



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2018**

---

## **History**

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

**[SHY21]**

**TUESDAY 22 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 causes of the revolt of the Moriscos.

**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 causes of the revolt of the Moriscos. 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 about the causes of the revolt of the Moriscos. 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 causes of the revolt of the Moriscos and could include some of the following: growing tensions broke into open conflict after Cardinal Espinosa became Captain-General of Granada, his replacement by the Marquis of Mondejar and his early successes against the rebels, the hardening of Philip II's response with the appointment of Don John and his plans to deport the Morisco population and the poor quality and conduct of Don John's forces led to increased conflict. 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 causes of the revolt, including distrust of Moriscos due to their different culture and due to possible links to the Turks. Responses could show the depth of mistreatment by Spanish forces and the brutal reprisals by the Moriscos. 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 awarded appropriately. [8]

- (ii) To what extent did Philip II create an absolute monarchy in Spain between 1556 and 1598?

**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 Philip II's attempts to create an absolute monarchy in Spain between 1556 and 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 consistently engaging with the question as to the extent to which Philip II created an absolute monarchy in Spain between 1556 and 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 appropriate 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 extent to which Philip II created an absolute monarchy in Spain between 1556 and 1598. Answers could consider some of the following points: Philip's following of his father's advice to trust no one, greater centralisation of power in his new capital Madrid and his personal control of the system of government. Responses could show that Philip II maintained Charles V's form of government and so could not create absolute government. 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 Philip II created an absolute monarchy. Answers might suggest that Philip's power was increased by encouraging factions to focus on each other rather than his control. Responses might consider his coronation in Aragon as a sign of absolutism and his handling of rebellion there and in Granada to show the extent of his power. By contrast, Philip II's power was limited by poor communications, the size of his empire and his need to maintain the support of the nobility. Answers might focus more on the reality of absolutism rather than the image Philip II's government presented. 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]

30

AVAILABLE  
MARKS

- 2 (i) Explain the weaknesses of Spanish agriculture in the period 1556–1598.

**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 weaknesses of Spanish agriculture 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 ([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 and will give a partial explanation of the weaknesses of Spanish agriculture 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 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 pressure population growth placed on Spanish agriculture. Only a third of available land was under tillage in Spain, leading to shortages and a need to import wheat. Early successes in the wool trade led to overdependence on it and this led to agricultural decline after the collapse of the wool market. 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 weaknesses of Spanish agriculture in the

AVAILABLE  
MARKS

period 1556–1598. Responses may identify the successes of wine and olive production but emphasise that success was only regional. Answers may identify a lack of investment in agriculture as an underlying weakness. The impact of raids by Barbary Corsairs could be used to explain why so much good land remained unused. 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 mismanagement of Spain’s finances was the main reason for its poor economic performance between 1556 and 1598.” How far would you agree with 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 account of the reasons for Spain’s poor economic performance between 1556 and 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 consistently engaging with the question of whether Philip II’s mismanagement of the Spanish economy was the main reason for its poor performance. 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,

AVAILABLE  
MARKS

analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the range of factors which affected the performance of the Spanish economy. Other reasons might include: the poor state of Spain's agriculture with much land not being cultivated, lack of investment in industry and trade, Philip's inheritance of a huge debt from his father and poor planning and organisation caused by the existence of different *Cortes* in Spain. Answers should compare these to the impact of Philip II's mishandling of the economy due to a lack of understanding of finance and persistent overspending. 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 Philip II's mishandling of Spain's finances was the main reason for the weakness of the Spanish economy in the period 1556–1598. Answers may focus on the strain placed on the Spanish economy by Philip II constantly waging war. By contrast, they might use war to show the weakness of the economy, as all of the necessities to conduct a war had to be imported into Spain. Responses might suggest that Philip II's lack of understanding of finance weakened the economy or that it was his inability to listen to or trust his advisers was an important problem. Answers could suggest that Philip II damaged the Spanish economy, but that it was the underlying weaknesses which caused its poor economic performance. 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]

30

AVAILABLE  
MARKS

- 3 (i) Explain the aims of Philip II's policy towards France in the period 1556–1598.

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 provide a narrative or recall some unsupported, generalised statements about the aims of Philip II's policy towards France 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 ([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 on the aims of Philip II's policy towards France. 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 aims of Philip II's policy towards France and these might include some of the following: to make an advantageous peace after years of war, to keep the old enemy weak but to maintain its Catholic status and to make gains over France, especially in Italy. Answers could consider war in the 1550s with the terms of the Treaty of Cateau Cambresis. Responses should consider the impact of the French Wars of Religion on Philip II's aims and consider how these changed with the nature of this conflict. 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 Philip II's policy towards France. Responses could consider how the tension between the nations declined as France descended into internal conflict. Philip's aim of limiting France changed to maintaining its weakness. The death of Francis Valois in 1584 could be linked to another change in aims, to support the Catholic League by signing the Treaty of Joinville and so prevent the Protestant Henry of Navarre becoming King. Answers might support this by referring to the Spanish invasion of France in 1590 but might also suggest a dynastic aim of putting Philip II's daughter, Isabella, on the French throne. 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 outbreak of the Dutch Revolt in 1566 had a greater impact on Philip II's foreign policy in the period 1556–1598 than any other event." 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, judgement and exploration of concepts. Level 1 answers may provide a narrative account of whether the Dutch Revolt had a greater impact on Philip II's foreign policy than any other event. 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 of whether the Dutch Revolt had a greater impact on Philip II's foreign policy than any other event. 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.

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 whether the Dutch Revolt had a greater impact on Philip II's foreign policy than any other event. Answers may consider a number of other factors which may have influenced Philip II's foreign policy, including the end of the Habsburg-Valois Wars, civil war in France, the death of Francis Valois, peace with the Turks in 1580, the accession of Elizabeth I in 1558 and England signing the Treaty of Nonsuch in 1585. Responses could select any of these as having a greater impact but should compare and contrast some of them. 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 Dutch Revolt had a greater impact on Philip II's foreign policy than any other event. Responses might explain that the Dutch Revolt had little impact until the end of the 1570s but that it forced Philip II to make peace with the Turks and that English support for the Dutch in the Treaty of Nonsuch led to war with England. In contrast, it could be argued that peace with France allowed a switch of focus towards the Mediterranean and that peace with the Turks allowed a focus on Northern Europe. 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]

30

**Option 1**

**60**

AVAILABLE  
MARKS

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

AVAILABLE  
MARKS

Answer **two** questions.

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

**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 successes of France in the Nine Years' 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, with the answer providing a general account of French successes in the Nine Years' War. 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 French successes in the Nine Years' War. France temporarily captured Phillipsburg and controlled the English Channel after the battle at Beachy Head. Savoy collapsed in 1693, while France also secured most of Piedmont and enjoyed a series of siege victories along its north-eastern frontier. 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 French successes, for example Fleurus, Namur and Girona. France successfully maintained control of its three natural barriers: the Pyrenees, Alps and Rhine. In the colonies, France secured New Granada. 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) “The terms of the Peace of Ryswick represented a victory for France and a defeat for the Grand Alliance.” 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 unsupported, generalised assertions about the extent to which the terms of the Peace of Ryswick represented a victory for France. 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 perhaps focusing exclusively on explaining the terms of the Peace and failing to make substantiated judgements about the relative success for France. 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.

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 how France made substantial concessions to its opponents. William of Neuberg gained the Palatinate and Prince Clement received Cologne. Lorraine was restored to its original owners and Spain acquired control of Luxemburg, Charleroi, Mons, Coutrai and Barcelona. Louis XIV was forced to recognise William as King of England and the Dutch regained control of the barrier fortresses. France did retain Strasbourg and Alsace and the earlier conquests of Metz, Toulon, Verdun and Franche-Comte. However, Louis XIV did make some gains in the New World, including Saint-Domingue and Nova Scotia. 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 Peace of Ryswick was a French victory. The terms suggest that the Peace was a defeat rather than victory for France, as Louis XIV was forced to return all of France's acquisitions since Nymegen. However, Ryswick can be interpreted as a diplomatic manoeuvre by the French king as he turned his attention to the real prize in Europe, the Spanish throne. His willingness to sacrifice territory is best understood in the context of his subsequent attempts to partition the Spanish Empire and expand France through negotiation rather than conflict. 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 aims and ambitions of the Grand Alliance at the outbreak of the War of the Spanish Succession.

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 provide a narrative or recall some unsupported, generalised statements about the aims and ambitions of the Grand Alliance at the outbreak of the War of the Spanish Succession. 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. The Grand Alliance was united in its aim to halt French expansionism but each country had its own individual ambitions. 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 aims and ambitions of the Grand Alliance. It fought to prevent the union of the French and Spanish Crowns. England wished to secure the Protestant succession, while both the English and Dutch fought to protect trade. 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 and ambitions of the Grand Alliance. The Dutch fought to regain control of the barrier fortresses, Austria to satisfy

Leopold's claims in Spain, while English interests were primarily to prevent a return of the Stuart dynasty. 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 were economic factors responsible for the outbreak of the War of the Spanish Succession?

**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 extent to which economic factors were responsible for the outbreak of the War of the Spanish Succession. 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 on its own terms, perhaps focusing solely on the economic factors which contributed to the outbreak of war. Accepting the Will brought significant economic benefits to France, exemplified by the Asiento agreement in 1702. This alliance with Spain alarmed France's enemies. Responses may note some of the subsequent blunders by Louis XIV which contributed to the outbreak of the war. 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,

AVAILABLE  
MARKS

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 judgements about the extent to which economic factors were responsible. By accepting the Will, Louis gained huge economic, strategic and military benefits for France. However, it also broke the terms of the second Partition Treaty and the Peace of Ryswick, and Leopold was particularly aggrieved as he believed that the Spanish inheritance should have gone to his family. However, the formation of the Grand Alliance came only after Louis XIV committed a series of 'blunders', including a trade agreement with Spain. Louis had declared that Philip remained in line to the French throne, sent troops into the barrier fortresses and recognised James II's son as the rightful English king. 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 economic factors were responsible for the outbreak of the War of the Spanish Succession. Louis XIV's acceptance of the Will made war inevitable and his actions in 1702 led to the reformation of the Grand Alliance. While economic factors contributed to the outbreak of war, it was also due to military, dynastic and historical rivalries. Louis XIV's enemies interpreted his actions as aggressive attempts to expand French power and influence in Europe. 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]

AVAILABLE  
MARKS

30

- 3 (i) Explain the position of France after the Peace Treaties at the conclusion of the War of the Spanish Succession.

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 provide a narrative or recall some unsupported, generalised statements about the position of France after the peace treaties at the conclusion of the War of the Spanish Succession. 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 few precise points on the position of France after the Peace Treaties at the conclusion of the War of the Spanish Succession. 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. Louis was compelled to recognise the Protestant succession in England, and France lost significant territory. However, the treaties were by no means as damaging to the position of France as the course of the war had suggested they might be and, crucially, Spain remained a French ally. France had conceded Namur and Charleroi to the Elector of Bavaria, the Duke of Savoy regained Nice and Lorraine was restored to its Duke. The Asiento was awarded to England, and Austria made territorial gains in Italy and took control of the Spanish Netherlands. The barrier fortresses now remained back in the hands of the Dutch. 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 position of France after the peace treaties. The terms of the treaties were significantly better than Louis had been offered in 1709. Perhaps the most important fact was that at the end of the War of the Spanish Succession a Bourbon had secured the throne in Spain. France stood to gain in the long term from all the military, strategic and economic benefits of this alliance. However, arguably other countries had benefited more from the treaties and France had made considerable concessions. 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 weakness of its military leadership was the most important reason for the poor performance of France in 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 events of the 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 ([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, perhaps focusing solely on the weaknesses of the French military leadership. Too often the battlefield commanders were divided and unable to work effectively together and make co-ordinated decisions. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant

AVAILABLE MARKS

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 extent to which the poor performance of France was due to its ineffective military leadership. French military leaders repeatedly failed to anticipate Marlborough's tactical approach and Louis XIV bears some responsibility for appointing poor commanders. However, there were other reasons for the Allied success. The defeat at Blenheim dealt a fatal blow to French hopes of winning the war and the poor French commanders contrasted with the inspirational leadership of Marlborough and Eugene. The Allied commanders worked effectively together, both on the battlefields and strategically. 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 poor French military leadership was the decisive factor in the outcome of the war. At Blenheim, Tallard overestimated France's numerical advantage and expected France to dominate the battlefield. It could be argued that the defeat at Blenheim was a factor in explaining the poor French performance, as it removed Bavaria as an ally, decimated the French army and destroyed its confidence of securing victory. At Ramillies, the French commander Villeroy owed his position to his family background rather than his military ability and at Oudenarde, Vendome and Burgundy openly quarrelled. However, France did perform much better at Malplaquet under Villars. The French army's position was further undermined by the developing economic problems at home. Most importantly, the Allied army was superbly led by Marlborough and Eugene. 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

30

60

## Option 3: Ireland 1823–1867

AVAILABLE  
MARKSAnswer **two** questions.

- 1 (i) Explain the tactics Daniel O’Connell used in his campaign to achieve Catholic Emancipation.

**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 tactics Daniel O’Connell used in his campaign to achieve Catholic Emancipation. 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 occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question regarding the tactics Daniel O’Connell used in his campaign to achieve Catholic Emancipation. For example, answers may refer to the “monster meetings” O’Connell organised in support of his campaign. 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 tactics Daniel O’Connell used in his campaign to achieve Catholic Emancipation. He established a Catholic Association to act as an organising body for the campaign. It held rallies, provided literature, supervised electioneering and established a structured framework for co-ordinating all activities. The use of the penny rent served the dual purpose of creating a fighting fund, while also establishing a bond of harmony and unity for those who contributed. 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 tactics Daniel O’Connell used in his campaign to achieve Catholic Emancipation. Recognising the importance of the Catholic Church in Irish society, he enrolled its support for his campaign. Clergymen collected the penny rent and helped to marshal the mass rallies. O’Connell also used elections to highlight the importance of the Emancipation issue and challenge the political status quo directly, as demonstrated by the Waterford election of 1826 and the Clare election of 1828. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high standard 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) “O’Connell’s quarrel with the Young Irelanders was the most important reason for the failure of his campaign to repeal the Act of Union.” 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, judgement and exploration of concepts. Level 1 answers may provide a narrative account of O’Connell’s quarrel with the Young Irelanders and its role in the failure of his campaign to repeal the Act of Union. 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 as to whether O’Connell’s quarrel with the Young Irelanders was the most important

AVAILABLE  
MARKS

reason for the failure of his campaign to repeal the Act of Union. There may be reference to the disagreement between O'Connell and the Young Ireland movement over acceptance of the Queen's colleges established by Peel's Government. 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 O'Connell's quarrel with the Young Irelanders and whether it was the most important reason for the failure of his campaign to repeal the Act of Union. It may be noted that the fundamental disagreement between O'Connell and the Young Irelanders was over the willingness of the latter to use violence to achieve their political goals. O'Connell, in contrast, remained unreservedly opposed to violence, as demonstrated at Clontarf in 1843. However, the loss of Young Ireland support deprived O'Connell of the use of *The Nation* newspaper as perhaps his most effective propaganda tool. 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 O'Connell's quarrel with the Young Irelanders was the most important reason for the failure of his campaign to repeal the Act of Union. Candidates may argue that the loss of Young Ireland support deprived O'Connell's Repeal campaign of much of its drive and energy, as well as its non-sectarian appeal, for example on the question of secular education. Answers will also consider – and may place more emphasis on – other reasons for the failure of the Repeal campaign, such as the duplication of tactics employed in the campaign for Catholic Emancipation in the 1820s, the strength and unity of the British Government in opposition to Repeal and the impact of the Famine after 1845. 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 how Peel's Conservative Government responded to the outbreak of the Famine in Ireland.

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 provide a narrative or recall some unsupported, generalised statements about the response of Peel's Conservative Government to the outbreak of the Famine in Ireland. 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 regarding the response of Peel's Conservative Government to the outbreak of the Famine in Ireland. There may be reference to the purchase of £100 000 worth of Indian corn from America. 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 response of Peel's Conservative Government to the outbreak of the Famine in Ireland. It may be noted that Peel sanctioned an additional £40 000 for relief efforts in Ireland in 1845–1846 and launched a number of public work schemes, such as the building of bridges and piers. 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 response of Peel's Conservative Government to the outbreak of the Famine in Ireland. Candidates may note the establishment of a network of food depots and the appointment of a scientific commission to advise farmers about the potato crop. Arguably, Peel's most famous measure in response to the Famine was the repeal of the Corn Laws. 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 Whig Government under Russell did all it could to respond to the Famine in Ireland." 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 how Russell's Whig Government responded to the Famine in Ireland. 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 as to whether the Whig Government of Lord John Russell did all it could in the circumstances of the 1840s to respond to the Famine in Ireland. There may be reference to the use of soup kitchens as a Famine relief measure. 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,

AVAILABLE  
MARKS

analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the response of Russell's Whig Government to the Famine in Ireland and whether it did all it could in the circumstances of the 1840s. For example, a Board of Works was created which provided employment for 750 000 people on public works schemes. It might also be noted that Russell was constrained by the economic downturn in England in the "Hungry Forties". 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 Russell's Whig Government did all it could in the circumstances of the 1840s to respond to the Famine in Ireland. The Treasury spent a total of £8 million on Famine relief, much of it in the form of loans to the Irish Board of Works or Poor Law authorities. However, this represented just 0.5 per cent of the gross national product. It could be argued that Russell's Government was constrained by such factors as laissez-faire ideology or the practical problems associated with providing famine relief. 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]

AVAILABLE  
MARKS

30

- 3 (i) Explain how the Fenians wanted to change how Ireland was governed.

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 provide a narrative or recall some unsupported, generalised statements about how the Fenians wanted to change how Ireland was governed. 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 regarding how the Fenians wanted to change how Ireland was governed. There may be reference to the Fenian aim of establishing an independent Irish republic. 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 the Fenians wanted to change how Ireland was governed. They argued that the British political system was inherently corrupt and that, once independence was achieved, a two-chamber legislature should be established, elected by universal suffrage. 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 the Fenians wanted to change how Ireland was governed. They wanted a separation of powers within the constitution

and complete church–state separation, looking to the American model as an example. 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 the failure of the Fenian Rising of 1867 due to the firm actions of the British Government?

**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 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 ([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 of the extent to which the failure the Fenian Rising of 1867 was due to the firm actions of the British Government. Answers may focus more on the success of the intelligence gathering coordinated by the Dublin Metropolitan Police. 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 Fenian Rising of 1867 and the extent to which its failure was due to the firm actions of the British Government. Evidence of such actions could include the suspension of *Habeas Corpus* and the raid

AVAILABLE  
MARKS

carried out on the offices of the *Irish People* newspaper in 1865. Answers might also begin to consider other reasons for the failure of the Rising, such as the lack of widespread popular 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 ([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 failure of the Fenian Rising of 1867 was due to the firm actions of the British Government. It could be argued that the augmentation of British forces in Ireland and the redeployment of regiments containing suspected Fenian sympathisers meant that overall security was enhanced well before the Rising got underway. Consideration will be given to other factors that contributed to the failure of the Rising, including the divisions within the Fenian leadership, poor planning for the rising and also the opposition the movement faced from the hierarchy of the Catholic Church led by Cardinal Paul Cullen. 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

**Option 3**

**60**

AVAILABLE  
MARKS

## Option 4: France 1815–1870

AVAILABLE  
MARKSAnswer **two** questions.

- 1 (i) Explain the aims of Louis XVIII's foreign policy in the period 1815–1824.

**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 Louis XVIII's foreign 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 ([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, noting only one or two aspects of the aims of Louis XVIII's foreign policy, such as the desire to rid France of the army of occupation. 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 aims of Louis XVIII's foreign policy, such as his wish to revise, if possible, those aspects of the peace settlement detrimental to French interests. Thus, he wanted to see an end to the occupation of France, even though this would be expensive for the exchequer, and prove to the Allies that France could be trusted and should be treated as their equal. 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 Louis' foreign policy, and the delicate balancing act of restoring France to the status of a Great Power without alarming its former enemies. Paying off the indemnity and clearing France of occupation, as well as being accepted into the Quadruple Alliance, were vital to this, and he was able to show France's reliability when the opportunity arose to restore neighbouring Spain to a conservative régime. 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) "The assassination of the Duc de Berry in 1820 was a clear turning point for the Bourbon monarchy." To what extent would you agree with this verdict on events in France between 1815 and 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 account of Berry's assassination or one or two events from the period 1815–1830. 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, possibly merely noting a more liberal phase before Berry's assassination and a reactionary tendency thereafter. 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.

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 moderation of the Bourbon régime before 1820 and the fatal swing towards conservatism which followed. Louis XVIII's Charter was essentially liberal, with press freedom, acceptance of the land settlement and Napoleonic administrative system, moderate ministers and steps towards financial reform. France accepted the peace settlement and joined the Quintuple Alliance. After Berry's murder, however, the Law of the Double Vote and a return to censorship presaged reaction, and an ailing Louis ceded much power to his brother, Artois, who greatly increased the powers of a resurgent Church. This increased opposition, and the king failed to appease or curb a hostile press. The land compensation scheme, the appointment of the unpopular Polignac and the Ordinances of St Cloud were steps too far and the restored monarchy was overthrown. 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 assassination of the Duc de Berry was a turning point for the Bourbon monarchy. The Charter was generally liberal, although at this level ambiguities over press freedom and the position of the Church may be noted, as well as Louis XVIII's belief in Divine Right. But Richelieu and Decazes were undoubtedly liberal. Villèle, appointed after Berry's assassination, was an Ultra, yet he and his predecessor continued to reform French finances. Pro-clerical policies reflected a religious revival, yet Charles X was perilously ignoring anti-clerical sentiment among the *pays légal*, who also resented the *émigré* compensation scheme, sensible compromise though it may have been. Charles X's refusal to work with anyone except the Right was exemplified in the Ordinances of 1830, which overturned election results, and his overthrow came swiftly. 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 social and cultural developments which took place in France between 1830 and 1848.

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 provide a narrative or recall some unsupported, generalised statements about social or cultural developments, such as the dominance of the rich bourgeoisie. 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, only mentioning a few developments such as agrarian distress and Daumier's caricatures. 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, for example, the socialist thinkers Blanc and Proudhon, whose concern for the poor ran parallel to Victor Hugo's description of their lives. The middle classes, however, grew and prospered between 1830 and 1848, as described, often derisively, by the novelist Balzac. Delacroix's "Liberty Leading the People" was a suitably inflammatory painting to symbolise what was possible. 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 social and cultural developments, such as the withdrawal of the aristocracy from public life and the reappearance of anti-clericalism, expressed in riots as well as educational provision. The plight of the poor remained a major social problem, not just in the late 1840s, with serious consequences for political stability in 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 Philippe’s downfall in 1848 had more to do with bad luck than failed policies.” How far would you agree with this verdict on the years 1830–1848?

**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 may provide a narrative account of one or two events from Louis Philippe’s reign, such as the Reform Banquet campaign. 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, noting some mistakes made by Louis Philippe, such as a failure to follow a dashing foreign policy or to widen the franchise. 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 balance between ill fortune and failed policies. Louis Philippe's failure to consolidate his support may be noted, in particular his steadfast refusal to widen the franchise to accommodate a growing bourgeoisie, which produced the Reform Banquets, whose banning sparked his overthrow. Similarly, he made little effort to regulate working conditions just as the early phases of industrialisation imposed hardship on the workers. In general, French industrial progress lagged behind that of Britain and Prussia, the government's laissez-faire attitude leaving it reluctant to intervene. Foreign policy was geared towards accommodation with Britain, partly to facilitate trade, but in Belgium, Tahiti and, especially, the Mehemet Ali affair in Egypt it was perceived as spineless rather than sensible. The agricultural crisis was certainly bad luck, although Louis Philippe's reluctance to sack the unpopular Guizot compounded the situation. 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 bad luck rather than failed policies doomed Louis Philippe. The slump of the late 1840s was a Europe-wide phenomenon, the poor harvests not Louis Philippe's fault, while the structural problems of a French economy reluctant to invest in industry and favouring the workshop over the factory persisted throughout the century. Perhaps the king was unlucky that his cautious foreign policy was adversely compared with Napoleon's, but he had helped to cultivate nostalgia for the Empire when he reinterred Napoleon's remains in France. "Failed policies" might include the timid attempts to alleviate working conditions, government stimulus for railway expansion, which temporarily succeeded but ended in financial crisis, and the complacent failure to continue showing a personal interest in the National Guard. 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]

AVAILABLE  
MARKS

30

- 3 (i) Explain how Louis Napoleon Bonaparte managed to undermine and overthrow the French Second Republic between 1848 and 1852.

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 provide a narrative or recall some unsupported, generalised statements about, for example, Louis Napoleon Bonaparte's coup of 1851. 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 on how Louis Napoleon Bonaparte managed to undermine and overthrow the French Second Republic between 1848 and 1852, only mentioning, for example, Louis Napoleon's attempts to engage with Catholic voters. 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 Louis Napoleon campaigned extensively, exploiting his family name and promising "something for everyone" in his efforts to undermine and overthrow the French Second Republic. As President he restored the Pope and favoured Catholic education, talked of helping the poor, yet persuaded property owners that Red Republicanism would not triumph. He cultivated important figures and lulled them into thinking that they could control him, and went on to extend and increase his power via two coups which satisfied the voters. 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 Louis Napoleon exploited the weaknesses and decisions of the Republic he went on to overthrow. Thus, he took advantage of the innate conservatism of an electorate created by universal suffrage, the executive powers granted to the President, and the fears engendered by the June Days, while his immaculate preparations for the coups of 1851 and 1852 wrongfooted his opponents. 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) “Napoleon III’s economic policies were by far the most successful of his policies at home and abroad.” To what extent would you agree with this judgement on the Second Empire 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 account of some of Napoleon III’s 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, offering, for example, some material on economic policies, but not considering others. 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,

AVAILABLE MARKS

analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the way in which Louis Napoleon sought to stimulate the economy, introducing free trade agreements, notably the Cobden-Chevalier Treaty with Britain, encouraging new banks such as the *Crédits Mobilier* and *Foncier* to attract small savers and invest in industry, and extending French railways, which he did tenfold. Work was also created on a grand scale by the urban regeneration projects in Paris, undertaken under Haussmann's supervision. Other aspects of Napoleon III's policies include his political decisions, initially ruling in an authoritarian manner, but after 1860 introducing concessions which culminated in the "liberal Empire". The foreign policy of the Empire was an active one, with interventions in the Crimea, Italy and Mexico, followed by attempts to take advantage of events in Germany, culminating, disastrously, in the Franco-Prussian 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 the success of Napoleon's economic policies, and compare them with other areas of policy. Railways, harbours and Parisian sewers were undoubted successes, but the downside of Haussmann's great boulevards was the wholesale displacement of small businesses. Initially, the new banks worked well, but the Emperor was powerless to help them when difficulties and the machinations of the old banks overwhelmed them. Free trade was not always suited to, or welcomed by, French industries, and its benefits are disputed. The authoritarian Empire displeased liberals, although it brought stability, but debate continues as to whether liberalisation was a proactive or reactive policy. Foreign policy was initially successful in the Crimea, but the 1859 war left a larger Italy than Napoleon had expected. Mexico was an unmitigated disaster, while the Emperor was diplomatically outwitted and militarily defeated by Bismarck's Prussia. 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

AVAILABLE  
MARKS

30

60

## Option 5: Russia 1914–1941

AVAILABLE  
MARKSAnswer **two** questions.

- 1 (i) Explain how the mistakes made by the Provisional Government led to the Revolution of October 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 how the mistakes made by the Provisional Government led to the revolution of October 1917. 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, and explain some of the mistakes of the Provisional Government, such as its decision to enter a power-sharing executive with the Petrograd Soviet, which both weakened and undermined it immediately. The decision to continue with World War One also lost the Provisional Government vital support and brought comparisons with the Tsar. 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, how the decision to delay elections to the Constituent Assembly brought criticism and appeared to show that the members of the Provisional Government were deliberately trying to prolong their time in office. The decision by Kerensky to launch the summer offensive also failed, making the war and the Provisional Government's involvement in it even more unpopular. 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 mistakes of the Provisional Government and may explain how its failure to solve the land issue was a mistake, as this would have won support for the government. The actions of Kerensky in arming the Red Guard in order to suppress the Kornilov Revolt should also be discussed. Kerensky had appointed Kornilov Commander-in-Chief of the Army and had to use the Bolsheviks to put down this embarrassing attempted coup. This was the ultimate sign of weakness and also had the result that Kerensky had armed one of his most dangerous opponents. 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 awarded appropriately. [8]

- (ii) How far would you agree that the role of the Tsarina and the influence of Rasputin brought about the Revolution of February 1917?

**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 role of the Tsarina and the influence of Rasputin in bringing about the Revolution of February 1917. 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 but will contain some detail about the role of the Tsarina and the influence of Rasputin in leading to

AVAILABLE  
MARKS

the Revolution of February 1917. The Tsarina was a poor choice to leave in control as she was German and totally lacking in experience of government. She relied too heavily on advisers such as Rasputin and was criticised for listening to him too much. 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 on the roles of the Tsarina and Rasputin, as well as other factors that contributed to the Revolution of February 1917. The Tsar's failure to return home to deal with the fallout from the Tsarina's decisions and Rasputin's influence, also led to the loss of the support of the aristocracy, a key support base. The Tsar's decision to take Russia into the First World War was disastrous to begin with as the country was not economically or militarily ready and he did not fully understand this. His later decision to become Commander-in-Chief of the armed forces and the subsequent defeats this caused led to the Tsar being personally blamed for Russia's poor performance, alienating him in the eyes of the public. His failure to listen to the advice of his generals also caused their alienation and Nicholas lost one of his traditional pillars of support. As public dissatisfaction with the war grew and Nicholas no longer had these support bases, the chances of the regime's survival lessened considerably. 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 Revolution of February 1917 was brought about by the role of the Tsarina and the influence of Rasputin. Russia's economy went into freefall during the war with rampant inflation, as Nicholas II printed more money to finance the war effort. In the drive to keep soldiers at the front lines fed, there were chronic food shortages at home in the cities, contributing to a growing sense of frustration and war-weariness. Social conditions also deteriorated in the cities and the countryside as the harsh winter of 1916/17 exacerbated the already dire situation. Nicholas had made himself responsible by becoming Commander-in-Chief and this ruined the public perception of him as the 'Little Father'. Nicholas' personal failings also contributed to the Revolution of February 1917. As the years of his reign progressed, he appeared more and more out of touch with the realities of Russia. He suffered from trying to live up to the reigns of his father and grandfather, who had been very naturally autocratic figures, which Nicholas was not. Candidates successfully select

AVAILABLE  
MARKS

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]

AVAILABLE  
MARKS

30

- 2 (i) Explain the aims of Bolshevik economic policies between 1917 and 1924.

**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 Bolshevik economic policies between 1917 and 1924. 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 aims of some or all of Bolshevik economic policies between 1917 and 1924. 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 aims of economic policy showing, for example, an awareness of the fact that State Capitalism was designed to move workers and society slowly towards a more Communist style of economy, using revenue from agriculture to pay for rapid industrialisation. The Workers' and Land Decrees could be mentioned in this context. This policy was replaced in 1918 by War Communism, where the aim was to win the Civil War and gear the entire economy to that end. From 1921 to 1924, the Bolsheviks' U-turn with the NEP was designed to win back support and raise industrial and agricultural production. 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 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. State Capitalism had aimed to be a transitional policy, moving Russian workers and society slowly towards a more communist, centralised economic model. The Civil War meant a change whereby the policy aimed to keep workers in the cities working and Red Army soldiers in the field fighting. It advocated centralisation in order to win the Civil War. The NEP had clear economic aims of increasing production in the agricultural and industrial sectors, both of which had been damaged by the harshness of the Civil War and War Communism, which had become an unsustainable policy after 1921. 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 the success of the Bolsheviks in the Civil War in Russia between 1918 and 1921 due to the weaknesses of the Whites?

**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 Civil War and include some details about either the weaknesses of the Whites or the strengths of the Bolsheviks. 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 and will assess in general terms the weaknesses of the Whites in contributing to the Bolshevik success in the Civil War. The Whites lacked overall direction and had no clear purpose or coherent aims. They also suffered from having no coherent or unified leadership, and their tendency to fight regionally rather than nationally also hindered progress. The effectiveness of Trotsky and

AVAILABLE MARKS

the Red Army could also be discussed. 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 and assess not only the weaknesses of the Whites but also the strengths of the Reds. Divisions amongst the Whites certainly contributed to Bolshevik success. The Whites were deeply divided in their political and economic views and their armed forces were poorly organised, trained and equipped. Their loss of allied help after 1919 made any sustained effort on their part almost impossible. Lenin worked on a propaganda campaign against the Whites and his appointment of Trotsky as Commissar for War also showed strong leadership, recognising his aptitude for this task. He transformed the Red Army into a well-disciplined force of over 5 million recruits. 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 and show a clear awareness of both the weaknesses of the Whites and the strengths of the Reds. Lenin's use of the Cheka and the Red Terror gained the Bolsheviks the upper hand. Trotsky's strategic brilliance meant that the Bolsheviks always had control of the railway network and the important industrial centres, keeping their supply and transportation routes open. The policy of War Communism kept the workers working and the Red Army fed and armed. The Whites did not have the leadership, organisation, resources or commitment to rival the Bolsheviks. 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 social impact of Stalin's economic policies on the Soviet Union in the period 1928–1941.

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 provide a narrative or recall some unsupported, generalised statements about the social impact of Stalin's economic policies on the Soviet Union in the period 1928–1941. 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 but answers will begin to explain the social impact of Stalin's economic policies. Workers on the new collective farms faced repressive treatment, centralised control and seizure of their produce. Under the policy of industrialisation, pay, as well as the living and working conditions for workers were poor as their needs were not a consideration for the party or Stalin. 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. Under the policy of collectivisation, there were terrible hardships for workers, including being forced onto collective farms, having new techniques thrust upon them and having to meet quotas of production or risk having their produce seized. Under the policy of industrialisation, the needs of individual workers were subverted in the service of the greater needs of the state. Living and working conditions were horrendous, as were the quotas that workers had to produce. 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 social impact of Stalin's economic policies on the Soviet Union in the period 1928–1941. Whilst there were some successes for Stalin's economic policies, the social impact was severe and was endured by both peasants and industrial workers. Collectivisation led to a peasant backlash and grain requisition caused a man-made famine that killed millions in the 1930s. Under industrialisation, safety was neglected in the drive to reach targets and worker discontent rose throughout the years of the Five Year Plans, leading to absenteeism and workers trying to flee back to the countryside. 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 mistakes of Stalin's rivals were the main reason why he was successful in the power struggle in the Soviet Union between 1924 and 1929.” 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 account of some of the mistakes of Stalin's rivals. 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 but will have a clearer awareness of the mistakes of Stalin's rivals. The suppression of Lenin's testament was a mistake. The rivals wanted it suppressed due to unflattering comments about them, but it would have been more damaging to Stalin. The failure of those on the Left of the party to unite was another error as, when the united opposition was formed of Trotsky, Zinoviev and Kamenev, it was too late. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity

AVAILABLE 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 mistakes of Stalin's rivals, as well as other factors leading to Stalin's success. Trotsky's unpopularity in the party also helped Stalin, as he was viewed as a bigger threat. Trotsky's manipulation by Stalin into missing Lenin's funeral could also be discussed. All the rivals failed to see the amount of personal power Stalin had gathered in the party until it was too late. Stalin used Trotsky's attack on party bureaucracy to isolate him, exploiting the ban on factionalism. The disagreement between the Left and Right over the NEP and ideology created divisions which Stalin could exploit. He was easily able to defeat most opposition in votes on policy decisions, having stacked the Congress with his own supporters. Opponents were also removed from the Politburo. Stalin's role as General Secretary could also be discussed. This position meant that he had accumulated an unparalleled amount of power within the party, allowing him to outmanoeuvre his rivals. 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 mistakes of Stalin's rivals were responsible for his victory in the power struggle. In addition to the mistakes made by others, Stalin's exploitation of Lenin's ban on factionalism made it difficult for his policies to be challenged in the party. Any opposition to him or his ideas could be viewed as factionalism and punished by death. The disagreements between Left and Right kept opposition to Stalin divided within the party and therefore easier to root out. Stalin had also done an excellent job of presenting himself as the heir and true successor of Lenin, for example, through his oration at Lenin's funeral. Stalin also used Trotsky's very public disgust at the NEP to portray him as disloyal to Lenin's memory and legacy. This 'cult of Lenin' was both created and used by Stalin. 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]

30

**Option 5**

**60**

AVAILABLE  
MARKS

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

AVAILABLE  
MARKS

Answer **two** questions.

- 1 (i) Explain the achievements of Giolitti's domestic policies in the period 1903–1914.

**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 achievements of Giolitti's domestic policies in the period 1903–1914. 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 achievements of Giolitti's domestic policies in the period 1903–1914. 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 achievements of Giolitti's domestic policies in the period 1903–1914. Answers could refer to some of the reforms that were introduced to pacify the working class, such as prohibiting child labour and limiting working hours for women to eleven hours per day. A maternity fund was also introduced for all female industrial workers in 1910. Forty lire was provided at each birth, jointly provided by the state, the employer and employee contributions. Night work in bakeries was prohibited, while National Insurance provision for sickness and old age was extended and a compulsory weekly rest day was introduced in 1907. 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 achievements of Giolitti's domestic policies in the period 1903–1914. They may discuss the need for agricultural reform with half a million Italians, mainly from the South, emigrating annually. Giolitti's government authorised increased expenditure to provide water and improved communications in rural areas. Roads, aqueducts and irrigation schemes were launched in the South, with the result that rural to urban migration decreased, many peasants settling on isolated farms or in hamlets. Candidates could refer to one of Giolitti's most important reforms, the decision to extend the franchise massively in 1912 to nearly nine million. Giolitti felt that it was very important to end the alienation of the masses from the political process with the vote now being available to all men over the age of 30, literate or not, as well as to all men of any age serving in the armed forces. 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 Italy successful in achieving its foreign policy aims in the period 1871–1914?

**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 foreign policy aims of Italy in the period 1871–1914. 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.

AVAILABLE  
MARKS

**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 main aims of Italian foreign policy between 1871 and 1914 and the extent to which they were achieved. Reference may be made to the desire to gain Great Power status in Europe which led Italy to join the Triple Alliance in 1882. 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 an 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 level of success Italy experienced in achieving its foreign policy aims in the period 1871–1914. Responses should discuss some of the Italian foreign policy aims in this period, such as the desire to solve the issue of *Italia Irredenta*, the need to gain colonies and create an Italian empire and the need to gain living space for an overpopulated country. Answers will analyse how successful Italy was in achieving these aims and could refer to the failure to bring Tunisia under Italian control in 1871 and the subsequent takeover of the area by France in 1881, which was unpopular in Italy. By 1895 Italy had successfully established settlements in Eritrea and Somaliland in north-east Africa, but this was followed by a humiliating defeat at Adowa in 1896. 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 Italy experienced success in achieving its foreign policy aims between 1871 and 1914. Answers could discuss how clashes with Britain and France in the early 1880s led to Italy joining the Triple Alliance with Germany and Austria-Hungary in 1882 which gave the country diplomatic security. However, Italy always remained a junior partner and still tried to maintain good relations with Britain. Indeed, Italy seemed to go against its fellow Triple Alliance members by supporting Britain and France in 1906 against German claims over Morocco and by signing the Racconigi Agreement with Russia in 1909 at the expense of Austrian interests. The conquest of Libya in 1911 seemed to confirm Italy's status as a great power but domestically it ripped apart Giolitti's coalition of moderate Socialists, Catholics and Liberals. Answers could also discuss how Italian

AVAILABLE  
MARKS

membership of the Triple Alliance had failed to return any of the so-called irredentist lands by 1914, with the majority of these areas still under the control of Austria-Hungary. 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. 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 economic and social effects of the First World War on Italy between 1915 and 1918.

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 provide a narrative or recall some unsupported, generalised statements about the economic and social effects of the First World War on Italy between 1915 and 1918. 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 and social effects of the First World War on Italy between 1915 and 1918. 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 and social effects of the First World War on Italy between 1915 and 1918, although there may be an imbalance in detail on either the economic or the social effects. Answers could refer to economic effects such as the increase in inflation, with the price index rising from 100 in 1914 to 413 in 1918. Some major industrial firms such as Fiat and Ansaldo saw massive expansion during the war. Socially, answers could discuss the impact of the war in the countryside, where more women had to work on the land due to the fact that two and a half million men from the conscript army had been peasants or rural labourers. 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 and social effects of the First World War on Italy between 1915 and 1918. Responses could refer to the effects of trying to achieve maximum war production. The government borrowed heavily abroad and the budget deficit increased, with the result that the post-war national debt stood at 85 billion lire compared to only 16 billion lire in 1914. Social effects, such as peasant debt being paid off, could be referred to, as many peasants experienced a new prosperity at the expense of their landlords. Additionally, the war produced some discontent due to the strict discipline in the war industries and 50 people were killed as a result of bread riots in the summer of 1917. 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) “Despite being victorious in the First World War, Italy experienced a ‘mutilated victory’ following the Peace Treaties in 1919.” How far do 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 main elements of the Italian war effort or some details of the post-war Peace Treaties. 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

AVAILABLE MARKS

the answer providing a general account of the Italian war effort or some of the details from the post-war Peace Settlement. Responses could discuss events such as the victory at Vittorio Veneto. 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 Italian war effort and the reasons why many Italians felt that Italy experienced a ‘mutilated victory’ after the post-war Peace Treaties. Answers could discuss the reasons why Italy entered the war in 1915 and refer to the Treaty of London which led it to expect territorial gains as its reward from the Peace Treaties of 1919. Italy’s gains were to come at the expense of Austria-Hungary and it was secretly promised South Tyrol, Trentino, Istria, Dalmatia and overseas colonies. However, in 1919 Italy did not receive Dalmatia or any new colonies and the Italians felt that they had been cheated by “The Big Three”. Italy had lost over 600 000 men, incurred massive debts and increased living costs to win a war from which it appeared to gain little. 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 Italy experienced a ‘mutilated victory’ following the Peace Treaties in 1919. Answers could observe that Italian nationalists were expecting more than they were given in 1919; the Italian people felt cheated and blamed their government. This was evidenced by the port of Fiume, which became a potent symbol of Italian betrayal and was subsequently occupied by D’Annunzio. However, Italy gained most of what it had been promised in 1915 and actually acquired more than could be justified on grounds of self-determination, such as South Tyrol and Istria. Italy actually made more territorial gains from the Peace Treaties than any other victorious power, but most Italians felt that they had not been fully rewarded for their war effort. Nationalists had exaggerated the scale of the Italian victory and Prime Minister Orlando had made the mistake of demanding more than the other Allied leaders thought reasonable. 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 reasons for Mussolini's invasion of Abyssinia in 1935.

**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 reasons for Mussolini's invasion of Abyssinia in 1935. 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 Mussolini's invasion of Abyssinia in 1935. 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 and provide a wider range of reasons for Mussolini's invasion of Abyssinia in 1935. Responses could refer to his belief that foreign policy success would distract the Italian people from their domestic problems. They could also refer to Mussolini's desire to increase his personal prestige, while also seeing the Italian invasion as an opportunity to impress other world leaders, most notably Hitler. 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 Mussolini's invasion of Abyssinia in 1935. Responses could explain the desire to avenge the Italian defeat at Adowa in 1896, the desire to expand the Italian Empire, replicating the glory of the Roman Empire, and the anticipation of economic benefits, such as the belief that Abyssinia had oil reserves. Answers could also refer to the

AVAILABLE  
MARKS

Italian belief that Britain and France would not intervene following the Stresa Conference of 1935. The League of Nations also appeared weak at this time, which reinforced Mussolini's belief that his invasion would be unopposed. 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 development of closer relations with Hitler after 1936 was the most important reason for the failure of his foreign policy by 1943." To what extent do 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 main reasons for the failure of Mussolini's foreign policy by 1943 or how Mussolini developed closer relations with Hitler after 1936. 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 development of closer relations with Hitler after 1936 and how this was an important reason for the failure of his foreign policy by 1943. Answers could discuss the decision to enter the Second World War in 1940. 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 extent to which closer relations with Germany after 1936 led to the failure of Mussolini's foreign policy by 1943. Answers could discuss the development of closer relations between Italy and Germany, referring to the Rome-Berlin Axis of 1936, German and Italian involvement in the Spanish Civil War, Italy joining the Anti-Comintern Pact in 1937, Mussolini's involvement in the Munich Conference in 1938, the Pact of Steel in 1939 and Italian entry into the Second World War in 1940. Answers could argue that these events were successful, such as Mussolini's seemingly prestigious role at the Munich Conference. Alternatively, answers could argue that these events tied Mussolini ever closer to Hitler, leading to his involvement in a war for which Italy was not properly prepared and his eventual downfall. 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 Mussolini's development of closer relations with Hitler after 1936 was the most important reason for the failure of his foreign policy by 1943. In addition to discussing the significance of the proposition, answers will assess the importance of other factors in the failure of Mussolini's foreign policy by 1943. They could refer to the role of Mussolini himself and the shortcomings of his leadership during the war, for example, in failing to co-ordinate military strategy, despite holding all key military positions. Mussolini's foreign policy failure 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 war readiness. Mussolini also misjudged Italy's resources and strength. Very little effort had been made to defend Italy from aerial attack and it possessed no aircraft carriers. The domestic impact of the war could also be discussed, as by the end of 1940 the Italian public was already disillusioned with the Italian war effort and with the increase in German control over the country. This disillusionment increased during 1941 and 1942, with the emergence of opposition groups and a wave of strikes in Italian industry, which contributed to the removal of Mussolini from power in July 1943. 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