was really only significant for England and its monarch, William III. Emperor Leopold must bear some responsibility for causing war to occur, having rejected the partition treaties and the will. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

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AVAILABLE
MARKS

- 3 (i) Explain the consequences of the Battle of Blenheim of 1704.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will make unsupported, generalised assertions about the impact of Marlborough's victory at Blenheim. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general understanding of the consequences of the battle. For example, Blenheim was the first major defeat for Louis' army and dealt a huge blow to French confidence. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail. For example, the battle resulted in the destruction of the Franco-Bavarian army which lost 38 000 men, including 15 000 captured by the Allies. Marlborough's army had 4 500 soldiers killed and 7 500 wounded. After the battle, Bavaria withdrew from the alliance with France and the threat to Austria had been repelled. Louis' plans for dominating Europe had been dealt a fatal blow. Marlborough's army demonstrated professionalism and tactical expertise. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation

AVAILABLE
MARKS

and analysis are very well developed and substantiated. Answers will be very well informed about the consequences of Marlborough's victory at Blenheim. Candidates may explain the impact the battle had on the wider conflict. The French army's morale had been badly damaged and the events of Blenheim can be viewed as the end of the military dominance of France in Europe. The battle proved a watershed in this conflict, with France arguably fighting to avoid defeat thereafter. Marlborough had demonstrated an ability to inspire his troops and employ decisive battlefield tactics. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) "The terms of the peace treaties at the end of the War of the Spanish Succession benefited England more than any other country." To what extent would you agree with this statement?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may offer a basic description of the terms of the peace treaties. They will be characterised by generalisations and poor understanding. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers may have difficulty engaging with the question and may be confined to one side of the debate, probably focusing solely on the benefits of the treaties for England. England had made significant territorial, strategic and economic gains from the terms of the peace treaties. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation, analysis, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether the terms of the treaties gave England most reason to be satisfied by also considering the resultant position of other major countries. England made significant territorial gains in the New World, including Newfoundland, Hudson Bay, St. Kitts and Nova Scotia, and had acquired the valuable Mediterranean naval bases of Gibraltar and Minorca. By securing the Asiento, England gained the monopoly of supplying slaves to the American colonies and the resulting financial benefits. Crucially, the Hanoverian Succession secured the Protestant monarchy. It could be argued that Louis had gained the main prize of the conflict by securing his grandson on the Spanish throne even if Philip did have to renounce his links to the French Crown. Austria had certainly made important territorial gains, including Naples, Sardinia and Milan, and most notably securing the Spanish Netherlands. Holland and England welcomed this change of ownership, as Austria was not regarded as a trade or maritime rival. They also benefited from the closing of the Scheldt, which ruined Antwerp as a commercial rival to Amsterdam and London. Holland further benefited from retaining control of the defensive barrier fortresses. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the relative benefits of the treaties for England and the other belligerents. Although France had not made territorial gains, the terms of the treaties were significantly better than Louis had been offered in 1709 and a Bourbon remained on the Spanish throne, maintaining that important alliance. Consequently, Austria had failed to secure Spain and only reluctantly accepted peace. However, the terms of the treaties were satisfactory in the substantial territorial gains it had made. Holland had also benefited; however, a period of commercial decline was to ensue. Other lesser countries, notably the rising power of Brandenburg-Prussia, were also satisfied by the terms of the treaties. The Elector of Bavaria regained Namur and Charleroi. Nice was restored to the Duke of Savoy, who was also awarded Sicily, while Lorraine was restored to its Duke. The Elector of Brandenburg was recognised as King of Prussia and received the Spanish Gelderland. Nonetheless, England's gains were substantial and were to prove of long-term importance in the development of its growing empire. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [22]

Option 2

AVAILABLE
MARKS

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Option 3: Ireland 1823–1867

AVAILABLE
MARKSAnswer **two** questions.

- 1 (i) Explain the effects of the Lichfield House Compact for the Whigs.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the period studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the effects of the Lichfield House Compact for the Whigs. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the effects of the Lichfield House Compact for the Whigs. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about the effects of the Lichfield House Compact for the Whigs. An initial benefit was the ability to remove Peel and the Tory Government from power in 1835. Yet, while the Lichfield House Compact kept the Whigs in government with O'Connell's support, that very endorsement brought them public contempt from their Conservative opponents and the Established Church, who regarded O'Connell with great disdain after his successful campaign to achieve Catholic Emancipation in 1829. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the effects of the Lichfield House Compact for the Whigs. One consequence of the Compact was the reduction of agrarian unrest and violence in Ireland, with many hopeful that O’Connell’s alliance with the Whigs would bring benefits for the Irish people. This was positive in itself, but it had the added benefit of allowing the Whig Government to concentrate on social reform in England. However, the hostile reaction in England to their liaison with O’Connell contributed to their electoral defeat in 1841. It seemed that the Whigs were too much influenced by O’Connell, an opinion reinforced by the fact that, after their election losses in 1837, they were almost totally dependent on O’Connell’s continued support for survival. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) “Small victories but big disappointments.” How far would you accept this verdict on the political career of Daniel O’Connell in the period 1823–1845?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some of the key events relating to the political career of Daniel O’Connell in the period 1823–1845 and the extent to which it was characterised by small victories but big disappointments. These answers will be generalised. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with the answer

AVAILABLE MARKS

providing a general account of the political career of Daniel O’Connell in the period 1823–1845. For example, they may focus on two of the three components of the question, and in a limited way. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the political career of Daniel O’Connell in the period 1823–1845 and the extent to which it was characterised by small victories but big disappointments. It can be argued that his successful campaign for Catholic Emancipation in 1829 was a small victory in that it brought no significant improvement to Ireland’s economic and social problems. However, answers may reflect on the manner in which O’Connell moulded a campaign to pressurise a weak government to acquiesce, hence a “large” victory. Answers may add an assessment of the Lichfield House Compact, the key reforms of which – tithe, poor law, local government and the creation of a more impartial administration – can be regarded as “small victories but big disappointments” or something more substantial. For example, the tithe was reduced, yet not abolished. While the implementation of an English-style Poor Law into Ireland had limited impact on poverty, middle class Catholics gained from the experience of administering the 130 Boards of Guardians. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the political career of Daniel O’Connell in the period 1823–1845 and the extent to which it was characterised by small victories but big disappointments. Answers may conclude that the final phase of O’Connell’s political career – the attempt to repeal the Act of Union – was “a big disappointment”. Some reasons may be suggested, such as O’Connell’s tendency to underestimate Peel, his duplication of the tactics which brought Emancipation, and his divisive quarrel with the Young Irelanders. Answers may reflect that Emancipation provided O’Connell with his greatest “victory”. Here, O’Connell created a unique mass movement which forced a reluctant government to acquiesce. Yet the realities of socio-economic grievances still remained for many Catholics after 1829. Moreover, since the Emancipation Act was regarded by Irish Protestants as a Catholic victory, sectarianism increased. Thus, 1829 marked another stage in the identification of Irish nationalism with Catholicism. Lichfield House brought only “small victories”, while the repeal campaign witnessed “big disappointments”. Candidates successfully select and use the most

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appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

AVAILABLE
MARKS

30

- 2 (i) Explain the problems facing Irish agriculture in the period 1824–1845.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the period studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the problems facing Irish agriculture in the period 1824–1845. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the problems facing Irish agriculture in the period 1824–1845. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about the problems facing Irish agriculture in the period 1824–1845. For example, the land question involved many sources of grievance and distress, such as: the ownership of land by many absentee landlords; high rents; the role of middlemen; no security of tenure; no incentive for improvement of holdings, as well as the various ill-effects of subdivision. Additionally, there was an increase in population, which contributed to overcrowding and an undue dependence on the potato. Moreover, one million of the agricultural community who were classed “landless labourers” were frequently unemployed. Under-employment was one of the great social evils of rural Ireland. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

AVAILABLE
MARKS

Level 4 ([7]–[8])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the problems facing Irish agriculture in the period 1824–1845. There was a lack of inward investment from landlords. The government at Westminster, dominated by landowners in Parliament, was reluctant to intervene by means of reforming legislation. There was no state aid for emigration. Agricultural problems were aggravated by the profound lack of industrial development in the south and west of Ireland. The perils of overpopulation, subdivision and dependence on the potato all intertwined. Even the domestic work of spinning and weaving in their own homes, which assisted many smallholders and labourers in earlier years, was drying up as a result of the decline of the Irish woollen and domestic linen industries in the early nineteenth century. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) How important were the economic, social and political effects of the Famine on Ireland in the period up to 1867?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some of the key events relating to the economic, social and political effects of the Famine on Ireland in the period up to 1867. These answers will be generalised. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with the answer providing a general account of the economic, social and political effects of the Famine on Ireland in the period up to 1867. For example, they may

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focus on two of the three components of the question, and in a limited way. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the importance of the economic, social and political effects of the Famine on Ireland in the period up to 1867. Comments about the overlap between the themes are acceptable. For O’Connell and the Irish people, the Famine made politics irrelevant. Economically, the Famine caused the death of 1 million people of a population of 8.25 million, combined with the migration of 1.5 million in only ten years (1845–1855). The chief casualties of the Famine were the cottiers, who lived at subsistence level and who were more susceptible to starvation, disease and migration. The pattern of landholding changed; one quarter of all farms disappeared between 1845 and 1851, while the average size of farms increased in the same period. Socially, the Famine accelerated emigration trends. In 1847, 220 000 emigrated, while in 1852, 368 000 left Ireland. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the importance of the economic, social and political effects of the Famine on Ireland in the period up to 1867. Socially, the Famine popularised a range of attitudes which ensured further decline in the population. Late marriages and celibacy combined with high emigration levels to produce a long-term population decline. The number of Irish speakers fell from about half of the population in 1845 to 23% by 1851. Politically, the Famine immobilised the Young Ireland Revolt of 1848. The arrival of so many Irish peasants in America created an Irish-American lobby hostile to Britain, and supportive of both constitutional and physical force nationalism. The Famine highlighted the profound problems with the Irish land system and popularised the radical agrarian agenda of John Mitchel and Fintan Lalor. Economically, about 10% of landlords went bankrupt, and the Encumbered Estates Act of 1849 accelerated the sale of land. In the 1850s, some 3 000 estates were sold. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

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- 3 (i) Explain the reasons for the outbreak of the Fenian Rising of 1867.

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This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the period studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the reasons for the outbreak of the Fenian Rising of 1867. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the reasons for the outbreak of the Fenian Rising of 1867. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about the reasons for the outbreak of the Fenian Rising of 1867. For example, the Fenian leaders firmly believed that Britain would never concede self-government to the force of argument but only to the argument of force, and the pursuit of Irish independence through constitutional means would therefore be futile. The Fenians envisaged an independent Irish republic governed quite differently from the British system. Ireland would be ruled by a two-chamber legislature. Universal suffrage would be a feature of all parliamentary elections. Comparable to the American model, Ireland would have a separation of powers, and the Fenian proclamation of 1867 declared for a complete separation of church and state. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the reasons for the outbreak of the Fenian Rising of 1867. As its name suggests, the Fenian movement had a link with Gaelic revivalism, and some leaders such as John O’Mahony wanted to restore the Irish language. It was a common complaint of physical force nationalists that Ireland’s cultural traditions had been undermined by British rule. The revolt took place in 1867, at a time when relations between Britain and the USA were poor; it was a Fenian hope that even a small-scale rebellion would inspire foreign intervention on their behalf. When the American Civil War ended in 1865, sworn Fenians were already numerous among the officers and men, especially those serving in the federal armies. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) “A lack of international support explains the failure of the Fenian Rising of 1867.” How far would you agree with this statement?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some of the key events relating to the lack of international support and the extent to which it was responsible for the failure of the Fenian Rising of 1867. These answers will be generalised. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with the answer providing a general account of the lack of international support and the

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extent to which it was responsible for the failure of the Fenian Rising of 1867. For example, answers may comment in a limited way on some of the reasons why the Fenians failed to gain international support, such as divisions among their leadership in the USA. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the lack of international support and the extent to which it was responsible for the failure of the Fenian Rising of 1867. The Fenians received little material assistance from the USA. While the establishment of an Irish Republic was hoped for in the USA with almost the same intensity as in Ireland, Irish-Americans were slow to subscribe dollars unless they could see evidence that would convince them about the seriousness of Fenian preparations in Ireland. Yet Fenian preparations were handicapped by this lack of financial support. Lack of widespread support in Ireland also handicapped the Fenians. The vast majority of Catholics supported constitutional nationalism as the means to redress political grievances. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the lack of international support and the extent to which it was responsible for the failure of the Fenian Rising of 1867. There was no central organisation to facilitate any coherent leadership. Communication between the leadership in the USA and Ireland was hampered by distance and the need to maintain secrecy. The Fenians in the USA were divided over whether to support an attack on British-held territory in Canada or assisting a Fenian uprising in Ireland. The only aid which came from the USA for the Rising of 1867 was a cargo of arms with 38 volunteers, which arrived after the Rising was over. There were personality clashes between Stephens and O'Mahony. Stephens' expectation that he could obtain help from the French government through his contacts in Paris proved misplaced. The Fenian Rising also failed due to bad planning, such as the raid on Chester Castle for arms that had to be abandoned. Moreover, the government and authorities in Ireland responded appropriately. Over the previous fifteen months the army in Ireland had been increased in size. *Habeas Corpus* was temporarily suspended and key Fenian leaders were arrested, while spies kept the authorities informed. The opposition of the Catholic Church successfully dissuaded Catholics from lending support to the Fenian cause. Cardinal Cullen's public condemnation of Fenianism placed Catholics in the dilemma

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of choosing between loyalty to an “evil” society or adherence to their religion. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

Option 3

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Option 4: France 1815–1870

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MARKSAnswer **two** questions.

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

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses may provide a narrative or recall some unsupported, generalised statements about the Charter. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis, perhaps noting that Louis XVIII felt obliged to make some concessions to recent events, thus aiming to secure the Bourbon return to the French throne. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, showing, for example, the need to defer to Allied opinion, which believed that a return to despotism would raise the possibility of a republican or Napoleonic revival. Thus, the Charter was a compromise with the major social and legal gains of the revolution, conceding the permanence of the revolutionary land settlement, an end to arbitrary arrest and tax exemptions for the privileged, and the guarantee of freedom of the press and religious liberty. The Charter established a limited constitutional monarchy, Louis' aim being to reconcile various strands of French opinion to the Bourbon restoration. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of an appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated, displaying a clear understanding of the aims of the Charter of Liberties. Responses will note that, if he aimed to be restored to the throne, Louis XVIII would have to come to terms with some of the changes which had taken place in France since 1789. The Charter embodied such a realistic approach, appealing particularly to the *pays légal*, which would be enfranchised by the Charter. The promise of a “career open to talent” also offered these rich and prominent men a chance of participation in government or in the administration, while their lands, often bought as *biens nationaux*, were guaranteed. Although the king’s aims included the establishment of a strong monarchy, the setting up of a bicameral parliament was a recognition that despotism’s time had passed. Despite Louis’ insistence that the Charter was granted by his favour rather than given as a right, it was clear that the Charter, if properly observed, ruled out any return to the *ancien régime*, and offered the Restoration a chance of permanence, its primary aim. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) “Charles X rather than Louis XVIII was responsible for the Bourbons’ failure to keep their throne.” To what extent would you agree with this judgement on the restored monarchy in France during the period 1815–1830?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding, to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative on one or two of the reasons why the Bourbons failed to keep their throne, with little attempt to apportion blame for the failure of the dynasty. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Responses

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may concentrate on the period after 1824, when Charles' policies persuaded many that he was trying to restore features of the *ancien régime*, including the powers of the king, the nobility and the Church. Level 2 answers will have difficulty consistently engaging with the question. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how Louis XVIII wanted to make the new constitution work, but may note that, after his brother's death, Charles X largely ignored the will of the Assembly, defying the spirit of the Charter to pursue his own policies. After 1815 Louis appointed moderate ministers in Richelieu and Decazes, oversaw a modest economic revival, paid off the indemnity, thus ridding France of occupying forces, and tried to observe the Charter. But the devout Charles increased the power of the Church, especially in the field of education, reduced interest on bondholders' investments to compensate former landowners, and by his choice and stubborn retention of Polignac as Chief Minister helped to provoke a rebellion which lost the Bourbons the throne. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the degree of responsibility each monarch bore for the failure of the regime. Although Louis initially strove to observe the Charter, the assassination of Berry and the king's increasing infirmity placed him under pressure to make compromises with the Ultras. Thus, his reign saw Church power increased and the Law of the Double Vote passed. Charles seemed wilfully blind to the opposition he aroused, whether liberal, anti-clerical or working class. His dismissal of the National Guard was short-sighted, as were his lack of preparations for his attempted coup via the Ordinances. Against that, he was unlucky at times: the compensation scheme was a sensible compromise, the press was often both scurrilous and libellous, and no government of the period was in a position to take effective action against the economic depression. However, the king's failure to ameliorate the worst distress did help to bring on revolution. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

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- 2 (i) Explain the development of the French economy between 1830 and 1848.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding, to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses may limit themselves to references to the slump of the late 1840s, or the development of railways. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis, noting, for example, the continued predominance of the agricultural sector, to the extent that the crop failures of the mid-1840s led to industrial recession and soaring unemployment. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about the development of the French economy, which was initially held back by the slump of 1826–1834, causing particular distress to the Lyon silk industry. After this some industries flourished: iron ore production doubled between 1830 and 1848, while the quantity of coal produced tripled. But large-scale industry was the exception, and workshops continued to be the norm, with industrial production and urban development lagging behind Britain. After 1846 potato blight and grain crop failures led to high food prices, rural unemployment and a consequent influx of labourers seeking work in a Paris already suffering high unemployment. A government wedded to *laissez-faire* policies proved incapable of an effective response. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

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Level 4 ([7]–[8])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers may offer more detail on economic developments between 1830 and 1848. French infrastructure was improved: roads, canals, but especially railways. Initially reluctant to take a lead, the government eventually bought and supplied land, private investors providing the track and the rolling stock. A “railway mania” followed, but its collapse coincided with the onset of harvest failure in 1846 to bring about a financial crisis. There was some growth, but heavy industry lagged behind Britain’s; the workshop rather than the factory predominated; agriculture greatly outweighed industry; and even in 1848 half of all French exports were luxury goods which found no market in hard times. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) To what extent was Louis Philippe’s relationship with the press responsible for his downfall in 1848?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding, to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers are likely to refer only to the press, but will mention no other factor relevant to Louis Philippe’s downfall. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question. At this level there will be somewhat wider coverage of the period as a whole, with possible treatment of the “*poire*” caricatures and references to the economic downturn of the late 1840s which did much to bring down the

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régime. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of Louis Philippe's relationship with the press. Although the revised Charter of 1831 promised press freedom, in practice this was limited from the start of the reign, and especially by the 1835 Act. Daumier's and Philipon's political caricatures of the king, focusing on his broken promises and alleged greed, did much to undermine Louis Philippe, while *Le National* played an important role in calling protestors on to the streets in 1848. Level 3 answers should consider some other factors contributing to the downfall of the régime, such as the economic downturn, which hurt both urban and rural dwellers, and, thanks to the financial collapse, affected the bourgeoisie as well. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the downfall of Louis Philippe and evaluate its various causes. The press was influential: there was a widely accepted conviction between 1830 and 1848 that the press should speak for the disenfranchised, while the humiliation heaped on the king by caricaturists, and his largely vain efforts to curb them, undoubtedly damaged him further. There should also be mention of the Reform Banquet campaign, which sought to extend the franchise, and Louis Philippe's resolute refusal to concede any ground. His equally stubborn unwillingness to sacrifice the unpopular Guizot damaged him further. The economic downturn, and the growing perception that *laissez-faire* policies were not enough, coincided with the peak of agitation for a wider franchise. The failure to profit from the Belgian revolution, at the outset of the reign, and the later Mehemet Ali affair both made French foreign policy appear weak and deferential to British interests. The king initially had the enthusiastic support of the National Guard, but allowed this to dissipate. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

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- 3 (i) Explain why some groups were dissatisfied with the Second Republic between 1848 and 1852.

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This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding, to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may mention only one or two dissatisfied groups, offering no reasons for their dissatisfaction. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question. There may be treatment of only one or two groups, such as Orleanists and Bonapartists, who would have preferred a constitutional monarchy or a revival of Empire. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Level 3 answers will provide a more detailed knowledge and understanding of those who opposed the Second Republic, and why. There were still many monarchists in France, both Orleanists and Legitimists: they would win half the seats in the 1848 Assembly elections, while some, nostalgic for the glory days of Empire, supported Louis Napoleon Bonaparte. His growing appeal between 1848 and 1852 suggested overwhelming dissatisfaction with the Second Republic. The revolution which overthrew Louis Philippe had been exclusively Parisian, and the conservative countryside, suspicious of the capital, was unconvinced by republicanism and its anti-clericalism. The middle classes, anxious to keep their taxes low, feared the radical potential of a republic. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the dissatisfaction with the Republic. The success of Louis Napoleon was in great degree due to an innate conservatism in France. Republicans were not as numerous as their metropolitan élite believed, as shown in the monarchist vote of 1848 and the large majority for the Empire in 1852. Landowners, whether they owned a large estate or a peasant smallholding, feared losing their property through state seizure or high taxation. The National Workshops, paid for largely from taxes on land, were seen as creating a revolutionary army, and increased support for anyone who promised strong government to curb the worst excesses of the radical Red Revolutionaries. The working classes, on the other hand, who had benefited from the Workshops, felt betrayed at their dissolution and the subsequent carnage of the June Days, which turned them against the Second Republic. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) “The Emperor’s domestic policy was a failure, when measured against his aims.” How far would you agree with this judgement on Napoleon III between 1852 and 1870?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative of one or two events from Napoleon III’s domestic policy, without linking them to the proposition. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question. There may be reference to the failure of Napoleon III’s aim of establishing a dynasty, or the accomplishment, with Haussmann’s assistance, of his urban renewal plans. The establishment of investment banks may also be

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cited. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of Napoleon III's domestic policy, and how it achieved his aims, or otherwise. Politically, he wanted to provide firm leadership, and rise "above party". Although there was a bicameral legislature, laws were placed before it by the Council of State, a body under the Emperor's tight control. He was prepared to promote men from all political backgrounds, regardless of their political leanings, so long as they would swear loyalty to his regime. Economically, he did a lot to encourage railway building, and between 1852 and 1870 increased the track from 1770 to 17 000 kilometres. He encouraged the formation of banks such as the *Crédit Mobilier* to encourage investment, and sought to develop French industry through a series of free trade treaties. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the degree to which Napoleon III's achievements matched his aims. In politics he did, at the start, offer firm, even repressive government, but in the 1860s introduced the "liberal Empire". Increased press freedom, greater powers for the two Houses, and the eventual appointment of a Republican, Ollivier, as Prime Minister, were possibly part of his long-term aims, or, answers may suggest, provoked by electoral pressure. The banks were useful in attracting the savings of the less well-off, but when tougher times came, the long-established banks were ruthless in their pressure, and the Emperor could not save the new banks or their savers' funds. Free trade was a strong aim of Napoleon, but the Cobden Treaty, biased towards Britain, found little support among French industrialists. The wholesale relocation of small tradesmen in pursuit of Haussmann's schemes hardly sat well with Napoleon's express desire to improve their lot. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [22]

Option 4

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Option 5: Russia 1914–1941

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MARKSAnswer **two** questions.

- 1 (i) Explain how Tsar Nicholas II's mistakes during the First World War led to his downfall in the Revolution of February 1917.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the mistakes of Tsar Nicholas II during the First World War. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of some of the mistakes Nicholas II made during the war, such as the decision to go to war in a state of unpreparedness and his decision to go to the front line as Commander-in-Chief. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail showing, for example, an awareness of how, when Nicholas went to the front and took control, he alienated the army, one of his key support bases. In his absence, he left behind the Tsarina, already deeply unpopular and made even more so by her involvement with Rasputin. This alienated the other traditional pillar of support, the aristocracy, meaning that Nicholas was rapidly running out of support. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about Nicholas II's mistakes during the War and their implications. He failed to see the significance of the emergence of the Progressive Bloc, refusing to work with it. When combined with how he had ignored the Duma throughout the war and finally dismissed it again, the Revolution was all but inevitable. Nicholas II's willingness to listen to the Tsarina above all others also contributed to his downfall, as she urged him not to give ground to the voices of opposition. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately. [8]

- (ii) "The leadership of Lenin and Trotsky was the most important reason for the success of the Bolsheviks in the Revolution of October 1917." How far would you agree with this verdict?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some of the key events about the leadership of Lenin and Trotsky in the Bolshevik success in the October Revolution. 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 demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgment and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with the response providing a general account of the roles of Lenin and Trotsky or the general strengths of the Bolsheviks. The Bolsheviks were ideally placed to capitalise on the growing unrest. Their anti-war stance, always advocated by Lenin, brought them support as did Lenin's simple but effective claims in the April Theses of Peace, Bread and Land. Trotsky had also become Chairman of the Petrograd Soviet and was actively working from inside to de-stabilise the

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Provisional Government. His role as chairman of the Military Revolutionary Committee could also be considered. The Bolsheviks were able to reach out and find the middle ground across the social classes in the capital. Answers at this level may not discuss how the mistakes of the Provisional Government contributed to the October 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 demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of not only the significance of the leadership of Lenin and Trotsky but also the weaknesses of the Provisional Government. The Provisional Government was weak from its inception, being forced into a dual-authority position with the Petrograd Soviet, which showed its dominance through Order Number One. The decisions to continue the War, delay elections to the Constituent Assembly and failure to deal with the Land issue lost the Provisional Government support. Kerensky launched the June Offensive in an attempt to divert attention away from problems at home, drawing comparisons with the Tsar. The failure to suppress the Bolsheviks after their premature rising in July was also a key error. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the importance of Trotsky and Lenin's leadership, as well as the role of Provisional Government, in the Bolshevik success in the October Revolution. The Bolsheviks were able to manipulate the situation in October 1917 as they became convinced that the Revolution had to occur at that specific time. Kerensky faced a huge problem with the Kornilov revolt and was forced to approach Trotsky and the Red Guard in order to suppress this threat, arming them in the process. The Bolsheviks were also viewed as heroes after dealing with Kornilov and this, combined with their military wing in the Red Guard, Lenin's vision and Trotsky's planning gave them the edge over any other opposition group. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

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- 2 (i) Explain how the Bolsheviks' strengths led to their victory in the Russian Civil War between 1918 and 1921.

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This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about how the Bolsheviks' strengths helped to bring about their success in the Russian Civil War. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the strengths of the Bolsheviks, such as the fact that they were united behind the clear goal of survival, and were ideologically committed to this end. They possessed both direction and purpose. The role of leadership could also be introduced. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail showing, for example, an awareness of how Lenin appointed Trotsky as Commissar for War, a job at which he excelled. Lenin also worked furiously on the economic policy of War Communism, which was instrumental in the Bolshevik victory. The effectiveness of the Red Army could also be discussed, as could the discipline forced on them by Trotsky. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed and should discuss Trotsky's role. His transformation of the Red Army into a highly effective military force of over five million men, his employment of ex-Tsarist officers and the ruthless discipline he instilled all helped make the victory of the Bolsheviks likely. The use of the Cheka and the Red Terror could also be explained, as well as the fact that the Bolsheviks always controlled the centres of production and the transportation and communication networks. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) "The New Economic Policy (NEP) was the only successful economic policy introduced by the Bolsheviks between 1917 and 1924." To what extent would you accept this assessment?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative account of Bolshevik economic policy in general or about some of the specific economic policies. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with responses providing a general account of the success or failure of the NEP but possibly not debating War Communism or State Capitalism. The NEP raised both industrial and agricultural production and won back some of the lost support from the Civil War; however, the policy was not universally popular and caused a split within the party. There may be some basic analysis of the

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other economic policies. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the different policies. The NEP was introduced in response to the harshness of War Communism and the decrease in support it had caused. The NEP drew criticism from the party but led to an increase in industrial and agricultural production, eliminating some of the discontent and creating a more stable economy. Other economic policies should also be discussed: State Capitalism offered greater freedom to workers and peasants but the government was constantly legislating through the Supreme Council of the National Economy, drawing criticism from party and public. War Communism had been successful in winning the Civil War and this was its only aim. It fed and equipped an army of several millions and delivered victory. There was anger amongst the peasants at the grain requisitioning and they stopped producing a surplus, leading to food shortages and famine. Wages also fell as a consequence of the policy, leading to discontent amongst the urban masses. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether the NEP was the only successful economic policy introduced by the Bolsheviks. State Capitalism can hardly be regarded as a success as all the Bolsheviks really managed to do was to extend their control over the economy, which caused divisions within the party. War Communism achieved its aim of victory in the Civil War, but this success must be judged against the backlash it caused. Good answers could discuss how it had helped Communism to survive and endure. The NEP was seen as an ideological failure but it did set the USSR on the path to economic recovery and produced clear economic results within three years. It was viewed as an ideological retreat and a sign of failure and faced significant opposition within the party, but it did begin the long road to economic and political recovery. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

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- 3 (i) Explain the impact of Stalin's policy of collectivisation on the Soviet Union up to 1941.

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This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the impact of Stalin's policy of collectivisation on the Soviet Union up to 1941. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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. Collectivisation did produce some successes, since a communist system of landowning was achieved and the industrial workers were fed. However, the cost for the peasants was huge. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about how collectivisation had many failures, such as agricultural production falling and the backlash from the peasants as the Kulak class was all but wiped out. Millions ended up facing extreme food shortages and were forced to enter collectives. The social hardship was also immense, with peasants openly hating the policy and the government, due in large part to the famine that was a direct result of Stalin's policies. The policy was only maintained through Stalin's totalitarian control. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation

and analysis are very well developed and substantiated. Answers will be very well informed about how collectivisation generally failed to meet its targets in terms of food production and actually led to food shortages for peasants, as many of them resisted the forced changes, since food was requisitioned to be sent to the towns or exported to provide vital foreign revenue. However, the policy did meet some of Stalin's ideological aims, such as imposing a communist system of land ownership and farming on the countryside, and so the political and ideological impact was slightly more successful. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high degree to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) "Stalin's use of the arts and the media was the most important means by which he maintained control of the Soviet Union up to 1941." To what extent do you agree with this statement?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative account of Stalin's use of the arts and media, or relate facts about Stalin's power base. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question. State direction of the arts and popular culture was used as the party tried to root out all elements of bourgeois culture and reinforce socialist values. Socialist Realism was introduced to control the ideas, writings and literature to which citizens were subjected. The Russian Association of Proletarian Writers (RAPP) supervised the publication of all books, ensuring that they delivered the party message. Literature and art were only tolerated if they publicised what has been called, 'the cult of the little man,' in other words, glorifying the roles of the peasant on the collective farm and the industrial worker of the Five Year Plans. Stalin's ideas of socialist realism and visionary utopianism could

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also be discussed. State publications such as Pravda and Izvestiya also reinforced Stalin's message, reporting very little real information and instead focusing on idealised notions of society and often exaggerated accounts of the success of the Five Year Plans. Stalin himself performed daily inspections of newspapers and their articles. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of both the manipulation of the arts and the media, as well as other methods by which Stalin maintained his control. The increasing use of terror through the purges could also be discussed. As Stalin's paranoia grew in the 1930s, terror was used to root out 'enemies of the people' in both the military and the party. The show trials were used to purge high profile members of the party, such as the implication of Stalin's key rivals in the Kirov murder. The ruthless use of the secret police could also be discussed. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the use of the arts and the media were the primary basis of Stalin's control, while also discussing the other methods he employed. Responses may include the cult of personality, beginning in the 1920s when Stalin presented himself as the heir to Lenin, assuming a hardworking image and fostering the illusion of a man of moderation. The city of Tsaritsyn was renamed Stalingrad in his honour in 1925. From the late 1920s, Stalin used imagery, always showing himself with Marx, Engels and Lenin. By the 1930s propaganda reinforced the cult, always portraying Stalin as a strong, caring leader. Responses may also mention the degree of personal power Stalin had within the party and the number of positions he held, which allowed him to deal effectively with challenges to his leadership. Stalin's skill in outmanoeuvring and removing his opponents could also be discussed. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately. [22]

Option 5

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Option 6: Italy's Quest for Great Power status 1871–1943

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Answer **two** questions.

- 1 (i) Explain why Italy joined the Triple Alliance in 1882.

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about why Italy joined the Triple Alliance in 1882. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the reasons why Italy joined the Triple Alliance in 1882. They may refer to Italy's desire to increase its status as a great power. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the reasons why Italy decided to join the Triple Alliance in 1882. Answers could refer to the reaction in Italy to the French occupation of Tunis in 1881, which forestalled Italian desires to gain territory and influence in the area. The Treaty also provided security for Italy against France, as both Germany and Austria-Hungary promised to assist Italy if it were attacked by France without Italian provocation. Answers could also discuss how both Germany and Austria-Hungary were monarchies and Italy's membership strengthened the position of Victor Emmanuel II in his struggle against Italian republicanism. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the reasons why Italy joined the Triple Alliance in 1882. They may discuss Italian desires to establish colonies and build up an overseas empire. Answers could also discuss how the Treaty provided security against Austria-Hungary, against which Italy had fought three wars in the thirty-four years prior to the signing of the Triple Alliance. It also restricted the activities of Austrian Catholics who had secretly been plotting to restore the power of the papacy. Answers could further discuss how the needs of Italy were met through the joining of the Triple Alliance. The Treaty contained stipulations that would easily allow Italy out of its obligations, such as Italy only having to assist Austria-Hungary in conjunction with Germany and against at least two other European powers; and even then, if Britain were involved, Italy reserved the right to contract out of this obligation. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) To what extent was Giolitti successful in his attempts to overcome the internal divisions in Italy by 1914?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some of the methods used by Giolitti to overcome the internal divisions in Italy up to 1914. These answers will be generalised. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with the answer providing a general account of Giolitti's attempts to overcome the internal divisions in Italy by 1914. Reference may be made to Giolitti successfully forming a cabinet of moderate Socialists, Catholics and Liberals

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prior to the invasion of Libya in 1911. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the degree of success Giolitti experienced in his attempts to overcome the internal divisions in Italy up to 1914. Responses could explain the divisions in Italy between the Liberals, Catholics, Nationalists and Socialists and discuss the measures taken by Giolitti to ensure support for the government and unite the Italian people behind the Liberal state. They could discuss how Giolitti tried to make the Liberal institutions more acceptable and secure by increasing the wealth and prosperity of the Italian people and introducing a major programme of industrial expansion after 1900, with real wages increasing by 25% between 1890 and 1913. It also extended the franchise in 1912 and attempted to create national pride by invading Libya. While there was still no official dialogue between Giolitti and the Church, privately there were secret negotiations and deals which indicated steps were being taken towards reconciliation. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Giolitti experienced success in his attempts to overcome the internal divisions in Italy up to 1914. Answers could discuss Giolitti's attempts to win, or at least pacify, Socialist support by introducing reforms, such as prohibiting child labour, limiting women to 11 working hours per day, prohibiting night work in bakeries, extending National Insurance provision for sickness and old age and introducing a compulsory weekly rest day in 1907. Answers could argue that this was unsuccessful, however, as in trying to win over moderate Catholics and Socialists to the Liberal system, he only succeeded in upsetting some Liberals, who feared any increase in the influence of the Church on their workers. Giolitti's methods of using *Trasformismo* style politics to get his social reforms passed also alienated some of the working class further, as he was seen as simply trying to keep hold of power. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

30

AVAILABLE
MARKS

- 2 (i) Explain the economic problems facing Italy between 1919 and 1922.

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MARKS

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the economic problems facing Italy between 1919 and 1922. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the economic problems facing Italy between 1919 and 1922. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the economic problems facing Italy between 1919 and 1922. Answers could refer to the financial burden Italy faced due to the immense cost of World War One. Huge sums had been borrowed from Britain and the USA, with the result that the national debt had increased from 16 billion lire in 1914 to 85 billion lire in 1919. Answers could also refer to the decline in government spending on industry as there was no longer any need for the lucrative wartime contracts. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be

very well informed about the economic problems facing Italy between 1919 and 1922. They could refer to some of the economic problems, such as the endemic problem of the North–South divide, with the economy of the latter characterised by an inadequate infrastructure and over-reliance on agriculture, or the rising unemployment resulting from the end of the war, with the demobilisation of the armed forces. Continuing inflation undermined many people’s living standards and had a negative effect on their savings. Answers could also refer to the impact of the Red Years (Biennio Rosso) when a wave of strikes forced employers to improve workers’ terms. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) “Mussolini’s reaction to the Matteotti crisis was the most important factor in his consolidation of power in Italy by 1926.” How far do you agree with this statement?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some of the main events in Mussolini’s consolidation of power in Italy by 1926. These answers will be generalised. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with the answer providing a general account of Mussolini’s consolidation of power in Italy by 1926. Responses could discuss events such as the Aventine Succession or Mussolini’s address to parliament on 3 January 1925. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity

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MARKS

and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the reasons why Mussolini was able to consolidate his power in Italy by 1926. Answers will discuss the importance of the Matteotti crisis and its consequences, such as the introduction of the Law on the Power of the Head of Government in December 1925 which gave Mussolini greater executive powers and the power to issue decrees. Mussolini gained greater control over the press, purged the civil service, set up the new Special Tribunal and the secret police (*OVRA*) and banned all opposition parties. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Mussolini's reaction to the Matteotti crisis was the most important factor in his consolidation of power in Italy by 1926. Answers at this level should discuss the reaction to the Matteotti crisis and also address other factors in Mussolini's consolidation of power in Italy by 1926. Answers could discuss how Mussolini began his time in power with only 35 deputies out of a possible 535 in the Chamber, yet in 1922, both the Chamber of Deputies and the Senate voted to give him sweeping new emergency powers. They could also discuss factors such as the creation of the Fascist Militia, the creation of the Fascist Grand Council, the introduction of the Acerbo Election Law and the 1924 election. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

30

AVAILABLE
MARKS

- 3 (i) Explain the aims of Mussolini's foreign policy from 1922 to 1929.

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MARKS

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse the key features related to the periods studied, and explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the aims of Mussolini's foreign policy from 1922 to 1929. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some 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, providing a general account of the aims of Mussolini's foreign policy from 1922 to 1929. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the aims Mussolini had for Italian foreign policy from 1922 to 1929. Responses could refer to Mussolini's desire to redress the grievances Italy had with the Peace Treaties at the end of the First World War and to re-create the glory of the Roman Empire. Mussolini aimed to portray himself as a major international statesman, as demonstrated by his signing of the Locarno Pact and his role in the League of Nations. They could also explain how Mussolini aimed to expand Italian influence in Africa and to have more influence in the Balkans, including Albania. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be

very well informed about the aims of Mussolini's foreign policy from 1922 to 1929. Responses could also explain the desire to spread Fascism, the desire to achieve dominance in the Mediterranean and expand Italian influence over Corfu and Fiume. They could also discuss Mussolini's aim to gain prestige and respect for Italy as a major European power. This was demonstrated with the signing of the Locarno Pact in 1925 and the Kellogg–Briand Pact in 1928. This could be seen as Mussolini wanting to adopt a pro-British approach to foreign policy in the late 1920s. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [8]

- (ii) "The weaknesses of the Italian military were the main reason for the Italian defeat in the Second World War." To what extent do you agree with this statement?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some of the reasons why Italy was defeated in World War Two. These answers will be generalised. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with the answer providing a general account of the reasons for the Italian defeat in World War Two. Answers could discuss military weaknesses such as the shortage of troops, scarcity of weapons, insufficient tanks, poor air defences, an abundance of battleships, but an almost complete lack of aircraft carriers and fuel shortages. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist

AVAILABLE
MARKS

vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the reasons why Italy was defeated in the Second World War. Answers could discuss how military weaknesses were to blame for Italy's failure in the Second World War, and may refer to the failure of the invasion of Greece or the rout of the Italian army in Libya as examples of military weakness. Poor military leadership could be discussed, including the lack of co-operation between the armed forces and Mussolini's poor decisions as Commander-in-Chief, such as sending 300 aircraft to take part in the invasion of Britain, when they could have been used far more effectively in the Mediterranean theatre of war. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether the weaknesses of the Italian military were the main reason for the Italian defeat in World War Two. In addition to discussing the significance of military weaknesses, answers will discuss the importance of other factors in the Italian defeat. They could refer to the role of Mussolini himself and to the shortcomings of his leadership during the war, for example, failing to coordinate military strategy despite holding all key military positions. Mussolini's failures could also be linked to his over-reliance on propaganda and his avoidance of the reality of war. The failure to prepare properly for war or successfully create a wartime economy could be discussed, as could the impact of the Abyssinian campaign and the Spanish Civil War on the Italian economy and wartime readiness. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [22]

Option 6

Total

**AVAILABLE
MARKS**

30

60

60