



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2023**

History

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

[SHY21]

TUESDAY 23 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

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

Candidates should be able to:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

Type of mark scheme

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

Levels of response

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

The following guidance is provided to assist examiners.

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

Quality of written communication

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

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

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

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

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

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

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

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

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

Option 1: Spain and Europe 1556–1598

AVAILABLE
MARKS

Answer **two** questions.

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

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 in Aragon. 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 causes of the revolt in Aragon. 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 in Aragon. They could consider the distrust of Philip II by the nobility of Aragon, who saw him as a Castilian. Philip II had paid little attention to Aragon in the early years of his reign. By the 1580s lawlessness had increased in Aragon, leading to poor relations between the nobility and their vassals, thus creating the breeding ground for revolt. Candidates might use this background to explain why Philip II sent a Castilian, the Count of Almenara, to be Viceroy in 1590, and to deal with the complaints of vassals in Ribagorza. Answers might point to the perception of Castilian interference being magnified by the escape from prison of Antonio Perez, whose return to his native Aragon brought about further discontent and helped to cause the revolt. 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 in Aragon. Candidates could develop some of the following points: Philip II's clash with the nobility over the power of the *Justicia*; the jealousy of the Aragonese nobility of their Castilian counterparts; Philip II's bias against Aragon, as demonstrated by the establishment of a permanent capital in Madrid; his failure to visit Aragon as his father had done; Philip II's sudden interest in Aragon after ignoring it for 30 years, and the impact of Perez's revelations about Philip's part in the death of Juan de Escobedo. 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 relationship with the Papacy damaged the Spanish Church in the period 1556–1598." To what extent 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 whether Philip II's relationship with the Papacy damaged the Spanish Church in the period 1556–1598. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question of whether Philip II's relationship with the Papacy damaged the Spanish Church 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 ([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 Philip II's relationship with the Papacy damaged the Spanish Church in the period 1556–1598. Candidates could consider the nature of Philip II's relationship with different Popes. Philip held a strong position in relation to the Church in Spain and he did not wish to see Papal power grow. Philip II's representatives and the Council of Trent worked to reduce Papal power and this may have limited the improvement of the Catholic Church in Spain during Philip II's reign. Candidates might consider the success of Church reform, with Philip agreeing with the Papacy on the methodology of reform. Use of the Roman Missal, set sermons, instructions on behaviour and setting up Sunday schools all saw the Spanish Church improve rather than be damaged. 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 relationship with the Papacy damaged the Spanish Church in the period 1556–1598. Candidates might consider the varying nature of Philip II's relationship with the Papacy as nine different men held the post of Pope throughout his reign. On occasions relations with these Popes were very good but in some cases, such as Pope Sixtus, they were poor. To support this argument candidates might identify clashes over the trial of the Archbishop of Toledo, the arrest of Marceau, and conflict with the Jesuit General, Aquaviva, and Philip II's ignoring of Papal Bulls. These clashes could be linked to the failure of the Church to deal with problems like the conversion of Moriscos, or to improve the literacy rates in the priesthood. Candidates could show that, despite tense relations with the Papacy, there were successes in the reorganisation of Church administration, the opening of thirty new seminaries and the improved behaviour and knowledge of most of the laity in Spain. 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 reasons for the weaknesses of Spanish agriculture 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 reasons for 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 reasons for 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 reasons for the weaknesses of Spanish agriculture in the period 1556–1598. Pressure from a growing population meant that Spain could not meet its own needs and had to import grain. In addition, there was a lack of arable land and a predominance of high land, as well as an overreliance on sheep farming and only a small effective area in Andalucía. 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 the weaknesses of Spanish agriculture

in the period 1556–1598. Candidates might point out that only a third of Spanish land was under tillage and that much good land was unused due to raids by the Barbary Corsairs. The decline in the wool trade, Spain's main agricultural export, after the outbreak of the Dutch Revolt could be used by candidates to explain agricultural weakness. Candidates could identify the lack of investment in agriculture by Spain's nobility as a key reason for weakness in farming. 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 foreign policy between 1556 and 1598 was dictated by events in France." 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 whether Philip II's foreign policy between 1556 and 1598 was dictated by events in 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 of whether Philip II's foreign policy between 1556 and 1598 was dictated by events in 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 ([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 Philip II's foreign policy between 1556 and 1598 was dictated by events in France. Candidates might support this proposition by considering Philip II's inheritance of the long-running Habsburg-Valois dynastic war. Philip II's victory at the Battle of St Quentin in 1558 allowed the signing of the Treaty of Chateau Cambresis in 1559. Candidates might argue that this allowed Philip II's foreign policy to focus on the Turks for the next twenty years. Candidates might argue against the proposition by suggesting that events such as the Dutch Revolt of 1566 and the Treaty of Nonsuch in 1585 did far more to dictate Philip's foreign policy than events in France. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Candidates might suggest that Philip II's foreign policy was dictated by the outbreak of the French Wars of Religion. The death of Henry II in 1559 led to political uncertainty and the Wars of Religion allowed Philip II to focus his foreign policy elsewhere, as France was no longer the challenge to Habsburg power that it had been. The assassination of Henry III in 1589 and the possibility of Henry of Navarre's accession to the French throne could be seen to be dictating Philip's foreign policy. By contrast, candidates might choose from a huge range of other factors which dictated foreign policy, perhaps including peace with the Turks in 1580, the vacancy on the Portuguese throne in 1579, the deaths of William of Orange and Mary Queen of Scots, and Elizabeth's rejection of Philip II's proposal of marriage. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately.

[22]

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AVAILABLE
MARKS

3 (i) Explain the causes of the Dutch Revolt.

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 causes of the Dutch Revolt. 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 limited focus on the causes of the Dutch Revolt. 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 range of causes of the Dutch Revolt. Candidates might consider some of the following: Philip II's strong government and his reduction in Dutch autonomy; the use of foreigners like Cardinal Granvelle to rule the Netherlands; the harsh treatment of Calvinists; the reform of the Church in the Netherlands; and an over-reaction by Margaret of Savoy to events in the country. 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 Dutch Revolt. They may focus on economic factors, referring perhaps to the resistance of the States-General

to Philip II's increase in taxation between 1556 and 1559. Candidates could explain the independent nature of the Dutch and Philip II's refusal to listen to the *Stadtholders*, such as the Duke of Egmont. The underlying religious differences between Spain and the Netherlands, which were magnified by the marriage of William of Orange to the Protestant Anne of Saxony, might also be seen as a cause. The over-reaction by Margaret of Savoy to the events of 1566 saw the arrival of the Duke of Alva's army, whose heavy-handed actions intensified the revolt. 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) "Between 1556 and 1598 Philip II's administration of Spain was ineffective." To what extent would you accept this judgement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative account of whether Philip II's administration of Spain was ineffective. 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 administration of Spain was ineffective. 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 whether Philip II's administration of Spain was ineffective. Candidates might consider some of the following points to support the proposition: the inability of Philip II to control his huge Empire; Philip II's lack of trust in his administrators meant that the system worked poorly; Philip II's determination to control everything limited the administration because he was unwilling to delegate and his checking of details led to the process being very slow; and the existence of factions who worked against the system made the administration ineffective. These points could be countered with some of the following points: the existence of the excellent conciliar system gave a basis for good administration; the Empire's communication was the best in Europe; Philip II retained and developed the lands left to him by his father. 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 administration of Spain was ineffective. Candidates might suggest that the administration was weak because Philip II's attempts to control it made the system very slow. His use of the *Junta del Nocta* was positive as it was a small group who checked the administration each evening, yet Philip's lack of trust undermined its efforts. Philip II's inability to prioritise also limited effective administration, as might be demonstrated by his focus on which cabins the nobility might receive during the Armada. The encouragement of factions by Philip II made the administration ineffective as he felt that they were better fighting each other than him. However, answers might demonstrate effective administration by referring to the growth of Philip II's Empire and the labelling of the period as the "Golden Age of Spain." Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately.

[22]

Option 1

**AVAILABLE
MARKS**

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60

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

AVAILABLE
MARKS

Answer **two** questions.

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

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 generalised points about the consequences of the Dutch War of 1672–1678. 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, perhaps providing a more general account of the Dutch War of 1672–1678 and its consequences. 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 consequences of the Dutch War of 1672–1678. In the Treaty of Nymegen, France gained a number of strategically important territories, including Franche-Comte, Lorraine and Freiburg. It also secured parts of Flanders, including St. Omer, Aire and Ypres. As a result, Louis XIV had succeeded in strengthening France's vulnerable north-eastern frontier. However, his actions increased the fear of French expansionism and encouraged some countries to form defensive alliances. 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 consequences of the Dutch War of 1672–1678. Not all of the consequences of the war were positive for France. The conflict was financially draining and became increasingly unpopular at home. Early in the conflict, the Dutch had offered Louis XIV more favourable peace terms than he eventually achieved at Nymegen. Arguably, Louis's main enemy in this period was Spain, and France's interests would have been better served by focusing upon the Spanish Netherlands rather than trying to teach the Dutch a lesson. Furthermore, French atrocities were widely criticised and contributed to the perception of Louis as a tyrant. Nevertheless, he had succeeded in expanding French territory and was delighted that the peace negotiations had been conducted in French, and that the title 'Great' had been bestowed upon him. 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 the French performance in the War of the Spanish Succession was primarily due to economic factors." How far would you accept this judgement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the importance of economic factors in explaining the weakness of the French performance in 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 a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2

answers will have difficulty consistently engaging with the question, perhaps providing a more general account of the reasons for the weakness of the French performance in the War of the Spanish Succession or focusing solely on economic factors. The huge financial expenditure on this long and widespread conflict had a major impact on France's ability to succeed in the war. Other factors included the strength of the Allied leadership, the impact of defeat at the Battle of Blenheim and the many errors made by France's battlefield commanders. 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 whether the weakness of the French performance in the War of the Spanish Succession was primarily due to economic factors. One other reason for the poor French performance was the impact of the military defeats at Blenheim, Ramillies, Oudenarde and Malplaquet. The French commanders had been outmanoeuvred by the Allied leaders in each encounter. The outstanding leadership of Marlborough and Eugene certainly contributed to the overall success of the Grand Alliance. France's military performance did improve after Malplaquet and by the end of the war both sides were seeking peace. France was certainly not alone in struggling to cope with the economic impact of the war. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether the weakness of the French performance in the War of the Spanish Succession was primarily due to economic factors. The long, large-scale conflict clearly weakened the French ability to perform effectively on the battlefield. The French harvest was devastated by the harsh winter of 1708–1709, causing famine and civil unrest at home. Louis XIV's continued expenditure on the Palace of Versailles only increased the economic problems and it became a target for his critics. Another bleak winter the following year left France in a perilous situation and Louis actually sought to negotiate peace. French chances of success in the war had been devastated by the watershed defeat at Blenheim in 1704 and, arguably, from that point France was fighting simply to avoid defeat. Therefore, it could be argued that the ensuing economic problems were not of pivotal importance. The battlefield defeats were often the result of poor leadership and Louis XIV must accept some blame for his flawed appointments and strategic decisions. 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

- 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 generalised points 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, providing little detail on the aims and ambitions of the Grand Alliance at the outbreak 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 about the aims and ambitions of the Grand Alliance at the outbreak of the War of the Spanish Succession. The Grand Alliance was united in its aim to halt the aggressive expansionism of Louis XIV's France. However, each individual country had its own aims and ambitions which motivated them to join the Grand Alliance. It was accepted that the Alliance was fighting to prevent the union of the French and Spanish Crowns, although this was never a stated aim. 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 at the outbreak of the War of the Spanish Succession. England wished to secure the Protestant succession and fought primarily to prevent James II's Catholic son claiming the throne. Both the English and Dutch fought to protect their trade interests, which had been threatened by French expansionism in Europe and beyond. The Dutch also fought to secure their defences by regaining control of the barrier fortresses, which they had lost in the Treaty of Ryswick. Austria went to war to satisfy Leopold's claims in Spain and ensure a Hapsburg was returned to the Spanish 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 rewarded appropriately. [8]

- (ii) "The Revocation of the Edict of Nantes in 1685 was the most important cause of the Nine Years' War." To what extent would you agree with this statement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the importance of the Revocation of the Edict of Nantes in causing 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 ([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 Revocation of Nantes and failing to consider other factors which led to the outbreak of 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.

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 relative importance of the Revocation of the Edict of Nantes in causing the Nine Years' War. As a result of the revocation, approximately 250 000 Huguenots, including members of the French army and navy, fled France. Their stories of persecution became a key part of anti-French propaganda and Catholic France became synonymous with persecution of Protestants. In the coming years, Louis XIV became embroiled in a clash with the Papacy, culminating in the Cologne Incident of 1688. In the same year, England experienced the Glorious Revolution, allowing Louis XIV's implacable enemy, William of Orange, to secure the throne. After the French army's invasion of the Palatinate, the defensive League of Augsburg became a Grand Alliance, united against Louis XIV. 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 Revocation of the Edict of Nantes was the most important cause of the Nine Years' War. While the removal of religious toleration in France alarmed Protestants in Europe, war did not actually start until 1688, suggesting that other factors also played a part in its outbreak. Louis XIV's expansionist policies over the previous decades had created many enemies for France, as evidenced by the formation of the League of Augsburg in 1686. Both William of Orange and Emperor Leopold also played a part in the outbreak of the Nine Years' War, displaying a willingness to fight to defend their own interests. The events of 1688 were pivotal, and the dispute over Cologne and the invasion of the Palatinate triggered the beginning of the war. 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

3 (i) Explain the main successes of France during the Nine Years' War.

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 generalised points about the main successes of France during 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. The response will contain some explanation of the main successes of France during 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 the main successes of France during the Nine Years' War. The French army and navy secured a number of notable victories, including temporarily capturing Phillipsburg in the Palatinate and achieving control of the English Channel, after the Battle of Beachy Head. Savoy was conquered in 1693 and France was able to control most of Piedmont. Louis XIV's army also secured a number of siege victories along its vulnerable 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 better informed and will elaborate on the main successes of France in the

Nine Years' War. Although the war was to end in stalemate, France had achieved a number of significant military successes during the conflict, including capturing Fleurus, Namur and Girona. Louis XIV had successfully maintained control of his country's three natural barriers: the Pyrenees, the Alps and the Rhine. If his main ambition was to secure the defences of France, he had succeeded. In the New World, France enjoyed a number of victories, including securing 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 standard to make meaning clear.

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

- (ii) "Louis XIV was solely to blame for the outbreak of the War of the Spanish Succession." How far would you accept this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about whether Louis XIV was solely to blame 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, providing limited analysis of whether Louis XIV was solely to blame for the outbreak of the War of the Spanish Succession. His decision to accept Carlos II's Will and his subsequent series of blunders undoubtedly contributed to the outbreak of 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, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding about whether Louis XIV was solely to blame for the outbreak of the War of the Spanish Succession. By accepting the Will, Louis had broken his word in the Peace of Ryswick and the Second Partition Treaty. Leopold was angered that his son, Charles, was to receive nothing and he rejected the legitimacy of the Will as he had done the Treaty. William of Orange felt betrayed by Louis XIV abandoning their agreement and sought to renew his opposition to his long-term enemy. However, it could be argued that the acceptance of the Will did not directly lead to the War of the Spanish Succession as both the English and Dutch governments acknowledged Philip V as the King of Spain and the main conflict did not begin for a further two years. Louis XIV's subsequent series of blunders certainly contributed to the outbreak of war. In February 1701, he declared that Philip remained in line to the French throne and, in the same month, expelled Dutch troops from the barrier fortresses. Tensions were further heightened by the trade agreement made between Spain and France and Louis's recognition of James II's son as the true heir to the English throne. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether Louis XIV was solely to blame for the outbreak of the War of the Spanish Succession. Leopold's own dynastic ambition, and his refusal to accept the terms of the Partition Treaties and the Will, played a part in causing the resumption of a Europe-wide conflict. Leopold had already made clear his opposition to the partitioning of the Spanish Empire and the terms of the Will meant that he would inevitably oppose the new Spanish King. He responded by invading Italy and played a leading role in the re-establishment of the Grand Alliance in 1702. Indeed, the reformation of the Grand Alliance was an important cause of the conflict, and it was the Alliance that declared war on Louis rather than the other way around. However, there is no doubt that Louis XIV's decision to accept the Will and his subsequent errors led to the outbreak of war. Although individually these actions can be justified, the insensitivity and poor timing of the blunders encouraged his enemies to re-establish their alliance and declare war on France. Accepting the Will was a logical decision and many of Louis XIV's subsequent actions were in the best interests of France. If Louis was guilty of one thing, it was his inability or unwillingness to consider the impact of his actions upon his enemies. 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
MARKS

Answer **two** questions.

- 1 (i) Explain why both Daniel O’Connell and the Whigs were disappointed with the outcome of the Lichfield House Compact.

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about why either Daniel O’Connell or the Whigs were disappointed with the outcome of the Lichfield House Compact. 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 of the reasons why O’Connell, and the Whigs, were disappointed with the results of the Compact. Responses will have difficulty consistently engaging with the question. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([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 why O’Connell and the Whigs were disappointed with the Compact. O’Connell was disappointed that the hated tithe, though reduced, was not abolished. Moreover, the Poor Law Act, which established workhouses, did not show any awareness of Ireland’s particular social issues. The Whigs also suffered disappointments. Although their alliance with O’Connell kept them in government, it resulted in public contempt from the Conservatives and the Established Church. 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 why O’Connell and the Whigs were disappointed with the outcome of the Lichfield House Compact. O’Connell was disappointed with the Municipal Corporations Act of 1840, as it was based on the narrower £10 household suffrage as opposed to the wider £8 suffrage which was in force in England. In addition, Irish councils had less power than their English counterparts, with authority over the police being excluded. The reforms of Thomas Drummond benefited Catholics and were welcomed by O’Connell and the Whigs. However, Drummond’s death in 1840 ended these positive developments. The Compact also saw O’Connell spend much more time in Westminster, alienating him from his main support bases in Ireland, as shown in the sharp decline in the O’Connell tribute. The Whigs’ increasing dependency on O’Connell’s support after the 1837 Election brought further criticism within Parliament and from high-ranking circles of English society. 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 laissez-faire ideology responsible for the limited success of government relief measures during the Irish Famine?

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 about government relief measures during the Famine. 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, judgements and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question about to what extent laissez-faire ideology was responsible for the limited success of

government relief measures during the Irish Famine. Reference may be made to some of the initiatives of the governments of Peel and Russell, such as the establishment of food depots by Peel and soup kitchens by Russell. 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 laissez-faire ideology was responsible for the limited success of government relief measures during the Irish Famine. Candidates may note that the prevailing philosophy of laissez-faire limited the extent of Peel's relief efforts. For example, £40 000 was sanctioned for relief efforts in 1845–1846, with the money allocated to assisting private charity. There was no intention of giving money to landlords without some commitment on their part to contribute to relief. Hence the benefits of Peel's relief efforts depended partly on the extent of local co-operation with landlord-dominated relief committees. In relation to the response of Lord John Russell's Whig government to the Famine, candidates may note the influence exerted by the Assistant Secretary to the Treasury, Sir Charles Trevelyan, who was largely responsible for organising the relief effort. He was a laissez-faire ideologue, and it could be argued that the shortcomings of the Whigs' relief programme were due to his belief that it was not the government's responsibility to deal with the situation in Ireland. At this level, candidates will also begin to appreciate other factors which inhibited the relief measures of both the Conservative and Whig governments. 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 provide a balanced assessment of the relief measures of the Peel and Russell governments and the extent to which they were influenced by laissez-faire ideology. It may be noted that Peel established food depots and sub-depots. A Coercion Act was introduced to maintain law and order; public works were created; and £100 000 worth of Indian corn from America was purchased in mid-November 1845. Answers may conclude that Peel's measures were relatively successful, but his actions were limited by the fact that his advocacy of Corn Law repeal destroyed his political career and accelerated his downfall in 1846. In this sense, laissez-faire limited Peel. Public works were also hindered as their mechanism for administering relief works was complex, with differing agencies and officials responsible for different areas. Russell had some success, establishing a Board of Works

to provide employment, while direct relief was provided through local soup kitchens. However, Russell's response was limited by factors outside his control. The Famine was on a far greater scale by then than that faced by Peel. Russell was also in ill health, had a weakened parliamentary majority and led an inexperienced Cabinet. He faced domestic difficulties, with many people in England suffering hardship and destitution in an era labelled "the Hungry Forties", a factor which explains the decline in public donations to Ireland. The Labour Rate Act meant that landlords had to provide work or pay a "labour rate". The Whigs rejected suggestions for government aid for land reclamation and railway construction, believing that the provision of £7 million for Famine relief was an appropriate response; yet this might be contrasted with the £70 million spent on the Crimean War a few years later. 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

- 2 (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 are 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 O'Connell's use of mass meetings to increase support for 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.

AVAILABLE
MARKS

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 the Catholic Association to act as an organising body for the campaign. It held rallies, provided literature, supervised electioneering and established a structure for co-ordinating all activities. 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 maintain order at rallies. O’Connell 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 by-election of 1828. 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 poor leadership of Stephens, O’Mahony and Kelly was the most important reason for the failure of the Fenian Rising of 1867.” How far 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 or recall some generalised points about the reasons for the failure

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, judgements and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, providing a partial response on the reasons for the failure of the Fenian Rising, referring perhaps to poor leadership and the failure to gain international support. 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 poor leadership of Stephens, O’Mahony and Kelly in relation to a range of other factors. There were personality clashes between Stephens and O’Mahony. Stephens’ promises of a revolt, originally made in 1865, were renewed in 1866, but in December of that year his flawed leadership was finally rejected when he was ousted from the command both of the American and Irish Fenian movements. Stephens’ expectation that he could obtain help from the French government through his contacts in Paris proved misplaced. Furthermore, divisions in the Fenian leadership undermined the movement. There was no central organisation to facilitate any coherent leadership. Communication between the leadership in the USA, under O’Mahony, and Ireland was hampered by distance and the need to maintain secrecy, which impacted adversely on the degree of international support. The Fenians in the USA split into two factions, with the stronger favouring an attack on British-held territory in Canada as being more beneficial to the Fenian cause than assisting a Fenian uprising in Ireland. The only aid which came from the USA for the Rising of 1867 was a cargo of arms with 38 volunteers in a small sailing ship which landed in Ireland after the Rising was over. The Fenian Rising of 1867 also failed due to the bad planning of Kelly who replaced Stephens as leader. Men, arms and ammunition were lacking. A raid on Chester Castle for arms in February had to be abandoned. Improvisation, rather than detailed planning, marked the events of the Rising itself. Level 3 answers will refer to some other factors in support of the counter-proposition. 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 be more comprehensive and link the proposition to a wide range of other factors. The failure of the Fenian Rising was partly due to a lack of international support. The Fenians received little material assistance from the USA. Funds and weapons never materialised as quickly as Stephens wished and he regularly blamed O'Mahony for this failure. Moreover, many thousands of American Fenians had fought in the rival armies in the American Civil War, a factor which undermined unity in their ranks when contemplating active support for the Fenians. Lack of widespread support in Ireland also handicapped the Fenians. While many witnessed the funeral of McManus in 1861, Fenian leaders failed to recognise that the vast crowds were admiring McManus for his heroic failure rather than supporting the aim of an Irish Republic. The vast majority of nationalists were wedded to the tradition of constitutional nationalism as the means by which political grievances were to be redressed. Fenian suggestions that the Irish land system would be dramatically changed alienated landowners of all creeds. Moreover, the response of the British government played a large role in the failure of the Rising. It increased numbers in the army in Ireland. Habeas Corpus was temporarily suspended, spies kept the authorities informed, while the key Fenian leaders were arrested. The opposition of the Catholic Church successfully dissuaded some Catholics from lending any support to the Fenian cause. Cardinal Cullen's public condemnation of Fenianism placed Catholics in the dilemma of choosing between loyalty to a proclaimed "evil" society, or adherence to their religion. 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 ideas and beliefs of the Fenian movement.

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 ideas and beliefs of the Fenian movement. 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 limited focus on the ideas and beliefs of the Fenian movement. Its main belief was to establish an independent Irish Republic through an armed uprising. 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 ideas and beliefs of the Fenian movement. The formal title of the movement, the Irish Republican Brotherhood, was frequently rendered as “the Irish Revolutionary Brotherhood”. Fenianism was the only Irish revolutionary organisation of the nineteenth century which was committed to insurrection from the very moment of its foundation. Hence, insurrection was the fundamental principle of Fenianism, as was the attainment of Irish independence. Moreover, the belief in the use of force was also a manifestation of the Fenians' contempt for what they believed was the failure in constitutional methods, such as O'Connell's repeal campaign in the 1840s. 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 a wide variety of the ideas and beliefs of the Fenian movement. The Fenians aimed to strike when Britain was involved in war or otherwise distracted by a quarrel in Europe. Their varied experiences in exile in America and France raised Fenian expectations that one of these two countries would create an international situation favourable to Fenian intentions. The 1867 revolt came at a time when Anglo-American relations were strained. Once independence was achieved, the Fenians believed that there should be a two-chamber legislature, universal suffrage and separation of powers, with almost complete church-state separation. Since Dublin had been the traditional seat of British rule in Ireland, the Fenians aimed to reseat the capital in Athlone or Limerick. Ireland's cultural traditions were to be preserved. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) “The actions taken by Sir Robert Peel and the British government were solely responsible for the failure of Daniel O’Connell’s campaign to repeal the Act of Union.” To what extent would you accept this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative about some of the actions taken by Sir Robert Peel and the British government to defeat O’Connell’s 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, judgements and exploration of concepts. Level 2 answers will

have difficulty consistently engaging with the question, perhaps addressing in a limited way some of the actions taken by Sir Robert Peel and the British government in crushing the Repeal campaign. Peel initially remained silent during O'Connell's 1843 'Repeal Year'; this encouraged O'Connell to grow bolder and gave Peel more opportunities to crush the 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 ([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 actions taken by Sir Robert Peel and the British government to defeat the Repeal campaign and will also bring in other factors that led to its defeat. Peel was the most formidable statesman of the period, and a united cross-party base backed him in his wish to maintain the Union. He was also prepared to use military means to thwart O'Connell, and secured the passing of a Severe Arms Act in 1843. He later called O'Connell's bluff by banning the key Clontarf meeting. Peel's reforms, such as the Maynooth grant, demonstrated to Catholics that they could receive equitable treatment under the Union, thereby rendering Repeal invalid. At this level, candidates will also begin to appreciate that other factors contributed to the failure of O'Connell's campaign to repeal the Act of Union, such as the dispute with the Young Irelanders over campaign strategy and the use of force. 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 provide a balanced assessment of the actions of Sir Robert Peel and the British government in relation to the failure of O'Connell's campaign to repeal the Act of Union. O'Connell, for example, erred in several ways. He duplicated the tactics from Emancipation for Repeal, and underestimated Peel, letting his contempt for the Prime Minister cloud his judgement. O'Connell's ideological quarrel with Young Ireland weakened the Repeal movement, while his use of rhetoric to imply violence if Repeal was not granted failed to appreciate that, in the 1840s, the political climate was quite different from 1828. Candidates might also observe that the onset of the Famine made it impossible for Repeal to be resurrected after Clontarf. Other factors that might be discussed include: the decline in O'Connell's physical strength; the resistance of supporters of the Union in the north and south of Ireland; and the more ambivalent position of the Catholic Church in this campaign compared to its central role in the struggle for Catholic Emancipation.

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

Any other valid material will be rewarded appropriately.

[22]

Option 3

**AVAILABLE
MARKS**

30

60

Option 4: France 1815–1870

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the social and cultural developments which took place in France in the period 1830–1848.

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about social or cultural developments during the period 1830–1848, such as the wealthy bourgeoisie supplanting the nobility as the leading class in 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 ([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 some developments, such as agrarian distress and Daumier’s vicious caricatures of the King. 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. Their politics sought to help the needy poor, whose plight was also documented by Victor Hugo. Another novelist, Balzac, satirised the middle classes, whose wealth greatly increased during the period 1830–1848. Delacroix’s canvas “Liberty Leading the People” was arguably not merely historical but also a contemporary call to arms. 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. Anti-clericalism, not unexpectedly after Charles's overthrow, was a feature of educational provision and occasionally street protest. Problems caused by poverty remained a major social issue throughout the period, especially in the late 1840s, when they proved an existential threat to the Orleanist monarchy. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) How far did Napoleon III achieve the aims of his domestic policy?

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 relating to Napoleon III's domestic policy. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question about how far Napoleon III achieved the aims of his domestic policy, possibly referring to some aspects of the Emperor's economic policies. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the aims of Napoleon III's domestic policy, in terms of politics, economic development, urban renewal, infrastructure and banking, and partially assess how far he achieved them. The Emperor strove to secure the position of the dynasty, initially clamping down on opponents of the Empire, appointing his own supporters as Prefects, building up cross-party support in the Assembly, utilising plebiscites, and eventually, after 1860, liberalising the régime. Haussmann's rebuilding of Paris employed tens of thousands, swept away slums, improved drainage and created the new "city of light." Napoleon III adopted free trade policies, signing the Cobden Treaty with Britain, and encouraged a massive, tenfold expansion of French railways. He encouraged the formation of the Crédits Mobilier and Foncier, which sought investment from small savers in order to advance loans to industry and agriculture. 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 how far Napoleon III achieved the aims of his domestic policy, noting successes and failures. He promised "order first, liberty later," but some believe that the liberal reforms of the 1860s, after a decade of authoritarianism, were involuntary, merely a response to adverse election results. Haussmann's urban renewal projects were attacked as having created only a façade, with no provision for sewage disposal, while many city centre craftsmen were displaced to far-off suburbs. Free trade was certainly spreading across Europe at this time, but was arguably unsuited to the structure and methods of French industry, which continued to lag behind its competitors. The Crédit Mobilier eventually collapsed, taking with it the savings of thousands of small investors. As for perpetuating the dynasty, when the Emperor abdicated, France became a republic again. 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

2 (i) Explain the aims of the Charter of Liberties.

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 Charter of Liberties. 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 aims of the Charter, perhaps referring to the need to offer a number of political concessions in order to ensure the survival of the recently restored Bourbons. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail on the aims of the Charter. The King, prompted by the Allies, felt obliged to make permanent some of the gains of the Revolution in order to ensure the continuity of the régime. The “liberal” aims of the Charter were decidedly limited: despite granting an elected Chamber, Louis XVIII still retained considerable power, while outward freedom of the press and religious toleration were restricted in practice. 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, explaining the Charter as a written guarantee of civil

rights achieved during the Revolutionary and Napoleonic eras. It aimed to enfranchise and offer career opportunities to the bourgeoisie, who would now constitute the *pays légal*. The guarantee of the revolutionary land settlement aimed to ensure support from both the middle classes and those peasants who had purchased land. 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 foreign policy was the most important reason for his overthrow in 1848.” To what extent 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 one or two events related to Louis Philippe’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 ([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 about the rôle Louis Philippe’s foreign policy played in his overthrow, perhaps offering some material on incidents such as the Mehemet Ali affair and the Belgian crisis. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding,

analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of Louis Philippe's foreign policy. In the 1830s he turned down the chance to place his son on the Belgian throne, and abandoned Mehemet Ali, whose Near Eastern ambitions had alarmed the Great Powers. Louis' apparent deference to Britain was aimed at securing good relations. The merchant classes appreciated this, but were then offended when Louis Philippe tricked the British over the Spanish Marriages. Responses may place his foreign policy in the overall context of the overthrow of the monarchy in 1848, noting other causes, such as the failure to widen the franchise, and the economic travails of the late 1840s, with their impact on Paris in particular. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Louis Philippe's foreign policy led to his overthrow. The King's caution was understandable: faced with an alliance of Great Powers, war was too risky, while friendship with Britain would benefit French commerce. Against that, his readiness to seek reflected glory in nostalgia for the Empire shone an unflattering light on his timidity. At this level other factors leading to Louis Philippe's downfall will be fully considered and a conclusion reached. The King might have been more assiduous in maintaining and extending his middle class support, as the Reform Banquet campaign showed. Little was done to modernise French industry, except for the ill-judged encouragement of railways, leading to "boom and bust". Similarly, Louis Philippe did little to satisfy the demand for urban social reform. Finally, the economic collapse of 1848 left Paris a powder keg, ready to bring down the Orléanist experiment. 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

3 (i) Explain why the Second French Republic (1848–1852) was so short-lived.

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 Second French Republic. 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 why the Second Republic was so short-lived, perhaps referring to the June Days and the part played by Louis Napoleon Bonaparte in ending the 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 the reasons why the Second Republic was so short-lived, explaining Royalist divisions and the desire for strong government, both facilitating the rise of Louis Napoleon. His appeal to those frightened by Paris radicalism secured him the Presidency and eventually the overwhelming support of the electorate for a Second Empire. 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 why the Second Republic was so short-lived. Republicans were a minority compared with the middle classes and a

newly enfranchised peasantry, worried about a socialist threat to their property. President Louis Napoleon's actions attracted Catholic support, while his adroitly planned coup of 1851 extended his term of office and was confirmed by a plebiscite. 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) "As long as Louis XVIII remained alive, the Bourbon monarchy had every chance of survival; Charles X's accession to the throne in 1824, however, destroyed these chances." How far would you agree with this verdict on the period 1815–1830?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative account of one or two aspects of Louis XVIII's or Charles X's policies during 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, but may begin to consider the perceived stability of Louis XVIII's reign, comparing it favourably with those policies of Charles X which increased his unpopularity and hastened his downfall. 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 ways in which Louis XVIII increased, and Charles X lessened, the chances of Bourbon survival. The Charter's terms were welcomed, with Revolutionary gains preserved. Freedom of the press gradually increased, while Louis showed astuteness in defeating the Ultras. France's modest economic recovery allowed payment of the indemnity and the withdrawal of the army of occupation. Richelieu and Decazes were sensible appointments, while Villèle addressed financial reform. After Charles's succession chances of survival diminished. Conceding control of education to the Church offended liberals, as did the King's attempts to control a hostile press and the favour shown to the Ultras. The appointment of Polignac was misjudged, compounded by the use of Ordinances to overturn unfavourable election results. This represented an unconstitutional coup, one for which Charles had failed to prepare. 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 Charles X was solely responsible for the demise of the Restoration. Louis XVIII did have short-lived success after taking the throne, but the 1819 election results were ominous, with gains for both Ultras and Republicans. After the Duc de Berry's assassination, press censorship increased and the illiberal clerical reforms began, as an ageing Louis allowed Artois and the Ultras to exert control. When Charles X officially succeeded in 1824, he continued his reactionary policies, although there were some achievements, such as the settlement of the émigré compensation issue, Villèle's completion of budgetary reform, and the capture of Algiers and suppression of the Barbary pirates. Charles's actions in 1830, however, negated these achievements and dashed any hopes of survival. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

Option 4

**AVAILABLE
MARKS**

30

60

Option 5: Russia 1914–1941

AVAILABLE
MARKS

Answer **two** questions.

- 1 (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 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 Bolshevik economic policies between 1917 and 1924. They may show an awareness of how 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 to this end. This policy was replaced in 1918 by War Communism which aimed to win the Civil War and gear the entire economy towards that goal. From 1921 to 1924, the Bolsheviks' change to the New Economic Policy (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.

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 aimed to be a transitional policy, moving Russian workers and society slowly towards a more centralised economic model. The Civil War meant a change, whereby the policy aimed to keep workers in the cities and Red Army soldiers in the field, working and fighting. 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 War Communism. 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 strengths of the Bolsheviks were primarily responsible for their success in the Revolution of October 1917.” To what extent would you accept this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the strengths of the Bolsheviks that were responsible for their success in 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 ([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, judgements and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question. They may perhaps provide a general account of the strengths of the Bolsheviks in October 1917, such as the leadership of Lenin in choosing the correct time for the Revolution and the importance of the April Theses in winning support. Trotsky’s role in planning the key strategy of the Revolution may be addressed. 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 not only the strengths of the Bolsheviks, but also some other relevant factors. Trotsky was very much the organiser of the Bolsheviks and translated Lenin's plans into action. He trained and led the Red Guard, planned where, when and how it would attack and led from the front, ensuring that all key targets were taken. Lenin had reunited the Bolsheviks after his return from exile and was able to inspire and gather support for the party. Answers should also begin to assess the weaknesses of the Provisional Government. It endured difficult circumstances in power-sharing with the Petrograd Soviet. Its attempts to gain allies abroad led to disastrous decisions, such as continuing the war and launching the summer offensive, both of which led to significant public anger and loss of support. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([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 degree to which the strengths of the Bolsheviks compared to the weaknesses of the Provisional Government led to Bolshevik success in October 1917. Trotsky had infiltrated the Petrograd Soviet and had helped to form the Military Revolutionary Committee on 16 October, which was really the means by which the Red Guard was trained and armed. Trotsky had also won over the Petrograd Garrison which guarded the Winter Palace. Lenin's return in April boosted the Bolsheviks' morale and his April Theses gave them a rallying point. His promises of peace, bread and land crucially galvanised support from soldiers, workers and peasants behind the party. The Red Guard, which numbered 10 000 by October, also gave the Bolsheviks a significant advantage over all their rivals. The Bolsheviks were highly organised and made skilful use of propaganda. No other group could provide all of this in October 1917. The Provisional Government was always weak, had little credibility, and its succession of disastrous decisions eroded any support it had, thus allowing the Bolsheviks to capitalise on the growing unrest. Its decision to postpone elections to the Constituent Assembly made it look as though it was trying to prolong its own time in power. It was also seriously discredited over the Kornilov revolt, from which it never truly recovered. 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

- 2 (i) Explain how the mistakes of Stalin's rivals helped him to achieve power in the USSR by 1929.

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 mistakes of Stalin's rivals helped him to achieve power in the USSR by 1929. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question but may begin to discuss the mistakes made by some of Stalin's rivals, such as Trotsky. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail showing, for example, that the suppression of Lenin's Testament was a mistake. The other rivals wanted it suppressed due to Lenin's unflattering comments about them, but it would have been more damaging to Stalin. The inability of those on the Left of the party to unite was another error. Trotsky's unpopularity in the party also helped, as he was viewed as a bigger threat than Stalin. 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 Stalin's rivals in the period of the power struggle. Trotsky's manipulation by Stalin into missing Lenin's funeral could be used as an example of how all his rivals failed to see the amount of personal power Stalin had gathered in the party, until it was too late. Trotsky's attack on party bureaucracy also gave Stalin the opportunity to isolate him, exploiting the ban on factionalism. The disagreement between Left and Right over the NEP and ideology created divisions which Stalin could exploit, and which kept opposition to Stalin divided within the party and therefore easier to root out. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) How far would you agree that it was the strengths of the Bolsheviks which led to their victory in the Russian Civil War from 1918 to 1921?

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 generalised points about the strengths of the Bolsheviks in the Russian Civil War from 1918 to 1921. 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, judgements and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, perhaps providing a general account of some of the main strengths of the Bolsheviks which led to their victory in the Russian Civil War. The effectiveness of the Red Army and Trotsky may be discussed. Answers may introduce some of the weaknesses of the Whites. 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 reasons for the Bolshevik victory in the Civil War. 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. The role of Trotsky as Commissar for War could be discussed, noting how he transformed the Red Army into a well-disciplined force of more than 5 million men. Divisions amongst the Whites also 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. 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 not only the roles of Lenin and Trotsky but also the other strengths of the Reds and the weaknesses of the Whites. 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. They lacked overall direction and had no clear purpose or coherent aims. They also suffered from having no unified leadership and their tendency to fight regionally rather than nationally also hindered progress. 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

- 3 (i) Explain how the impact of the First World War on Russia brought about the Revolution of February 1917.

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 impact of the First World War on Russia brought 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 ([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. Answers will begin to discuss how the impact of the First World War on Russia brought about the February Revolution. Russia's economy and political system were in no fit state to fight a war in 1914, especially not one on this scale. The demands the war placed on the economy led to food shortages at home, industrial disputes in the cities and an agricultural crisis, as men left the countryside to join the army or work in the cities. 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 impact of the First World War on Russia brought about the February Revolution. In addition to the general unrest caused by the war, the Tsar made a series of mistakes brought on by the war. For example, his decision to enter the war led to heavy defeats. This resulted in his humiliation and that of the army, shortages of weapons and food, and severe inflation which would worsen as the war progressed. 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 impact of the First World War on Russia brought about the February Revolution. The economic demands of the war led to the exploitation of workers to meet the pressures it created, causing much social unrest. When the Tsar became Commander-in-Chief, he was held personally responsible for all the defeats and his poor leadership alienated the army. The Tsar's absence at the front also created a political vacuum filled by Rasputin and allowed his influence over the Tsarina to grow. This, in turn, helped to cause the complete collapse of the Tsar's support at home. 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) “In the period 1929–1941, Stalin totally failed to improve Soviet agriculture, but his attempts to improve Soviet industry met with considerable success.” To what extent would you agree with this statement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about Stalin's attempts to improve Soviet industry and/or agriculture in the period 1929–1941. 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 ([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, judgements and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, with responses providing a general account of some of the characteristics of collectivisation, industrialisation or the Five-Year Plans and making a partial attempt to assess the relative improvements achieved. Collectivisation arguably saw few improvements and the cost for the peasants was huge. Under industrialisation, the economy became imbalanced and the workers paid a heavy price. 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 will try to assess the relative improvements achieved under Stalin’s economic policies. Collectivisation was not a total failure since it produced some limited improvements, such as a communist system of landowning, while the industrial workers were fed. Industrialisation is regarded as having seen bigger improvements, with industrial output increasing steadily between 1929 and 1941. The USSR was also transformed into a modern industrial state. However, the Five-Year Plans led to massive movements in population, whilst the working conditions and wages of workers failed to improve by 1941, despite the claims of Stalin’s propaganda. 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 Stalin’s impact on Soviet industry and agriculture before reaching a valid judgement. Collectivisation saw little overall improvement and agricultural production actually fell, due in part to a peasant backlash. Collectivisation failed to meet its targets and led to food shortages for peasants. Many resisted the forced changes, as food was requisitioned to be sent to the cities or exported to provide vital foreign revenue. It did meet some of Stalin’s ideological aims, such as enforcing a communist system of landowning and farming. On the other hand, industrialisation and the Five-Year Plans, although exacting a huge price from the workers, did see significant improvements. The USSR was transformed into a superpower with a modern economy, which would help it to survive the Second World War. Soviet Gross Domestic Product doubled between 1929 and 1941 and heavy industry expanded rapidly. Responses may discuss which groups in society benefited, commenting perhaps that improvements were usually for the party and the state and losses were usually endured by the people. 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]

AVAILABLE
MARKS

30

Option 5

60

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

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain why Mussolini chose to remain neutral in 1939 but decided to enter the Second World War in 1940.

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 why Mussolini chose to remain neutral in 1939 but decided to enter the Second World War in 1940. 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 start to explain some of the reasons why Mussolini chose to remain neutral in 1939 but decided to enter the Second World War in 1940. Responses at this level may concentrate more on either 1939 or 1940. Answers may refer to Mussolini's fear that he would miss out on the spoils of victory 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 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about the reasons why Mussolini chose to remain neutral in 1939 but decided to enter the Second World War in 1940. They could explain how, after signing the Pact of Steel in May 1939, the Italian government urged the Germans to delay the war for three years to allow Italy to rearm fully. When Germany invaded Poland in September 1939, Mussolini declared that the Pact was now defunct and Italy would be non-belligerent. However, after the German victories at the beginning of 1940 Italians worried that, if they remained neutral, they would be faced by German domination of Europe,

with Germany angry at Italy's refusal to honour its treaty obligations. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the reasons why Mussolini chose to remain neutral in 1939 but decided to enter the Second World War in 1940. They could refer to Mussolini's realisation, after the Pact of Steel, that entering the war in 1939 would be unpopular in Italy and that it would not be fought for Italian interests. Therefore, he argued that Italy would only join the war if it was supplied with unrealistically large quantities of war equipment. Answers could also explain that by 1940 Mussolini was becoming increasingly embarrassed by Italy's neutrality, as he felt that it was in complete contrast to the nature of fascism. With German victory seen as a foregone conclusion by the middle of 1940, Mussolini feared that Italy would gain nothing, would lack Great Power status and would be under physical threat from its neighbour. Involvement in the victory could provide Italy with the opportunity to have a free hand in the Mediterranean and win military glory. 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) How successful were Giolitti's attempts to overcome the internal divisions in Italy between 1903 and 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 account of Giolitti's attempts to overcome the internal divisions in Italy between 1903 and 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 ([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 start to assess in general terms how successfully Giolitti attempted to overcome the internal divisions in Italy between 1903 and 1914. They could refer to the Electoral Law of 1912 which extended the franchise to all men over the age of 30. 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 whether Giolitti was successful in his attempts to overcome the internal divisions in Italy between 1903 and 1914. Answers could discuss the measures taken by Giolitti in an attempt to ensure support for the government and unite the Italian people behind the Liberal state. They could discuss how Giolitti attempted to appeal to moderate socialists by demonstrating that the government could be sympathetic to the demands of labour and by encouraging their representatives to play a constructive role in parliamentary politics, even successfully inviting them to join Liberal governments. He also tried to make the Liberal institutions more acceptable and secure by increasing the wealth and prosperity of the Italian people and introducing a major programme of industrial expansion after 1900, which won the support of many moderate socialists. 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 level of success Giolitti experienced in his attempts to overcome the internal divisions in Italy between 1903 and 1914. Responses could discuss the social reforms introduced by Giolitti, such as limiting women to 11 working hours per day and outlawing the employment of children under the age of 12. Old age pensions also began to be introduced and there was some government help to improve housing conditions among the poor. However, this was unsuccessful as, in trying to win over moderate Catholics and socialists to the liberal system, he only succeeded in upsetting the radical left, who felt that the reforms did not go far enough, and the middle and upper classes, who were alarmed at the concessions made to the socialists. Giolitti tried to appease Italian nationalists by invading Libya in 1911; however, the victory in Libya helped to destroy the alliance between moderate socialists and Giolittian Liberals

and polarised Italian politics further. These difficulties were compounded by the widening of the suffrage in 1912 and the Radicals' withdrawal of support from Giolitti's coalition and his subsequent resignation. 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

- 2 (i) Explain how Italy attempted to establish colonies in Africa between 1871 and 1912.

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 Italy's attempts to establish colonies in Africa between 1871 and 1912. 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 start to explain some features of the Italian attempts to establish colonies in Africa between 1871 and 1912. They could possibly refer to the unsuccessful attempt to annex Tunisia in 1871. 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 Italian attempts to establish colonies in Africa between 1871 and 1912. They could explain how Italy invaded Libya and Cyrenaica in September 1911 with the intention of establishing an Italian colony there. With France consolidating its control of Morocco and Algeria, there were fears in Italy that it might turn its attention to Libya. The war unexpectedly lasted a year and was brought to an end by the Treaty of Lausanne in 1912. Answers could also explain how Italy acquired Eritrea following the occupation of the port of Massawa in 1895 before pressing inland. The Italian right to Eritrea was officially recognised by Menelik, the new Emperor of Ethiopia, in the Treaty of Ucciali in 1889. 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 Italy's attempts to establish colonies in Africa between 1871 and 1912 and could refer to the failed attempt to invade Abyssinia in 1895–1896. Following the Treaty of Uccialli, Italy claimed Abyssinia as an Italian protectorate, a claim which Menelik challenged. In 1895 Italian forces used Eritrea as a springboard to invade Abyssinia but in March 1896 the Italians were humiliated at the Battle of Adowa. Italy was forced to sign the Treaty of Addis Ababa, in which it had to accept Abyssinian independence and pay 10 million lire in reparations. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) How far were the Italians justified in their disappointment with the terms of the Paris Peace Settlement in 1919?

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 Italian attitudes to the terms of the Paris Peace Settlement in 1919. 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 about how far the Italians were justified in their disappointment with the Paris Peace Settlement in 1919. They could refer to the disappointment at not being granted Fiume. 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 reasons for Italian disappointment at the terms of the Paris Peace Settlement and will reach a judgement on how justified they were in their feelings of disappointment. Answers could discuss the terms of the Treaty of London, which promised that Italy would receive Trentino, Trieste and other Austrian lands in the southern Tyrol, Istria and Dalmatia and there was also the promise of further colonies. However, in 1919 Italy was not granted Dalmatia, because so few Italians lived there, and did not share in the division of German colonies. Many Italians began to feel that they had been betrayed 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 now appeared it had gained a ‘mutilated victory’. 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 Italians were justified in their disappointment with the terms of the Paris Peace Settlement. Candidates could discuss how Italy 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. Italian nationalists, in particular, were expecting more than they were given in 1919, but it should be borne in mind that they had exaggerated the scale and significance of the Italian war effort. Britain and France had made considerably greater sacrifices and some people and politicians within those countries had reached the conclusion that the Italians had actually become a liability after the Battle of Caporetto, when British and French forces had to be sent to bolster the Italian position along the River Piave. This impression was not helped when talks with Orlando and Sonnino broke down, with the two Italian representatives walking out of the conference. Answers could also observe that to nationalists the most potent symbol of Italian betrayal was the failure to gain the port of Fiume, which was subsequently occupied by D’Annunzio. However, this had not been originally promised in the Treaty of London. In fact, Italy actually gained most of what it had been promised in 1915 and acquired more than could be justified on grounds of self-determination, such as South Tyrol and Istria. 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 and political effects of the First World War on Italy between 1915 and the conclusion of the war in 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.

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 and political 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. Responses will have difficulty consistently engaging with the question and will start to explain the social and political effects of the First World War on Italy between 1915 and 1918, possibly referring to industrial workers and factories being placed under military discipline. 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 social and political effects of the First World War on Italy between 1915 and 1918. Responses could discuss social effects, such as the increase in industrial working hours of up to 75 hours per week for some and the rise in employment of men and women in industry as Italy attempted to meet the demands of total war. In terms of political effects, candidates may refer to the increase in the powers of the government with the state becoming more authoritarian. Parliament was rarely consulted and the press was subjected to strict censorship, as the government ran the country in collaboration with the military and leading industrialists. 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 and political effects of the First World War on Italy between 1915 and 1918. They could explain social effects, such as the development of a black market due to the increase in the price of goods, with some items becoming scarce. The effect of the German naval blockade, which caused food shortages in the summer of 1917 and food riots in Turin, could be discussed. However, in the countryside wartime inflation had helped to clear peasant debt, with rent payments also becoming less of a burden. Politically, answers could observe that Italy's wartime governments were weak and failed to rally national enthusiasm for the war. In fact, disenchantment with the war was so prevalent that between 1915 and 1918 five different men were appointed Minister of War. Giolitti became politically isolated due to his neutralist stance and was accused of defeatism. In contrast to the decline of the pre-war Liberal leadership, the war saw a large increase in support for the Socialist Party and the membership of socialist trades unions. 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 Mussolini's foreign policy characterised by success in the 1920s, but failure in the 1930s?

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 Mussolini's foreign policy in the 1920s and 1930s. 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 start to assess in general terms the extent to which Mussolini's foreign policy was characterised by success in the 1920s, but failure in the 1930s. They could refer to the development of closer relations with Nazi Germany, resulting in

the Pact of Steel of 1939. 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 Mussolini's foreign policy was characterised by success in the 1920s, but failure in the 1930s. Answers could discuss Mussolini's foreign policy aims in 1922. He wanted Italy to be seen as a Great Power, become dominant in the Mediterranean, develop a colonial empire in Africa and gain the Balkans as its own sphere of influence. Answers could argue that during the 1920s Mussolini successfully achieved some of these aims at Corfu in 1923 and Fiume in 1924 and that he was taken seriously as a European statesman by signing the Locarno Treaties in 1925 and in his involvement in the Kellogg-Briand Pact in 1928. However, his invasion of Abyssinia in 1935, the collapse of the Stresa Front and his growing dependence on Germany may be used as evidence to demonstrate that Mussolini's foreign policy in the 1930s was characterised by failure. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Mussolini's foreign policy was characterised by success in the 1920s, but failure in the 1930s. Answers could argue that Mussolini's foreign policy was largely unsuccessful in the 1920s, as demonstrated by the Corfu incident. This was portrayed as a success in Italy as it received the 50 million lire compensation Mussolini had demanded; however, it showed that Italy was unable to stand up to the 'Great Powers'. Mussolini had some success in the Balkans when he gained Fiume in 1924 and made Albania little more than an Italian satellite state in 1926; however, the colonisation of Libya failed to bring economic benefits to Italy. The 1930s saw the successful invasion of Abyssinia in which Mussolini avenged the defeat in the Battle of Adowa in 1896 and added to Italy's colonial interests in Africa. Italy was on the winning side in the Spanish Civil War and Mussolini was seen as a major diplomatic figure through his involvement in the Munich Conference in 1938. However, while successfully achieving long-held aims, it can be argued that all of the aforementioned events saw more failure than success. Abyssinia proved to be a major financial and military drain on Italian resources, Franco proved to be a disappointing ally and Mussolini became the junior party in his alliance with Hitler, ultimately resulting in the Pact of Steel and the commitment to fight alongside Germany in any future war. 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