



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019**

History

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

[SHY21]

MONDAY 20 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 how Philip II's attitude to kingship was influenced by his father, Emperor Charles V.

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 Philip II's attitude to kingship was influenced by his father, Emperor Charles V. 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 how Philip II's attitude to kingship was influenced by his father, Emperor Charles V. 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 ways in which Charles V influenced his son's attitude to kingship. Responses may consider the advice given to Philip II by his father on issues such as foreign policy and religion. Charles V's opposition to Protestantism and support for the Inquisition led Philip to pay close attention to these areas. Conflict with France and Turkey and a dire financial position were part of Philip's inheritance and set the tone for his kingship. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed and will clearly explain the nature of how Philip's kingship was influenced by his father. Responses might consider Philip's devotion to his father and hence the continuation of many of his policies, including his use of the conciliar system. Philip's administration was characterised by a distrust of his advisers and nobles due to the advice given by his father to "trust no-one but yourself". The inclusion of the Netherlands in Philip II's inheritance was his greatest area of conflict and failure. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) "Philip II's religious policy in Spain between 1556 and 1598 was directed by the Papacy." 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 generalised points about how far Philip II's religious policy in Spain between 1556 and 1598 was directed by the Papacy. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([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 how far Philip II's religious policy in Spain between 1556 and 1598 was directed by the Papacy. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how far Philip II's religious policy was directed by the Pope and might consider a number of points which support the proposition, such as his own personal religiosity, his support for the Council of Trent and the Counter-Reformation, as well as the reform of the Catholic Church in Spain. This might be contrasted with his clashes with the Pope on religious policy, his desire to control the Church in Spain and to gain finance from it, and his foreign policy where he seemed to be 'the Sword of Catholicism' and where he clashed with the Pope as a 'Prince'. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Philip II's religious policy was directed by the Papacy. Responses might consider how he clashed with the Pope in the Council of Trent and worked to limit an increase in Papal power. Philip II's reform of the Church in Spain would certainly have been an aim of the Papacy, yet his clashes with the Pope over the Jesuits show that he may have been driven by a desire to increase his own power. Philip II's reform of the Church in Spain strengthened Catholicism but also increased his revenue, which was a major area of concern for him. Answers might suggest that his policy against religious minorities was directed by the Pope or Philip II's own dislike of groups like the Moriscos. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately.

[22]

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- 2 (i) Explain the impact of the New World on the Spanish economy 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 impact of the New World on the Spanish economy in the period 1556–1598. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([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 impact of the New World on the Spanish economy in the period 1556–1598. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of 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 impact of the New World on the Spanish economy in the period 1556–1598 and might include some of the following points: the positive effect of bullion in funding Spain's government, the creation of inflation due to the arrival of the treasure fleet carrying bullion, the importation of varied produce from the New World which developed Spanish trade, a new export market providing opportunities for the Spanish economy and the New World affording unlimited opportunities for the development of the Spanish economy. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([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 impact of the New World on the Spanish economy in the period 1556–1598. Responses may observe that only areas like Andalucía were able to take full advantage of New World opportunities by exporting raw materials. The lack of development of Spanish industry meant that, although the New World helped Spain's economy to grow, the impact was far short of its full potential. Since Spain's economic efforts were primarily focused in the New World, the internal Spanish economy lacked investment. 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) How far was Philip II responsible for the outbreak of the revolts of the Moriscos, Perez and Aragon?

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 how far Philip II was responsible for the outbreak of the revolts of the Moriscos, Perez and 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 ([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 how far Philip II was responsible for the outbreak of the revolts of the Moriscos, Perez and Aragon. Answers might consider some or all of the revolts. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how far Philip II was responsible for revolts inside Spain between 1556 and 1598. Answers might begin with a discussion of the errors he made in the Netherlands and the extent to which these actions caused the Revolt of the Moriscos. Responses might also assess the extent to which some of Philip II's other decisions brought about the revolts, such as his replacement of the Marquis of Mondejar by Cardinal Espinosa, his failure to listen to warnings of revolt and his actions against Morisco culture and economic activity. Answers might contrast his responsibility for both the Perez Affair and the revolt in Aragon with factors outside his control such as Perez' political scheming or discontent in Aragon. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which Philip II was responsible for all the revolts. Responses could compare the indecisive military actions taken by Philip II in the Morisco revolt with his effective actions in Aragon and might suggest that he was responsible for the first but not the second revolt. Responses might suggest that Philip II was responsible for the Perez affair when he moved to end the factionalism he had created. The subsequent escape of Perez could be used to support the argument that Philip II was primarily responsible. 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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- 3 (i) Explain how Philip II used the Inquisition to control religion in Spain between 1556 and 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 how Philip II used the Inquisition to control religion in Spain between 1556 and 1598. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([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 how Philip II used the Inquisition to control religion in Spain between 1556 and 1598. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

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 Philip II used the Inquisition to control religion in Spain between 1556 and 1598. Responses might consider a range of issues such as: how the Inquisition targeted Protestants, Moriscos and Conversos, how *Auto de Fés* were the means of prosecution, and how much of the work of the Inquisition focused on the behaviour and everyday lives of ordinary Catholics. 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 Inquisition controlled religion in Spain. Responses might consider how successful the work of the Inquisition was, showing how Protestantism was almost wiped out, actions against Conversos increased after Philip II became King of Portugal and cases against Moriscos declined in the 1580s. Answers could highlight that most of the work of the Inquisition was focused on the behaviour of ordinary Catholics and it had the greatest impact in controlling Spanish 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 awarded appropriately. [8]

- (ii) “The huge regional differences in Spain’s economy were the most important reason for the economic problems it experienced in the period 1556–1598.” How far would you agree with this judgement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about whether the huge regional differences in Spain’s economy were the most important reason for the economic problems it experienced 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 about whether the huge regional differences in Spain’s economy were the most important reason for the economic problems it experienced 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 the different reasons for the economic problems Spain experienced, demonstrating that regional differences meant that different laws, taxes and duties existed between the kingdoms in Spain, thus hindering its economic development. However, the response will also begin to discuss the importance of other factors, such as poor financial management, a lack of investment, the underperformance of agriculture, poor trade and an over-reliance on raw materials, such as wool. The answer may also focus on the failure of Spanish industry to develop and the strain placed on the economy by Philip II's overspending, particularly on 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. Responses might develop the regional differences between kingdoms and show the negative impact of the poor relations and hostility between Aragon and Castile. They will also assess the strength of the counter-proposition, demonstrating how Spain's poor financial position led to a reliance on *juros* and drained the funds for economic development from Spain's economy. Responses could elaborate on the strain war placed on Spain by considering the cost of the Armada, showing that this had limited economic benefits for 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 causes 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 unsupported, generalised statements about the causes of the Dutch 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, perhaps providing a general account of the background to the outbreak of the Dutch 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 causes of the Dutch War. Louis XIV intended to use his reformed army to secure a quick victory over the Dutch 'maggots' by whom he had felt betrayed in the War of Devolution. Responses may also discuss the collapse of the Triple Alliance, the tariffs placed on French exports and the satirical rhymes poking fun at the French king. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([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 War. Louis XIV believed in the divine right of kings and detested the Dutch Republic. He also saw his actions as defending Catholicism, although the war should also be seen in the context of French expansionism and the pursuit of 'Gloire'. Louis also hoped to strike a fatal blow to Dutch trade interests and strengthen the French position. 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 re-formation of the Grand Alliance was the most important cause of the War of the Spanish Succession." How far would you agree with this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the causes 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, perhaps focusing solely on the impact of the re-formation of the Grand Alliance. This allowed the enemies of Louis XIV to act together against him. Although the countries opposed Louis for a wide variety of reasons, they were united in their determination to prevent any further French expansionism. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the causes of the War of the Spanish Succession and make clear judgements about the importance of the re-formation of the Grand Alliance. In accepting Carlos II's will, Louis XIV broke the terms of the Treaty of Ryswick and set in motion the events which led to the outbreak of war. His subsequent series of blunders resulted in the re-uniting of his enemies in a second Grand Alliance. In February 1701, Louis XIV declared that Philip III remained in line to the French throne and expelled Dutch troops from the barrier fortresses. Opposition was intensified by the trade agreement made between Spain and France. His final blunder, recognising James II's son as the true King of England, secured English commitment to the war. The insensitivity and timing of his actions compelled the Grand Alliance to declare war on France. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the Grand Alliance was to blame for the outbreak of war. In September 1701 the second Grand Alliance re-formed in an attempt to stop the growing power of France. It aimed to prevent a uniting of the French and Spanish political, military and trade empires. The Alliance undoubtedly bears some responsibility for the conflict, as it declared war on France. However, the actions of the French King, from his acceptance of the will to the series of blunders, had provoked his enemies to respond. Arguably, the attitude of Emperor Leopold also bears some responsibility for war, as he had taken offensive military action in the north of Italy long before the Alliance was re-formed. Furthermore, many of the tensions in Europe remained unresolved by the Nine Years' War and the Peace of Ryswick, and there were clearly long-term factors involved in the outbreak of the War of the Spanish Succession. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

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- 2 (i) Explain the main military successes of the Grand Alliance in 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 unsupported, generalised statements about the main military successes of the Grand Alliance. 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 may contain some explanation of the main military successes of the Grand Alliance in the Nine Years' War. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, perhaps noting that William's victory in Ireland secured his control of the throne in England. The English also won a crucial naval victory in the Battle of La Hogue in 1692. The Allies enjoyed a number of military successes in the Rhineland, including at Mainz and Bonn, and were also able to repel the French invasion of the north of Italy and in Savoy. The north of Europe was reduced to stalemate, with few decisive advances on either side, although William secured a significant victory at Namur in 1695. 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 successes of the Grand Alliance in the Nine Years' War. The Glorious Revolution had installed William of Orange as joint monarch of England and he was able to assume his position at the head of the Grand Alliance. The Allies resisted the French attacks in Catalonia, Piedmont and northern Italy, and securing the Channel in 1692 was a major success as it prevented any possibility of James II trying to regain his throne in England. Arguably, the Allies' most significant success was in managing to stay united and halting the expansionist policies of Louis XIV. 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 religious factors responsible for the outbreak of the Nine Years' War?

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 outbreak of 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, with the answer perhaps focusing solely on Louis XIV's clash with the Papacy and failing to consider other factors. 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 outbreak of the Nine Years' War. The clash with the Papacy began with a dispute over the French ambassador to Rome but soon escalated to the point where Louis XIV was threatened with excommunication. He launched a propaganda campaign against the Pope and seized the papal state of Avignon. The clash came to a head in the Cologne dispute when the Pope refused to acknowledge Louis XIV's candidate. Louis was further angered when the Electorate of the Palatinate was granted to William of Neuberg. The conflict did have more long-standing causes and the French King's expansionist policies had resulted in France's enemies forming the League of Augsburg in 1686. The Revocation of the Edict of Nantes alarmed the Protestant states of Europe, and England was also concerned by how Louis XIV had housed the exiled James II. 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 religious factors were the main cause of the Nine Years' War. The clash with the Papacy did prove particularly significant in the Cologne dispute, which was to trigger the outbreak of the war. Louis's expansionist policies, particularly during the Reunions, had united his enemies, enabling the Grand Alliance to declare war on France. The role of William of Orange or Leopold in creating the circumstances for war may also be explored. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

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3 (i) Explain the reasons for the failure of the First and Second Partition Treaties.

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 failure of the First and Second Partition Treaties. 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 reasons for the failure of the Partition Treaties, perhaps focusing on the terms. 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 failure of the Partition Treaties. The First Partition Treaty failed due to the death of the proposed candidate for the Spanish throne, Joseph Ferdinand. It was arguably doomed to fail as Austria and Spain had not been consulted and both opposed the partition of the Empire. The Second Partition Treaty collapsed predominantly because of the issuing of a new will by Carlos II, although the failure to consult the Hapsburg leaders again made the partition unlikely to be accepted across Europe. 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 failure of the Partition Treaties. Emperor Leopold believed that his family had the best claim to the Spanish empire and opposed the terms of both treaties. His determination to prevent any further French expansionism made it unlikely that he would accept a compromise solution. The very concept of partitioning the empire was vehemently resisted in Spain and the failure to consult the Spanish before the issuing of both treaties was an error. 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 Peace of Ryswick benefited Spain more than any other country.”
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 or recall some generalised points about the terms of the Peace of Ryswick. 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 how satisfied each country was with the peace terms, perhaps focusing exclusively on the Spanish. On balance, Spain was satisfied by the fact that Louis XIV surrendered most of the gains he had made on his north-east frontier and the Spanish Empire remained intact. The degree of satisfaction of some of the other Allies 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 the extent to which the Peace of Ryswick satisfied the main countries involved in the war. The terms of the Treaty undoubtedly favoured the Grand Alliance and Spain was satisfied by how the terms limited the power of France in Europe. In particular, the defensive position of the Spanish Netherlands had been secured. Holland gained control of seven barrier fortresses to help secure its defences and France accepted William of Neuberg's position in the Palatinate. England was delighted that William was recognised as its legitimate monarch and Louis XIV had promised to withdraw his support from the Jacobean cause. Cologne was given to Prince Clement of Bavaria, satisfying the Austrians, who also made territorial gains at Louis' expense. Lorraine was restored to its original owners. Although France retained Metz, Toulon, Verdun and Franche Comte, as well as securing Strasbourg and Alsace, the peace terms represented a significant blow to Louis' expansionist ambitions in Europe. 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 Spanish had most reason to be satisfied with the results of the Nine Years' War. In stopping the expansionism of Louis XIV, the Grand Alliance had secured the protection of Spain and the country which sacrificed most in the peace treaty was undoubtedly France. Spain's short-term territorial gains may be weighed against the fact that the Treaty of Ryswick can be interpreted as a diplomatic manoeuvre by Louis XIV to position himself in order to gain significant Spanish territory on the death of Carlos II. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

Option 2

**AVAILABLE
MARKS**

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60

Option 3: Ireland 1823–1867

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the impact of Catholic Emancipation in Ireland and at Westminster between 1829 and 1834.

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the impact of Catholic Emancipation in Ireland and at Westminster between 1829 and 1834. 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 impact of Catholic Emancipation in Ireland and at Westminster between 1829 and 1834. For example, there may be reference to the disfranchisement of the 40s freeholders as part of the Catholic Emancipation Act of 1829. 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 impact of Catholic Emancipation in Ireland and at Westminster between 1829 and 1834. At Westminster, O'Connell at first led a group of 30 or so MPs, rising to 39 after the general election of 1832, through which the O'Connellites first acquired a distinct identity in the House of Commons as supporters of Repeal. In Ireland, however, there was no dramatic improvement in people's lives as a result of Emancipation. 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 impact of Catholic Emancipation in Ireland and at Westminster up to 1834. At Westminster, O’Connell supported the Whigs in their struggle for parliamentary reform, but was disappointed by the Act of 1832, which did not restore the franchise to the 40s freeholders and granted Ireland only five more MPs. A consequence of Catholic Emancipation was the introduction of Whig reforms for Ireland. These included the Education Act of 1831, which set up the National School system, and the Church Temporalities Act of 1833, which reorganised the Church of Ireland. However, a sign that Catholic Emancipation had little impact in the countryside was that agrarian violence remained a problem in Ireland, leading to the introduction of the Irish Coercion Act, also in 1833, which was bitterly opposed by O’Connell. 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) “Divisions within the Fenian movement in the USA were the main reason for the failure of the Fenian Rising of 1867.” How far would you agree with this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the divisions within the Fenian movement in the USA and the extent to which they were responsible 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, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question of the extent to which the failure of the Fenian Rising of 1867 was due to the divisions within the Fenian movement in the USA. Answers may focus on the general disagreement among the US Fenian movement over whether to concentrate on an attack on Canada or a rising in Ireland. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the Fenian Rising of 1867 and the extent to which its failure was due to the divisions within the Fenian movement in the USA. The Fenian Brotherhood in America was led by John O'Mahony but his leadership came under challenge from William R. Roberts, leading ultimately to separate fundraising efforts and even separate raids on Canada in the late spring and early summer of 1866. Answers might also begin to consider other reasons for the failure of the Rising, such as the lack of widespread popular support in Ireland. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the failure of the Fenian Rising of 1867 was due to the divisions within the Fenian movement in the USA. The Fenian movement in Ireland had invested great faith in its sister movement in the USA to provide men, money and arms, but due to internal dissension and disillusionment with the postponement of an Irish rising, the Fenian Brotherhood in America all but abandoned its Irish counterparts. Consideration will be given to other factors that contributed to the failure of the Rising, including the shortcomings of James Stephens as the Irish leader and British infiltration of the Irish Fenian movement. Answers will also assess the impact on the Fenian Rising of the implacable opposition faced from the hierarchy of the Catholic Church, led by Cardinal Paul Cullen. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

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- 2 (i) Explain why there were regional differences in the impact of the Famine in Ireland.

AVAILABLE
MARKS

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question regarding the reasons for the regional differences in the impact of the Famine in Ireland. There may be reference to the fact that there were regional differences in the impact of relief efforts. 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 regional differences in the impact of the Famine in Ireland. Since dependency on the potato was more notable in the west of Ireland, the Famine had a greater impact in this area. Moreover, the west was characterised by poor agricultural land. The impact of relief efforts was affected by geographical location, accessibility and the amount of money raised for Famine aid. The British Association for the Relief of Distress in Ireland had success in feeding the children in schools in the west of Ireland from 1847, but funds ran out in 1848. 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 regional differences in the impact of the Famine in Ireland. There was a market economy on the east coast of Ireland and the Midlands. Urban areas such as Belfast and Dublin suffered less due to their industrial base. There were also variations both in the application of the Poor Law and the role of charities. At times, variations in the involvement of local gentry and clergymen were important, and in parts of Donegal this was a decisive factor in the relief process. Some landlords, such as the Earl of Shannon, resold soup at a reduced cost. 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) “Daniel O’Connell’s campaign for Catholic Emancipation succeeded because of the instability of British governments from 1823 to 1829.” How far would you agree with this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about O’Connell’s campaign for 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 ([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 extent to which the instability of British governments from 1823 to 1829 accounts for the success of O’Connell’s campaign for Catholic Emancipation. There may be reference to the resignation of Lord Liverpool as Prime Minister, which exposed Tory divisions over Catholic Emancipation. 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 the instability of British governments from 1823 to 1829 accounts for the success of O’Connell’s campaign for Catholic Emancipation. It may be noted that in the period 1827–1828, Britain had no fewer than four Prime Ministers (Liverpool, Canning, Goderich and Wellington) and this cycle of change did not foster a unity of purpose in responding to the campaign for Catholic Emancipation in Ireland. Furthermore, Canning’s sympathy for Emancipation alienated many on the right of his own party, while Wellington’s perceived opposition to Emancipation alienated many on the left. O’Connell, in contrast, was able to pursue his goal single-mindedly, and candidates might consider his leadership role as just as important as the instability of British governments in the success of his campaign. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the instability of British governments from 1823 to 1829 accounts for the success of O’Connell’s campaign for Catholic Emancipation. Candidates may argue that, while instability weakened government resolve to resist concessions, it was ultimately Wellington’s judgement that, if Emancipation was not granted, there was a real prospect of civil unrest, if not civil war, in Ireland which ultimately determined the outcome. Answers will also consider – and may place more emphasis on – other reasons for the success of O’Connell’s campaign for Catholic Emancipation, such as the organisational role of the Catholic Association, the support of the Catholic Church or the successful electoral strategy applied in the 1826 general election and the 1828 Clare by-election. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

AVAILABLE
MARKS

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- 3 (i) Explain how the Fenians aimed to transform Ireland politically, economically and culturally after they achieved independence.

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question regarding how the Fenians aimed to transform Ireland politically, economically and culturally after they achieved independence. There may be reference to the Fenian aim of establishing a two-chamber legislature. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about how the Fenians aimed to transform Ireland politically, economically and culturally after they achieved independence. Politically, the Fenians intended to introduce universal suffrage, while economically they had vague plans regarding redistribution of the land. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

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

be very well informed about how the Fenians aimed to transform Ireland politically, economically and culturally after they achieved independence. Politically, the Fenians wanted a separation of powers within the constitution and complete church–state separation, looking to the American model as an example. In terms of culture, they were anxious to preserve and promote Gaelic culture, in particular the Irish language. 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 landlords to blame for the outbreak of the Famine in Ireland?

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 extent to which landlords were to blame for the outbreak of the Famine in Ireland. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([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 extent to which landlords were to blame for the outbreak of the Famine in Ireland. There may be reference to the fact that, since many landlords were absentee, they cared little for the welfare of their tenants and made no effort to redress Ireland’s land problems. 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 landlords were to blame for the outbreak of the Famine in Ireland. Since many landlords regarded their estates primarily as a source of income rather than a long-term agricultural investment, they often charged high rents and lived as absentees in England. The lack of security of tenure meant that many tenants had neither the means nor inclination to improve their holdings. Reference might be made to other causes of the Famine, such as the rapid increase in population. 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 landlords were to blame for the outbreak of the Famine in Ireland. On the eve of the Famine, 25 per cent of the land remained in the hands of absentee landlords, and the Devon Commission report lent considerable support to the image of a mercenary landlord class, largely removed from the running of their estates. Other factors that might be considered are the rise in Ireland’s population from 5 million in 1780 to 8 million in 1845, as well as competition for land that encouraged subdivision, until by the eve of the Famine only 7 per cent of holdings were over 30 acres. Ultimately, over-dependence on the potato proved disastrous. 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**

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Option 4: France 1815–1870

AVAILABLE
MARKS

Answer **two** questions.

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

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 the Bourbons were restored to the French throne in 1815. 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 referring only to one cause, such as the king agreeing to the Charter. 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 the Bourbons were restored to the French throne in 1815. Initially, Louis XVIII was restored by the Allies, whose armies defeated Napoleon Bonaparte twice to ensure the Restoration. The king's acceptance of the Charter showed a readiness to compromise with the gains of the Revolutionary and Napoleonic periods in order to make restoration more acceptable. Neither a fresh republic nor Bonapartist rule was acceptable, and the Bourbons' return represented a period of tranquillity after the wars. 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 Bourbons were restored to the French throne in 1815. Talleyrand's part in convincing the Allied powers of the Bourbons' acceptability may be mentioned, as well as the carefully mounted royalist demonstrations which so impressed the invading Allies; even with the lack of credible alternatives, no régime would survive without Allied consent. The Allies insisted on Bourbon acceptance of the Charter, a cautiously liberal constitution, which softened the blow of restoration for republicans and Bonapartists. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high degree to make meaning clear.

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

- (ii) "The reign of Napoleon III between 1852 and 1870 was notable only for its lack of achievement." 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 or recall some generalised points about the reign of Napoleon III. 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 note the Emperor's capture and overthrow, or his abject failure to establish a Mexican Empire. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of Napoleon III's failures, with some reference to more successful aspects of his reign. Abroad, the withdrawal from the Italian War of 1859 was hardly in the Napoleonic tradition, while the over-ambitious and mishandled Mexican campaign was a clear failure. From 1866 onwards the Emperor was diplomatically and, eventually, militarily outmanoeuvred by Bismarck's Prussia, leading to his capture and overthrow after Sedan. Participation in the Crimean War might be cited as an "achievement." Domestically, Napoleon III curbed political freedom throughout the 1850s, and it could be argued that the later adoption of more liberal policies was simply forced on him. Haussmann's urban regeneration schemes displaced many small tradesmen, the eventual collapse of the new banks was a setback, and free trade was anathema to many businessmen. Despite that, his encouragement of railways did much to modernise the sleepy French economy. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level 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 validity of the proposition, with credit given for what was achieved as well as what was not. Much of Napoleon's foreign policy was unsuccessful, but the Congress of Paris, held after the Crimean War, was a propaganda victory, and at least the Emperor began the process of Italian unification, as well as undermining the Vienna settlement. Against this, he antagonised Britain, Italy, Austria and Russia, and was thus friendless in his hour of need in 1870. At home, the remodelling of French cities was impressive, despite the downside; the growth of railways was spectacular; and free trade and banks for small investors were needed if the French economy were to modernise, even if both these schemes ended in failure. The "liberal" Empire did, whatever its cause, fulfil Napoleon's long-term desires. 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. [22]

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2 (i) Explain why Louis Philippe became King of the French in 1830.

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 Louis Philippe becoming King of the French in 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 ([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 Louis Phillippe became King of the French in 1830, mentioning, for example, only his early support for the Revolution. 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 Louis Philippe became King of the French in 1830, noting, perhaps, the impossibility of continuing Bourbon rule, Louis Napoleon Bonaparte's comparative obscurity and the propertied classes' determination to thwart a potentially radical republic. The prospective King represented stability, having fought on the "right" side at Jemappes, and he conducted an astute propaganda campaign after Charles X's abdication. 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 vacancy which presented Louis Philippe

with his chance to become King of the French, and the unacceptability of the various alternatives to his constitutional monarchy. Although the Parisian workers had manned the barricades against Charles X, the *haute bourgeoisie* threw their influence behind Louis Philippe. He was presented as a compromise between republicanism and despotism, symbolically accepting the tricolour. With support from the press and Thiers, he became the new ruler. 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 XVIII enjoyed some success, but Charles X experienced nothing but failure.” How far would you agree with this judgement on the Bourbon monarchy in 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 or recall some generalised points about one or two aspects of the reigns of Louis XVIII or Charles X. 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 compare some of Louis XVIII’s achievements with the “failures” of Charles X. 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 XVIII's "success" and Charles X' s "failures". Louis upheld the Charter, selecting moderate ministers in Talleyrand and Decazes, defeating the Ultras in 1816 and keeping their demands at bay until 1820. He paid off the indemnity, secured the withdrawal of Allied troops, won a striking victory in Spain, oversaw modest economic recovery and maintained relative press freedom. Where Louis tried to make the Charter work, Charles appeared to seek its abolition. His clerical policies, particularly where they affected education, earned him the hostility of anti-clericals and liberals, and his efforts to muzzle an angry press all failed. His choice of ministers, veering from the liberal Martignac to the anachronistic Polignac, stoked up further opposition, and his non-interventionist attitude to the problems caused by the economic slump of the late 1820s brought further unpopularity. 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 XVIII had "successes" and Charles X "failures." Louis' recognition and pursuit of the need to compromise with some of the gains of the revolutionary and Napoleonic periods represent "success", at least up to up to Berri's murder. At this level, however, there should also be recognition of Louis' lack of success after 1820, when he had to introduce internment, limit press freedom and tinker with the franchise, as well as concede to Ultra demands for greater Church control over education. Similarly, while there is no doubt about Charles X's "failures", his attempt to settle the land question once and for all deserves credit, but his compromise satisfied neither side, while his capture of Algiers, although it came too late to save him, marked the beginning of the French Empire in North Africa. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

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3 (i) Explain why Louis Napoleon Bonaparte became Emperor of France in 1852.

AVAILABLE
MARKS

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about why Louis Napoleon Bonaparte became Emperor of France in 1852. 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 only making reference to one or two factors involved in the rise of Louis Napoleon Bonaparte, such as his coup d'état of 1851. 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 Louis Napoleon became Emperor of France in 1852. His overwhelming election as President in December 1848, a vital first step, came about due to his modern electioneering methods and widespread appeal. As President he campaigned for an extension of his Presidential term. The ensuing coup of 1851, ruthless and well-organised, was followed a year later by the declaration of the 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 the factors which helped Napoleon III to become

Emperor of France in 1852. As President he cultivated his support base, restoring the Pope to cement the Catholic vote and reassuring conservatives with his firm treatment of the red Republicans. There was never a majority for the Second Republic, and property owners, including the peasantry, were horrified by the perceived socialism of the National Workshops and by the violence unleashed by their closure. In Louis Napoleon they found a champion of law and order, and, through plebiscites, gave him the powers he sought. 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 would you agree that Louis Philippe's inability to manage the economy was the main cause of his downfall?

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 Philippe's inability to manage the economy was the main cause of his downfall. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, possibly referring to the economic crisis of the late 1840s or the railway "boom and bust" which preceded it. 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 Louis Philippe’s inability to manage the French economy was the main cause of his downfall. The events of 1848 had their roots in earlier harvest failures and resultant high prices. Together with the collapse of the railway boom, this produced a credit shortage and soaring unemployment. Louis Philippe proved reluctant to intervene to remedy this crisis or its accompanying social deprivation. Throughout his reign, despite some growth, the economy lagged behind France’s neighbours, with anachronistic methods and small units of production. Candidates will also make some reference to other failings, such as disappointment with a timid foreign policy and the King’s reluctance to remove the unpopular Guizot, whose determination to resist calls for franchise reform led to the Reform Banquets, a direct cause of the revolution of 1848. 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 King’s economic failings were the main cause of his downfall. At this level it may be noted, in the light of the late 1840s slump, that *laissez-faire* policies were the norm rather than a French aberration. Against this, it was government provision of building land that led to the “railway mania.” Other contributory factors will be considered. Louis Philippe’s mockery by the press undermined his authority; he foolishly neglected his previously good relationship with the National Guard; and he seemed unable to find a chief minister who satisfied both himself and public opinion. It was unwise to promote the Napoleonic legend when his own foreign policy seemed weak, and a king who owed everything to the middle class interest ought to have considered even modest extension of the franchise. 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**

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60

Option 5: Russia 1914–1941

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain how both Lenin and Trotsky helped the Bolsheviks to seize power in the Revolution of October 1917.

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the roles of Lenin and/or Trotsky in the October Revolution. 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 how Lenin and/or Trotsky helped the Bolsheviks to seize power in the Revolution of October 1917. Lenin gave the Bolsheviks a clear direction after his return from exile, whilst Trotsky was very much the planner and organiser of the Revolution. 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 Lenin or Trotsky helped the Bolsheviks to seize power in the Revolution of October 1917. They may explain how Lenin had reunited the Bolsheviks after his return from exile, was able to inspire and gather support for the party through the April Theses and recognised the potential for revolution in October. Trotsky 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. 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 both Lenin and Trotsky helped the Bolsheviks to seize power in the Revolution of October 1917. 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 their party. Trotsky had infiltrated the Petrograd Soviet and had already been working at bringing down the Provisional Government in Lenin's absence. 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) "Stalin's efforts to improve Soviet industry were more successful than his efforts to improve Soviet agriculture." How far would you agree with this verdict on Stalin's economic policies between 1929 and 1941?

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, perhaps providing a general account of some of the characteristics of collectivisation, industrialisation and the Five-Year Plans and making a partial attempt to assess the relative success of these policies. Collectivisation was largely a failure 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 of whether Stalin's efforts to improve Soviet industry were more successful than his efforts to improve Soviet agriculture in the period 1929–1941. They will begin to assess both the successes and failures of Stalin's economic policies. Collectivisation did indeed produce some successes, such as a communist system of landowning which helped to feed the industrial workers and the Red Army. Industrialisation is regarded as more of a success, 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 changes 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 both the failures and successes of Stalin's industrial and agricultural policies before reaching a valid judgement. Collectivisation had many more failures than successes, such as agricultural production falling 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. Industrialisation and the Five-Year Plans, although exacting a huge price from the workers, did transform the USSR into a superpower with a modern economy which would help it 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 that successes were mainly 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 rewarded appropriately.

[22]

30

- 2 (i) Explain how Stalin's own actions led to his success in the leadership struggle within the Communist Party between 1924 and 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 Stalin's own actions led to his success in the leadership struggle within the Communist Party between 1924 and 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. Stalin had very successfully established himself as the heir of Lenin through visual propaganda and his role as chief mourner and eulogiser at Lenin's funeral. Stalin had also encouraged his rivals to suppress Lenin's will, in which he was criticised more than others. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([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 Stalin's own actions led to his success in the leadership struggle within the Communist Party between 1924 and 1929. He outwitted his rivals in the party, particularly Trotsky, who was increasingly sidelined, beginning with Lenin's funeral. Stalin succeeded in getting his policy of Socialism in One Country accepted as party policy during the debate about the NEP and then successfully exploited the ban on factionalism, introduced by Lenin, to divide his opponents on both the left and right of the party and defeat them systematically. 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 Stalin's own actions led to his success in the leadership struggle within the Communist Party between 1924 and 1929. He held a range of jobs within the party, which when considered together, gave him unrivalled insight into and control over the workings of the party. His role as General Secretary gave him unlimited knowledge of party affairs and allowed him privileges, such as being able to nominate delegates to the Congress. Stalin was also underestimated by his rivals as being intellectually inferior and he used this greatly to his advantage in order to dupe them. 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) "It was the impact of the First World War on Russia which caused the outbreak of the Revolution of February 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 impact of the First World War on Russia or about the February Revolution. 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 how the First World War contributed to 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. 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 the impact of the First World War on Russia caused the outbreak of the Revolution of February 1917. There were factors which were clearly derived from the War, such as the humiliation suffered by the Tsar and the army, the shortages of weapons and food, and severe inflation which worsened as the war progressed. When the Tsar became Commander-in-Chief, he was held personally responsible for all the defeats and his poor leadership alienated the army, one of his key support bases. The War also contributed to the worsening domestic situation in the Tsar's absence and his refusal to return home to handle the Rasputin crisis, which undermined him further in the eyes of the aristocracy, his other key support base. In addition to those factors which were consequences of the war, there were also other factors which were directly attributable to Nicholas II. For example, his decision to enter the war led to heavy defeats. This resulted in Nicholas II also ignoring the advice of the Duma and he suspended it in 1915, a decision which led directly to his downfall. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation, and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise, and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which it was the impact of the First World War which caused the outbreak of the Revolution of February 1917. Responses at this level could discuss factors besides the War, such as Nicholas II's personal failings and his unsuitability to rule. In support of the counter-proposition the harsh winter of 1916–1917 could also be discussed, as it increased the hardship at home for both workers in the cities and peasants in the countryside. The absence of meaningful and lasting reform which highlighted the failure of the autocratic system also contributed to calls for the Tsar's removal. Responses could also show the impact of the war at home. The Tsarina's actions also contributed to the Revolution due to the influence Rasputin clearly had over her. The hiring and firing of a succession of ministers at her command further eroded support for the regime. She was also unprepared to rule, making the government appear even weaker. Ultimately, the Tsar's decision to enter the First World War accelerated the progress towards revolution, as the war simply added to the problems Russia already had. 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 features of Soviet society and culture under Lenin in the period 1918–1924.

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 features of Soviet society and culture under Lenin in the period 1918–1924. 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. However, they may start to explain in general terms some of the features of Soviet society and culture under Lenin. They may refer to the attitude towards women and the (temporary) increase in their rights. Responses may also explain the attempts to promote Communism as the one true ideology for the masses. 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 constructivism was to create a new proletarian culture based on the worker and industrial technology. Futurism within art aimed to promote visions of the future in which new technology would allow society to be remodelled through a new emphasis on machines and technology. There was also a concerted effort to reduce the influence of the Orthodox Church within society. 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 features of Soviet society and culture under Lenin in the period 1918–1924. They may point out how architecture was encouraged to embrace visionary utopianism, creating a new society based on communal living. Traditional “bourgeois” values were attacked, and art was encouraged that either glorified the peasant or the worker as they were the basis of the revolution. Many of these values were driven by practical ideological considerations, such as attempting to mobilise a mass workforce and reinforcing Bolshevik revolutionary ideals. 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) “Bolshevik economic policies between 1917 and 1924 were a total failure.” 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 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 ([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 successes and/or failures of Bolshevik economic policies. Answers may provide some basic characteristics of the policies of State Capitalism, War Communism or the NEP, perhaps including a narrative on some of their aims or features. Answers at this level may not deal with all three 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 and begin to assess whether Bolshevik economic policies between 1917 and 1924 were a total failure. Through State Capitalism, the Workers and Land decrees were issued and were an attempt to move Russia slowly towards a more communist-based economic system. It was to allow for a gradual evolution of the economy and was received quite well, but the approach of the Civil War meant the premature end of the policy and therefore its results were negligible. War Communism was introduced during the Civil War to gain more centralised control over the economy. It advocated ruthless control and nationalisation of key areas and was successful in helping win the Civil War. The NEP was a distinct move away from the rigid control of War Communism, partly due to the economic damage it had caused. It was an attempt to win back the support the Bolsheviks had lost due to the harshness of War Communism and it generally succeeded to this end. 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 Bolshevik economic policies were a total failure. State Capitalism was an unclear and unsure collection of ideas, formulated by a fledgling government; it had to be changed once the Civil War broke out and so its successes were minimal. War Communism was introduced with one aim, to win the Civil War, and, as such, its methods were harsh and caused hardship. Victory was achieved but, despite this success, the negative consequences were significant, causing severe social and economic distress. Peasant support for the policy and the party began to disappear, largely due to the requisitioning of food. The Kronstadt Mutiny and Tambov Rising forced Lenin to change direction and introduce the NEP in order to boost both industrial and agricultural output and win back lost support. Responses should show that there were successes and failures to these policies, especially War Communism and the NEP. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

Option 5

AVAILABLE MARKS	
	30
	60

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

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain why Italy entered the First World War in 1915 after refusing to intervene in 1914.

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the Italian decision to enter the First World War in 1915 after refusing to intervene in 1914. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question and will start to refer to some of the reasons why Italy entered the First World War in 1915 rather than in 1914, possibly referring to the Treaty of London of 1915. 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 Italy entered the First World War in 1915 rather than in 1914. They could explain that in 1914 the majority of the Italian population seemed to favour neutrality, while Giolitti and a majority of deputies in the Chamber believed that Italy lacked the economic strength required for a major war. Giolitti instead suggested that Italy could gain by bargaining with both sides to remain neutral. Responses could also explain that prominent figures like the King, Mussolini, Foreign Minister Sonnino and D'Annunzio all supported intervention by 1915. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate

specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

AVAILABLE
MARKS

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the reasons why Italy entered the First World War in 1915 rather than in 1914. In 1914 Austria-Hungary declared war on Serbia without consulting Italy in advance. This meant that, under the terms of the Triple Alliance, Italy was under no formal obligation to offer support. The Italian government also wanted to maintain good relations with Britain, not least because it supplied most of Italy's coal. Answers could explain how domestic political considerations played a role in the decision to enter the war in 1915, as Salandra hoped that a successful military campaign would consolidate his position as national leader and help him to outmanoeuvre Giolitti. They could also explain that Prime Minister Salandra held secret negotiations with both sides which led to Italy signing the Treaty of London in 1915. He believed that Italy had been promised Trentino, South Tyrol, Istria, Trieste and much of Dalmatia if victorious. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) "Mussolini's most successful involvement in foreign affairs was at the Munich Conference in 1938." To what extent would you agree with this assessment of Mussolini's foreign policy in the period 1922–1939?

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 Mussolini's involvement in the Munich Conference or his 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 and will start to assess in general terms whether Mussolini's role in the Munich Conference was his most successful involvement in foreign affairs in the period 1922–1939. They may refer to Italian propagandists portraying him as the saviour of Europe. 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 Mussolini's role at the Munich Conference represented his most successful involvement in foreign affairs in the period 1922–1939. Answers could refer to how Mussolini used his influence with Hitler to persuade him to call off his threatened invasion of Czechoslovakia and agree to discuss the issue. Mussolini deserves credit for suggesting the Four Power Conference in Munich to settle the issue of the Sudetenland, therefore increasing the possibility of reaching an agreement and undermining the solidarity that was developing against Germany. Mussolini personally attended the Munich Conference and clearly played a significant role during the Czech crisis, with the result that he was welcomed home as a champion of peace. Answers will begin to identify other episodes in Mussolini's foreign policy that possibly have greater merit than Munich: the Italian conquest of Abyssinia, while acknowledging its longer-term costs; the acquisition of Fiume, which went some way to addressing the problem of the "mutilated victory"; the portrayal of Mussolini as being at the centre of European diplomacy, with his hosting of Germany, Britain and France in Rome in the Four-Power Pact in 1933. 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 extent to which Mussolini's role at the Munich Conference in 1938 represented his most successful involvement in foreign affairs in the period 1922–1939. Answers could argue that Mussolini deserves credit for suggesting the eventual compromise deal which was agreed at the Munich Conference, although it could be pointed out that he was simply following German instructions. However, at the time, Mussolini received the credit for the outcome which seemed to guarantee European peace. After Munich, Mussolini's reputation was at its peak. To many he seemed to be Europe's saviour – a reputation that he assumed

made him Europe's premier statesman. In terms of the counter-proposition, answers could note Mussolini's diplomatic successes at Locarno (1925) and in the Kellogg-Briand Pact (1928). Additionally, answers could discuss Mussolini's involvement in the Corfu Incident in 1923, with Greece acquiescing to Italian demands for 50 million lire in compensation. Italy gaining Albania as a protectorate in 1926 and Mussolini's role in preventing the German invasion of Austria in 1934 could also be discussed. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

AVAILABLE
MARKS

30

- 2 (i) Explain how Mussolini was able to consolidate his political power in Italy between 1922 and 1926.

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 Mussolini's consolidation of power between 1922 and 1926. 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 discuss in general terms some of the methods Mussolini used in his consolidation of power between 1922 and 1926, possibly referring to the Acerbo Law of 1923. 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 Mussolini's consolidation of power between 1922 and 1926. They could discuss the granting of emergency powers to Mussolini in 1922, which effectively granted him dictatorial powers for one year. They could also discuss the creation of the Fascist Grand Council in December 1922, which transferred the task of introducing new government policy from Parliament to a group that represented the interests of the Fascist Party, and the creation of the Fascist militia in 1923, which gained some respectability for the *squadristi*. 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 Mussolini's consolidation of power between 1922 and 1926. Answers may refer to the *Leggi Fascistissime* of December 1925, which greatly strengthened central government's political control by banning all opposition parties, strengthening control over the press, making Mussolini head of the Government, setting up a new secret police service and exerting greater control over local government. The murder of Matteotti can also be discussed, as this led to the Aventine Secession in June 1924, when the opposition deputies left Parliament, allowing Mussolini to strengthen his political power. 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 most important consequences of the First World War for Italy between 1915 and 1918 were social." 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 Italian involvement in the First World War. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([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 some of the social effects of the war on Italy, possibly referring to the increase in working hours for some to 75 hours per week. 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 social impact of the First World War on Italy and may begin to refer to wider consequences. Answers should discuss social effects, such as industrial workers being placed under military discipline without the freedom to move jobs or to strike, which, when combined with the effects of price inflation, led to growing resentment among the urban workforce. They could also refer to the increase in the number of women and young people working in agriculture and the unofficial land occupations by peasants during 1918. Answers will also begin to illustrate the importance of military, economic or political factors. Candidates could discuss increasing levels of discontent among the urban workforce, which led to an increase in the membership of socialist trades unions and the Socialist Party. Food shortages became a major problem, resulting in riots in Turin in 1917 which were put down by the military, resulting in fifty deaths. 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 social consequences of the war were more important than its military, economic and political results. Answers could refer to the economic effects of the First World War on Italy, such as rising inflation, an increase in the national debt from 16 billion lira in 1914 to 85 billion lire in 1919 and industrial growth, such as metallurgy and the production of motor vehicles. Politically, governments between 1915 and 1918 were divided over the Italian involvement in the war and the handling of the war effort and were therefore politically weak, failing to rally national enthusiasm for the war. Answers could refer to acts of sabotage by some on the extreme left, or to the Pope urging Catholics to support an end to the carnage and the agreement of a ‘white peace’. Candidates will also discuss the importance of military factors, such as the conscription of 5 million men and defeats, for example at the Battle of Caporetto. 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 how Mussolini's leadership between 1940 and 1943 contributed to Italy's failure in the Second World 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 unsupported, generalised statements about how Mussolini's leadership between 1940 and 1943 contributed to Italy's failure in the Second World War. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question and will start to discuss in general terms how Mussolini's leadership was to blame for Italy's defeat in the Second World War, possibly referring to him holding all the key posts in relation to the war – Commander-in-Chief, War Minister and Minister for the Army, Navy and Air Force – but failing to co-ordinate an effective war plan. 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 Mussolini's leadership was to blame for Italy's defeat in the Second World War between 1940 and 1943. They could refer to how Mussolini avoided the reality of war, rarely going anywhere near the front line or even regularly consulting with his military advisers, instead choosing to rely on his own propaganda. They could also explain the impact of Mussolini's deteriorating health, as he suffered from a serious stomach ulcer from February 1940 onwards. Additionally, answers could discuss Mussolini's failure to effectively prepare the military for war, referring to his response to Chief of Staff Graziani's complaint in May 1940 that there were only 1.3 million rifles with the comment that the army was intended for show and not action. 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 Mussolini's leadership contributed to Italy's failure in the Second World War. His failure to develop an overall plan due to his belief that all his campaigns would be quickly won could be discussed. His strategic errors could also be highlighted, such as despatching ill-equipped planes and infantry to the Russian front. In October 1940 Mussolini ordered the army's demobilisation, yet a week later, to match Hitler's occupation of Romania, he launched an attack on Greece which was unsuccessful and required the intervention of Germany. Answers could provide further examples of strategic errors, such as the decision to send unfit aircraft to take part in the Battle of Britain or the failure to capture the Suez Canal. 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 collapse of Liberal Italy between 1919 and 1922 was largely due to its political problems." How far would you agree with this statement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the reasons for the collapse of Liberal Italy by 1922. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([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 importance of political problems in the collapse of Liberal Italy, such as the effects of the use of the voting system of proportional representation. 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 role political problems played in the collapse of Liberal Italy. Answers could refer to the “mutilated victory” of 1919, D’Annunzio’s seizure of Fiume, the decline in support for the traditional ruling parties and the growth of Fascism, the use of proportional representation and the red years (*Biennio Rosso*). After the war there were changes to the electoral system, full universal male suffrage was introduced and the Popolari Party was set up. However, the Popolari Party and the Socialists were divided internally and also failed to work together, with the result that the old Liberal politicians remained in power, forming five different governments between 1918 and 1922. Answers will also begin to refer to other causes of the collapse of Liberal Italy, such as economic problems with increasing inflation continuing to undermine people’s living standards. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the extent to which the collapse of Liberal Italy by 1922 was due to its political problems. Answers could discuss the role of Mussolini as he exploited the deep political divisions in Italy and was also helped by support from the King and the Catholic Church, who feared left-wing extremism more than Fascism. The role of the King was crucial as he was disillusioned with parliamentary leadership and rejected the unanimous government advice to enact martial law. Mussolini’s threat to “March on Rome” led the King and Salandra to invite him to take power in 1922. In addition to assessing the role of political problems, answers at this level should competently assess the role of other factors in the collapse of Liberal Italy, such as the growing social and economic unrest after 1918, fears of a communist revolution and the role of the Catholic Church. The effects of World War One, such as the widespread discontent with the Paris Peace Settlement, which had increased the problems facing the new Italian democratic governments, could also be discussed. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence.

There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

Option 6

Total

**AVAILABLE
MARKS**

30

60

60