



Rewarding Learning

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

History

Assessment Unit AS 2
Historical Conflict and Change

[SHY21]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

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

Students 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 students' responses

In marking the papers, teachers 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 students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers 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 students 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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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 students' 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, teachers should refer to the more detailed guidance provided below:

Level 1 (Basic): The student 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 student 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 student 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 student 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.

General guidance for Teachers marking AS2

1. Do not be afraid to award maximum marks at the top of Level 4 for an excellent response.
2. Reward evidence and analysis which is valid and plausible but does not appear in the mark scheme.
3. Do not let the existence of a mistake or inaccuracy prevent you from awarding the maximum mark in the appropriate level. While mistakes cannot receive any credit, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.
4. The mark you award should be determined by the level descriptors. When you have decided which of the four levels is most appropriate for the answer, start in the middle of that level and make a judgement about whether it should remain in the middle or deserves to be placed closer to the top or bottom of the level.

Criteria for assessing answers to the 8 mark questions

These short response questions ask students to explain 'how' or 'why' something happened. They require students to explain the causes, effects, successes, failures or significance of a particular historical event or the aims of a policy.

In order to gain top level marks, students should include in their answers a good range of relevant points which focus on the specific issue raised by the question. Responses must analyse and explain the points they make and demonstrate an understanding of historical issues. However, it is not necessary to go into great detail on any one point. Answers should address the full range of dates mentioned in the question.

In these questions, students are not required to formulate an argument or reach a judgement. It is not necessary to include an introduction or conclusion. Quality of written communication is assessed. In the event of a student displaying very good or very poor written communication, you may adjust the mark but only within the same Level. Occasional grammatical mistakes and spelling errors should be overlooked.

Criteria for assessing answers to the 22 mark questions

This is an extended essay question. It requires students to assess or evaluate a statement or a quotation, covering both sides of the argument. Students are expected to support their arguments with relevant evidence and draw logical conclusions based on the evidence they have presented. In the 22 mark questions, students are required to include an introduction and a conclusion.

In the 22 mark questions, students will face a proposition either as a statement or as a quotation. We would expect a clear focus of the proposition itself and at least one third of the answer should deal with it. One of the key weaknesses in the 22 mark question is that students fail to deal sufficiently with the proposition and rush on to deal with the 'other' factors. A student who fails to deal sufficiently with the proposition should not be awarded a Level 4 mark.

Top Level 4 answers will consistently engage with the question and cover the whole of the period specified in the question. They will clearly analyse and evaluate both the proposition – the factor identified in the question – and the counter-proposition – factors which disagree with or refute the proposition. Arguments will be very well developed and substantiated with relevant and precise evidence, and appropriate judgements will be reached. The material will be well organised and clearly structured. The essay will have a good conclusion containing the main arguments and making a clear, logical judgement based on the evidence presented.

Quality of written communication is assessed in these questions. In the event of a student displaying very good or very poor written communication, you may adjust the mark but only within the same Level. Occasional grammatical mistakes and spelling errors should be overlooked.

Option 1: Spain and Europe 1556–1598

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the strengths and weaknesses of the conciliar system in Spain in the period 1556–1598.

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the strengths and weaknesses of the conciliar system in Spain 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 about the strengths and weaknesses of the conciliar system in Spain 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 strengths and weaknesses of the conciliar system in Spain in the period 1556–1598. Responses should consider how the system was established, with varied councils dealing with different issues. Some emphasis should be placed on the eight councils dealing with issues like war or finance, and the six which governed the different regions of Philip II's empire. Responses might explain that Philip II inherited this very stable system but his personality limited its effectiveness. 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 how the conciliar system helped Philip II to govern Spain in the period 1556–1598. Responses might consider the clearly defined roles of each element of the conciliar system but could contrast this with the overlapping membership of each council, which limited their effectiveness. The conciliar system helped Philip II to govern by providing him with clear and accurate information, yet his fixation with dealing with every detail turned this strength into a weakness. 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 policy towards England was a failure in the period 1556–1598.”
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 account of whether Philip II’s policy towards England was a failure in the period 1556–1598. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether Philip II's policy towards England was a failure in the period 1556–1598. Answers might suggest that Philip II was successful in some respects but a failure in others. While he was married to Mary Tudor, and in the first ten years of Elizabeth I's reign, relations with England were good and Philip II achieved many of his aims, such as blocking French advancement. The events of 1568 could be used to show how relations began to sour and that Philip II now wished to remove Elizabeth from the throne. Answers may use the failure of the revolts and plots against Elizabeth to argue for the failure of Philip II's policy towards England. Growing English support for the Dutch further raised tensions and the signing of the Treaty of Joinville in 1584 led to war between Spain and England. Answers should argue that the outbreak of war was a failure for Philip's policy, which was compounded by the failure of the Armada. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether Philip II's policy towards England was a failure. Responses might consider that the Marian period was successful as England helped Spain to defeat the French, yet there was some failure in that anti-Spanish feeling increased in England. Answers might suggest that there was a successful policy until the 1580s as two very different nations and monarchs avoided war for so long. Responses might suggest that it was Elizabeth I's misreading of the Treaty of Joinville which caused war and not a failure of Philip II's policy. The continuation of the war between England and Spain until the deaths of Philip II and Elizabeth I could be used to show the depth of hatred between the monarchs and the total failure of Philip II's aims of maintaining peace and returning England to the Catholic flock. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately.

[22]

30

- 2 (i) Explain the impact of Philip II's religious reforms in Spain 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 Philip II's religious reforms in Spain 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 impact of Philip II's religious reforms in Spain 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 Philip II's religious reforms in Spain in the period 1556–1598 and might include some of the following points: the improvement through education of priests; greater consistency of action in each parish; improved teaching for the laity and thus more Catholic behaviour from them; and better organisation of the Church. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the impact of Philip II's religious reforms in Spain in the period 1556–1598. Responses could consider the introduction of the

'miscal', Sunday schools and sermons as improvements in teaching, yet superstitious belief continued in Spain. Answers might refer to missionary work but also show that this failed to have an impact with the Moriscos. Improved administration could be evidenced by increased revenue from the Church in the later part of Philip II's reign. Responses might observe that, despite improvements in moral teachings, many members of both the priesthood and laity still fell well short of the behaviour required. 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) "Internal faction fighting was the main factor which helped Philip II to create an autocratic style of government in Spain between 1556 and 1598." 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 account or recall some generalised points about whether internal faction fighting was the main factor which helped Philip II to create an autocratic style of government. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question of whether internal faction fighting was the main factor which helped Philip II to create an autocratic style of government. Answers might consider some or all of the revolts of Perez, Aragon and the Moriscos. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([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 internal faction fighting was the main factor which helped Philip II to create an autocratic style of government. Answers may begin by explaining that two major factions existed in Spain, the Alva and Eboli/Perez factions, and that Philip II was happy to play one off against the other. Responses might show that Philip II's lack of trust forced him to fear a challenge from his own nobility. Answers could mention some of the following factors which helped Philip II to create a more autocratic style of government: his use of the Inquisition as a political tool; his domination of the conciliar system; his radical action against opponents and his domination of the Church in Spain. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level 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 internal faction fighting was the main factor which helped Philip II to create an autocratic style of government. Many of Philip II's actions were merely following the example set by his father. Although Philip encouraged faction fighting among the nobility, he still remained dependent on them, as shown by his inability to tax them. Answers could consider Philip II's coronations or handling of the revolt in Aragon as other ways in which he became more autocratic. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be awarded appropriately.

[22]

30

- 3 (i) Explain the aims of Philip II's policy towards the Ottoman Turks between 1556 and 1580.

AVAILABLE
MARKS

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some unsupported, generalised statements about the aims of Philip II's policy towards the Ottoman Turks between 1556 and 1580. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question about the aims of Philip II's policy towards the Ottoman Turks between 1556 and 1580. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about the aims of Philip II's policy towards the Ottoman Turks between 1556 and 1580. Responses might mention that peace with France in 1558 allowed Philip II to focus his foreign policy on the Turks. Ottoman expansion in the Eastern Mediterranean led to conflict between the two nations along the North African coast. Philip II as 'the sword of Catholicism' worked with the Pope to counter the Ottoman Turks' Islamic threat. Victories over the Turks in Malta in 1566 and with the Holy League at Lepanto both show the successes of Philip II's aim to stop the spread of the Ottomans and to protect Catholic Europe. Stalemate in the later 1570s and a growing threat from the Dutch and English could be used to explain the truce of 1578 and peace treaty with the Turks in 1580. Answers might show that Philip II's aim of restricting Turkish and Islamic expansion was secondary to controlling his own 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.

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 aims of Philip II's policy towards the Ottoman Turks. Responses could discuss Philip II's desire to emulate his father's anti-Islamic actions. Philip may have merely reacted to Turkish aggression or may have been trying to enlarge his own empire. Some answers may suggest that the peace of 1580 showed that Philip II's aims towards the Turks were motivated by dynastic necessity rather than religious zeal. 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) "Protestantism represented the greatest threat to the Catholic Church in Spain 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 account or recall some generalised points on whether Protestantism represented the greatest threat to the Catholic Church in Spain in the period 1556-1598. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question of whether Protestantism represented the greatest threat to the Catholic Church in Spain in the period 1556-1598. Candidates make a reasonable

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

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether Protestantism represented the greatest threat to the Catholic Church in Spain in the period 1556–1598 and might note that there were pockets of Protestantism in Spain in the 1560s and discuss how successfully they were dealt with. Answers might consider the external threats from Protestantism and from Islam. This might be contrasted with the threat from the Moriscos, Mudejars and Conversos; and the threat from elements inside the Catholic Church, such as Humanists or general disaffection with it. 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 responses will reach relevant conclusions about the levels of threat to the Catholic Church in Spain. Philip II feared Protestantism due to his father’s experiences and through his own governance of the Netherlands and this may have made it seem to be the greater threat. Answers should mention the success of the Inquisition in the 1560s and may suggest that any threat from Protestants had dissipated by the 1570s. Responses might point out that the threat of the Moriscos can be linked to their rising in 1570 and that a cultural distrust, along with links to the Ottoman Turks, heightened their threat. Evidence from the Inquisition’s *Auto-da-Fé* could be used to support the idea that most religious problems related to poor behaviour or confused beliefs among ordinary Catholics. 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**

30

60

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

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the impact of the Reunion policies on France and its enemies in the period 1678–1684.

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some generalised points about the impact of the Reunion policies on France and its enemies in the period 1678–1684. 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 impact of the Reunion policies on France and its enemies in the period 1678–1684. 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 Reunion policies on France and its enemies in the period 1678–1684. France had gained a significant amount of territory on its vulnerable north-eastern frontier but Louis XIV's actions had angered much of Europe. He was seen to be exploiting a temporary power vacuum in his pursuit of 'Gloire'. 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 Reunion policies on France and its enemies in the period 1678–1684. Louis seized territory in Flanders, Franche-Comte, Metz and Alsace and entrusted Vauban with fortifying these conquered areas. His rationale for the series of Reunions was legally dubious and the seizing of the free, Protestant city of Strasbourg drew particular criticism. Louis had even taken land from his traditional allies, the German Princes and Sweden. By 1683, his expansionist actions had provoked Spain to declare war on France. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) “The Dutch had most reason to be satisfied with the terms of the peace treaties agreed at the end of the War of the Spanish Succession.” How far would you accept this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the terms of the peace 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 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, perhaps focusing solely on the gains and losses of the Dutch in the peace treaties. One of the main aims of the Dutch in the War of the Spanish Succession was to protect themselves against the expansionism of Louis XIV. The restoration of the barrier fortresses helped to secure Dutch defences against

a future French attack and this 'buffer zone' was enhanced by Austria gaining control of the Spanish Netherlands. The Dutch also welcomed the closing of the Scheldt, which prevented Antwerp from rivalling Amsterdam in commercial 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 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether the Dutch, in comparison to the other major belligerents, had most reason to be satisfied with the terms of the treaties at the end of the War of the Spanish Succession. Although Holland may have secured its defences against French expansionism, the war had taken its toll upon the Dutch economic position and the terms of the treaties weakened its overall trade position. It could be argued that England had more reason to be satisfied as it had made significant territorial gains in the New World and secured Mediterranean naval bases in Gibraltar and Minorca. England had also cemented its Protestant monarchy and, by acquiring the Asiento, secured a major trade advantage over its rivals. While Louis made few territorial gains in the war, Spain remained under Bourbon control and the terms of the treaties were more generous to France than the events of the war might have indicated. Austria made significant territorial gains in Italy and the Spanish Netherlands. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([18]–[22])

Answers at this level consistently 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 benefits of the treaties for the Dutch and the other main countries involved in the war. Holland had achieved its main aim of securing its defensive position but saw its trade position enter a period of decline. For France, the terms of the treaties represented a significant sacrifice, although they were much better than Louis had been offered in 1709. Austria made some significant territorial gains, but it had failed to secure Spain and only reluctantly agreed to the peace terms. England had made substantial gains which were to prove crucial to the development of its future empire. Smaller powers also made gains, with the Elector of Bavaria regaining Namur and Charleroi, the Duke of Savoy acquiring Nice and Sicily and the Duke of Lorraine restored to his territory. The Elector of Brandenburg received the Spanish Gelderland and was recognised as King of Prussia. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

Any other valid material will be rewarded appropriately.

[22]

30

2 (i) Explain the main terms of the Peace of Ryswick of 1697.

AVAILABLE
MARKS

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some generalised points about the main 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 ([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 terms of the Peace of Ryswick. 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 terms of the Peace of Ryswick, perhaps noting that territories gained by the Reunions were restored to their original rulers. William of Neuburg secured the Palatinate and Prince Clement of Bavaria became Archbishop of Cologne. Lorraine, after more than 30 years of French occupancy, was restored to the grandson of Charles IV. France surrendered Freiburg, Breisach and Philipsburg to the Holy Roman Empire, although it kept Strasbourg. Luxembourg, Charleroi, Mons, Courtrai and Barcelona were restored to Spain. Candidates make a good selection and use of an appropriate form and style of writing. 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 may elaborate on the specific terms of the Treaty. Being forced to recognise William, his most persistent enemy, as King of England meant that Louis XIV was not only betraying a fellow Catholic monarch, James II, but also the whole concept of Divine Right. France's position was further weakened by a private Spanish treaty which allowed the Dutch to garrison frontier towns, including Ypres, Menin, Courtrai and Luxembourg. France was granted Saint-Domingue and regained Pondicherry and Nova Scotia. Candidates successfully select and use the most appropriate form and style of writing. 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 Cologne Incident in 1688 was the most important reason for the outbreak of the Nine Years' War." How far would you accept this judgement?

This question targets AO1: 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 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 the Cologne Incident and failing to consider other factors which led to the outbreak of war. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether the Cologne Incident of 1688 was the most important reason for the outbreak of the Nine Years' War. Louis XIV's clash with the Papacy culminated in Innocent XI rejecting the French candidate for the position of Archbishop of Cologne, provoking the crisis which triggered the outbreak of war. Louis was further angered when the Electorate of the Palatinate was granted to William of Neuburg. The conflict also had more long-term causes; for example, 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 gave shelter to 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 the Cologne Incident was the most important reason for the outbreak of war. Candidates may show some understanding of the long-term causes of the war and how Louis XIV's expansionism had united his enemies, enabling the Grand Alliance to declare war upon France. The role of Emperor Leopold or William of Orange may be discussed to consider how their personal ambitions and actions had also contributed to the outbreak of conflict. The answer will be well informed about the Cologne Incident and the events of 1688 and 1689 which led to war erupting across Europe. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

30

- 3 (i) Explain the reasons for the Duke of Marlborough's battlefield successes during the War of the Spanish Succession.

AVAILABLE
MARKS

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some generalised points about the reasons for the Duke of Marlborough's battlefield successes. 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 Duke of Marlborough's battlefield successes. 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 Duke of Marlborough's battlefield successes. His inspirational leadership was central to the Allies' success in the war, most notably at Blenheim, Ramillies, Oudenarde and Malplaquet. Marlborough had superb organisational skills and great attention to detail, as evidenced in the remarkable march to the Danube in 1704. His tactical skill, personal courage and ability to deceive his enemies made him a very effective battlefield commander. He was able to employ the element of surprise by initially attacking the enemy flanks before launching his main offensive through the centre. 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 Duke of Marlborough's battlefield successes. Marlborough was able to partner very effectively with other Allied leaders, in particular Prince Eugene. He employed innovative tactics, including platoon firing and rapid-fire cavalry. He was also aided by the divisions within the French military leadership and the errors it made. 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 Grand Alliance was more successful than France in the military encounters of the Nine Years' War." To what extent would you agree with this judgement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the events 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 on its own terms, providing limited analysis of the events of the Nine Years' War, perhaps focusing exclusively on the successes of the Grand Alliance. The relative success of the Alliance varied across the many theatres of war, although the conflict ultimately resulted in stalemate and a negotiated peace. Candidates make a reasonable selection and use of an appropriate form and style of

writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether the Grand Alliance was more successful than France in the military encounters of the Nine Years’ War. The Allies were able to resist initial French attacks in Catalonia, Piedmont and northern Italy and secured their first major military victory in Ireland. The successes at the Battle of the Boyne in 1690 and at Aughrim in 1691 ensured that William retained the throne of England and was able to remain the leader of the Allied forces. The Alliance also enjoyed success at sea in the Battle of La Hogue in 1692, regaining control of the English Channel from France after suffering defeat at Beachy Head in 1690. Even in mainland Europe, where Louis enjoyed some notable successes, including Fleurus, Namur and Girona, the Allies were never decisively defeated. Candidates may note, however, that France had managed to overcome Savoy in 1693 and throughout the war it maintained control of its three main natural barriers, the Pyrenees, Alps and Rhine. 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 Grand Alliance was more successful than France in the military encounters of the Nine Years’ War. Although the French army enjoyed a number of siege victories along France’s north-eastern frontier, Louis XIV was never able to defeat the Grand Alliance. Many of France’s military victories were to prove temporary; for example, William was able to regain control of Namur in 1695. Both sides also experienced military success in the colonies. Arguably, the Allies most significant success was in remaining united and halting the expansionism 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. [22]

Option 2

**AVAILABLE
MARKS**

30

60

Option 3: Ireland 1823–1867

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain why Daniel O’Connell and the Whigs signed the Lichfield House Compact in 1835.

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 O’Connell and the Whigs signed the Lichfield House Compact. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question or may provide a general account of the motives of either O’Connell or the Whigs. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about why O’Connell and the Whigs signed the Lichfield House Compact. O’Connell aimed to move past the failure of the Repeal Bill and form a union with the Whigs with the purpose of introducing reforms for Ireland. He wished to increase his political influence at Westminster and saw the Compact as a way to achieve this. An awareness of why the Whigs signed the Compact will also be evident. For example, it brought about the Tories’ removal from power and the entry of the Whigs into government. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about why O’Connell and the Whigs signed the Compact, which included the desire to calm the hostile situation in Ireland created by the Tithe War. Candidates will develop the reasons why O’Connell entered the Compact, which may include his desire to improve on the reforms that came into force between 1830 and 1834, including the Church Temporalities Act. The Whigs were also motivated by the prospect of taking power and introducing social reforms in Britain. Finally, the Whigs were motivated by reducing O’Connell’s influence in Ireland, which they accomplished through the work of Drummond. 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 social consequences of the Famine up to 1867 were more significant than its economic and political effects.” 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 on the social, political or economic effects of the Famine or recall some generalised points about them. 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 the social impact of the Famine, as well as another of the themes. 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 proposition. Socially, Ireland was greatly changed by the Famine; emigration increased hugely during the period, with 220 000 people leaving in 1847 and 368 000 in 1852. These figures contributed to the Irish question becoming an increasingly international issue after 1850, with the USA taking in a large number of these immigrants. Social changes also affected population figures, with a change in marriage patterns and increased celibacy ensuring a further decline. The Famine also had an impact on the Irish language, with the numbers speaking the language dropping significantly during the period. Candidates will also show some awareness of the political and economic impact of the Famine. 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 Famine were of greater significance than its political and economic effects. Candidates will show a good awareness of the political impact of the Famine, referring to the loss in support for O’Connell and the Repeal movement once the Famine broke out in 1845. Its political effects also include the Young Ireland rebellion in 1848 and the increase in US involvement in Irish politics. Candidates may refer to specific individuals, such as John Mitchel and Fintan Lalor, who highlighted the important land issues and popularised a radical agrarian programme. Candidates will also highlight the important economic consequences of the Famine, including the death of over one million people in Ireland, mainly due to their inability to buy food. A change in land holdings saw the disappearance of a quarter of farms as holdings became larger and farmers more economically secure in the years after the Famine. It also saw 10 per cent of landlords go bankrupt and the Encumbered Estates Act of 1850 brought about the sale of over 3000 estates. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

30

AVAILABLE
MARKS

- 2 (i) Explain the problems facing the pre-Famine economy in Ireland in the period 1824–1845.

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 problems facing the pre-Famine economy in Ireland in the period 1824–1845. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will provide a partial account of the problems facing the pre-Famine economy in Ireland in the period 1824–1845. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail and show awareness of the problems facing the pre-Famine economy in Ireland between 1824 and 1845. These problems include the increase in population and the resulting increased pressure on agriculture. Also by the 1830s the Irish wool and cotton industries were in serious decline. Underemployment was a bigger issue than unemployment and led to serious issues during the summer months as labourers had neither enough potatoes nor work to purchase other food. The absence of a strong entrepreneurial class and an inadequate transport system aggravated these economic problems. 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 problems facing the pre-Famine economy. There were a number of deep-rooted problems with agriculture. Subdivision became a common practice to reduce the pressure for landholdings and led to the dependence of millions on the potato. A further problem was the reluctance of landlords to invest their profits, as many regarded their estates as a means of raising revenue for their lifestyles in Britain. The absentee landlords left their estates in the hands of middle-men who frequently exploited the tenants. Government policies such as laissez-faire and denial of emigration schemes made the situation worse. 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 opposition of Cardinal Cullen and the hierarchy of the Catholic Church was the most important reason for the failure of the Fenian Rising in 1867.” How far would you accept this statement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the failure of the Fenian Rising. 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, possibly offering some knowledge on the role of Cullen and the Catholic Church hierarchy in the failure of the Fenian Rising. 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 played by Cullen and the Catholic Church hierarchy in the failure of the Fenian Rising. Cullen was appointed as Ireland's first Cardinal in 1866 and was consistent in his anti-Fenian stance throughout the period. He mobilised the hierarchy of the Catholic Church to fight against the creation of secret oath-bound societies and the Bishop of Ross and Bishop Moriarty were both fierce in their condemnation of the Fenians. Cullen and the Catholic Church hierarchy described secret societies as sinful and threatened excommunication. Cullen was supported in these actions by the Vatican, where the Pope was equally outspoken against secret societies. Candidates may use the example of Father Lavelle and his actions during the funeral of Terence Bellew McManus to show that the Catholic Church was not fully behind Cullen. An awareness of other factors, such as leadership failures or lack of support, will be included. 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 Cullen and the Catholic Church hierarchy were the main cause of the failure of the Fenian Rising. Cullen attempted to reduce the influence of the Fenians when he supported the establishment of the National Association, a constitutional movement similar to those of O'Connell. Candidates will look at other factors involved in the failure of the Rising. The poor leadership of the Fenians was central to its failure; Stephens constantly postponed the Rising and was dictatorial in his style which alienated O'Mahony. O'Kelly's and Massey's failings may also be discussed. The role of the British Government will also be addressed; the use of informers, arrests of Fenian leaders and suspension of Habeas Corpus left the British in a strong position to stop the Rising. Lack of support from the Catholic middle classes and Irish Protestants was another important factor in the failure of the Rising. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

30

AVAILABLE
MARKS

3 (i) Explain the aims of the Fenian movement.

AVAILABLE
MARKS

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question, providing a general account of the aims of the Fenian movement. 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 key aims of the Fenians, including their desire to establish an independent Irish Republic through violent means. The full title of the movement, the Irish Republican Brotherhood, supports this point. The Fenians believed that O'Connell's constitutional methods had failed and were determined to take a different path. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about a wide variety of the Fenians' aims, including a desire to remove Dublin as the capital and replace it with a less "British" alternative, such as Athlone or Limerick. Another Fenian aim was that the

uprising should take place when the British were involved in a conflict with an international power. The Fenians also envisaged a governing style based on the US system of a two-chamber legislature, universal suffrage and maintaining a clear separation between Church and State. Their economic aims were vague but centred around Lalor's phrase, 'the land for 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. [8]

- (ii) How far did Daniel O'Connell achieve his political objectives between 1823 and 1845?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative account of some of the key political objectives of Daniel O'Connell's career and may make general, unsupported statements. 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 but will give a general overview of how far O'Connell achieved his political objectives between 1823 and 1845. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([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 O’Connell achieved his political objectives between 1823 and 1845. He successfully achieved his first key aim of Emancipation by creating a mass movement in the 1820s. Candidates may acknowledge that in the 1830s O’Connell’s original objective was to get Repeal but this failed with the defeat of the Repeal Bill in 1834. Subsequently, although O’Connell changed his objectives to achieve meaningful reforms for Ireland, his high hopes for the Lichfield House Compact were also dashed by a number of reforms. Candidates may comment on how far O’Connell achieved his objectives in the early 1840s as he again strove for Repeal. 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 O’Connell achieved his political objectives throughout the period. Candidates may conclude that O’Connell had mixed success in achieving his political objectives. From 1823 he formed a powerful coalition comprising the Catholic Church, the peasantry and the middle classes to secure Catholic Emancipation in 1829. This represented a clear success. On the other hand, O’Connell’s longer term objective of repealing the Act of the Union was a total failure. The Repeal motion suffered a humiliating defeat in the House of Commons in 1834 by 532 votes to 38, while the Repeal campaign collapsed after the Clontarf meeting was banned in 1843 and O’Connell’s relation with the Young Ireland movement broke down. Candidates may debate how far O’Connell achieved his political objectives through the Lichfield House Compact. If they argue that his key objective was not to gain Repeal but exert pressure on the British government to grant reforms for Ireland, he achieved some success with the passing of the Tithe Rent Charge Act (1838), Poor Law Act (1838) and Municipal Corporations Act (1840), as well as the reforms introduced by the Irish Under-Secretary, Thomas Drummond. However, it could also be argued that the legislation resulting from the Lichfield House Compact was seriously flawed and O’Connell’s focus on Westminster politics cost him support at home. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

Option 3

**AVAILABLE
MARKS**

30

60

Option 4: France 1815–1870

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the successes of French foreign policy between 1815 and 1830.

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 French foreign policy between 1815 and 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, perhaps referring to the successful invasion of Spain in 1823. 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 foreign policy successes, such as the withdrawal of the Allied army following payment of the indemnity. Louis successfully invaded Spain to restore Ferdinand in 1823, Charles X sent a fleet to help defeat the Ottoman navy in 1827, and in 1830 French forces captured Algiers, thus hurting the Barbary pirates. 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 foreign policy “success,” which necessitated steering a course between satisfying demands for “*gloire*” and reassuring the Allies. The occupying army withdrew, and France’s admission to the Quintuple Alliance further marked its successful rehabilitation. The Spanish expedition was a military triumph, but its results were less successful, alarming liberals and the British. The victory at Navarino was a successful step towards Greek independence, while the conquest of Algiers marked the beginning of the French North African Empire. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) “The creation of the ‘Liberal Empire’ was the greatest success of Napoleon III’s reign.” To what extent would you accept this statement on the period 1852–1870?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative account of one or two events from 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 some aspects of the transformation of the authoritarian Empire to the Liberal 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 the creation of the 'Liberal Empire.' Examples of Napoleon III's rule between 1852 and 1860 may be offered, for example, the detention of thousands of opponents of the régime, the relative powerlessness of the Lower House and press censorship. Reference should be made to Napoleon III's belated liberal concessions from 1860 onwards: the increased powers granted to the *Corps Législatif*, the relaxation of press censorship and conditions surrounding the holding of public meetings, all culminating in the appointment of the Republican Ollivier as Prime Minister in 1870. There should also be some consideration of other achievements, such as French success in the Crimean War, the remodelling of city centres, free trade and new banks. 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 proposition, with consideration of the significance of the 'Liberal Empire', as well as other Napoleonic achievements. There should be a clear understanding of the authoritarian nature of Napoleon III's France before 1860, and the increasingly liberal tendencies of succeeding years. Specific reforms may be utilised to exemplify the genuine move towards a constitutional Empire, but the Emperor's motivation for liberalisation may be questioned as to whether he acted out of conviction or under electoral pressure. Other "successes" should be discussed, such as the tenfold growth in French railways, Haussmann's urban regeneration schemes, on a scale hitherto unseen, and the adoption of free trade treaties, which were forward-looking, even if unsuited to some French industries. The attempt to harness small savings to produce investment proved ill-fated, but Napoleon's efforts were well-intentioned. Despite withdrawing from the fray, Napoleon III could claim to have begun the process of Italian unification in 1859. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

AVAILABLE
MARKS

30

- 2 (i) Explain the weaknesses of the Second Republic between 1848 and 1852.

AVAILABLE
MARKS

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question, mentioning only, for example, Louis Napoleon's eventual destruction of the Second Republic. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about, for example, the Republic's difficulty in attracting support from an enfranchised peasantry suspicious of its anti-clericalism and radical tendencies. Property owners from a wide social spectrum had been alarmed by the creation of National Workshops in 1848, while their abolition and the subsequent violence antagonised the working class. Louis Napoleon Bonaparte offered a popular alternative to the Republic to an electorate which respected his name, his stress on the weaknesses of factionalism and the need for strong government "above party." 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 divisions between left and right within republicanism, and the key weakness of the régime, namely that there was no majority for a republic within the Assembly. The Constitution proved too weak to prevent the rise of a President determined to prolong his term of office and eventually to make himself Emperor. The Second Republic alarmed Catholics, landowners and those who wanted stability and prosperity. The republicans underestimated Bonaparte and his appeal, a fatal weakness. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) “In both the domestic and foreign spheres, Louis Philippe experienced more failures than successes.” To what extent would you agree with this verdict of the period 1830–1848?

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

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

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgement and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, possibly dealing with the Mehemet Ali affair and the economic collapse of the late 1840s, but lacking an overview. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of Louis Philippe's policies. Responses may focus predominantly on either his failures or on his successes. The king's refusal to extend the franchise antagonised many of his natural supporters, while government attempts to stimulate the growth of railways produced an uncontrolled boom, which then ended and harmed the economy. The economic crisis after 1846 brought spiralling social distress, but *laissez-faire* policies offered virtually nothing to ease conditions. Abroad, the king's policies were seen as timorous and subservient to Great Britain. In the cases of Belgium, Tahiti and the Mehemet Ali affair, where France might have taken advantage, Louis Philippe stepped back to avoid confrontation. There may be some consideration of successes, such as improvements to infrastructure, and the maintenance of a free press. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether Louis Philippe's failures outweighed his successes. The king did tend to defer to British demands (except with the Spanish Marriages) but he did establish an *entente* with Lord Aberdeen in the 1840s, and maintained peace. His moderation, however, disappointed many, and when he reinterred Napoleon's remains in Les Invalides, it drew comparisons with a more glorious era. Domestically, Louis Philippe maintained the Charter of 1830, and replaced the aristocratic officials with bourgeois ones, but he steadily accrued more personal power, failed to see the need to widen the franchise, and clung on to the unpopular Guizot, to his own detriment. France's economy was the most advanced on the Continent, but lagged far behind Britain's. Little social reform took place to ameliorate conditions in the burgeoning industrial towns, and the government proved powerless to redress the effects of the post-1846 downturn. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

[22]

30

- 3 (i) Explain the social and cultural developments which took place in France between 1852 and 1870.

AVAILABLE
MARKS

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

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

Level 1 ([1]–[2])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Responses will provide a narrative or recall some generalised points about some of the social or cultural developments in France between 1852 and 1870. 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 social or cultural developments in France between 1852 and 1870. 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 social developments, such as the antagonism between middle and lower classes, especially around the June Days. The redevelopment of Paris, although it improved sewers, forced thousands of inner-city craftsmen out to suburbia. Culturally, there was increased emphasis on social realism, with sympathy for the poor in the art of Millet, Courbet and Doré. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about social developments, including urban renewal and

its effects, the steady depopulation of the countryside, the near doubling of the Parisian population over the period, and consequent overcrowding and poor working conditions. Flaubert's novels showed the plight of the urban poor, while, under Napoleon III, the Church regained some lost ground. 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) "Bourbon domestic policies led to opposition to, rather than support for, the regime." How far would you agree with this judgement on the period 1815–1830?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about 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 refer to Louis XVIII's inability to prevent the White Terror, or the unpopularity of Charles X's clerical policies. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of how Bourbon domestic policies tended either to

placate or antagonise their subjects between 1815 and 1830. Louis XVIII tried to maintain the Charter, but was unable to halt the White Terror, and after 1820 had to make concessions to the Ultras, appointing Villèle as Chief Minister and allowing the Church to extend its control. In 1823 French armies restored the despotic Ferdinand VII of Spain. Charles X continued to strengthen Church power, introducing the Sacrilege Law. He annoyed both émigrés and bondholders with his compensation scheme, and further offended liberals with inept attempts to control a hostile press. A laissez-faire approach to economic matters antagonised the unemployed and starving in the crisis of 1830, while the appointment of the reactionary Polignac galvanised opposition. 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 effects of Bourbon domestic policies, noting that, although Louis XVIII, later in his reign, and Charles X, throughout his, succeeded in alienating various groups, they also, on occasion, built support among sections of the French population. Louis pleased liberals when overthrowing the *chambre introuvable*, and, initially, maintaining a free press. He removed the occupying army and secured French entry into the Quintuple Alliance. Charles' clerical policies antagonised liberals, but pleased many in an era of religious revival, while the reform of government finance, laying down lasting foundations, might have been a basis for support. But his policies had incited too much opposition to weather the storm of economic disaster in the late 1820s, and his disbandment of the National Guard was a self-inflicted wound. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

Option 4

**AVAILABLE
MARKS**

30

60

Option 5: Russia 1914–1941

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain how the mistakes of Tsar Nicholas II during the First World War brought about the Revolution of February 1917.

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question, providing a general account of some of the mistakes made by Nicholas II. The decision to go to war in 1914 can be seen as a mistake as Russia was not ready and the Tsar was soon criticised over this. 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 Tsar's decision to go to the frontline made him directly responsible for military losses and alienated the army, one of his key support bases. The Tsar's absence at the front led to the Tsarina and Rasputin being in charge, which cost the Tsar and the monarchy much support amongst the aristocracy and the Orthodox Church, other key support bases. The economic hardships and food and fuel shortages which resulted were also blamed on the war and the Tsar. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the mistakes of the Tsar; he was a weak-willed, shy and indecisive leader, who had an aversion to political and social reform and who associated being a powerful Tsar with being an autocrat. He was never able to provide the leadership needed during the crisis of the First World War. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high degree to make meaning clear.

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

- (ii) “Stalin’s use of terror was the most important reason for his maintenance of power in the Soviet Union in the period 1929–1941.” 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 Stalin’s use of terror in his efforts to maintain power in the USSR. 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 the increasing use of purges in the 1930s to root out ‘enemies of the people’ in both the military and the party as Stalin’s paranoia grew. Answers at this level may discuss the use of terror satisfactorily but may not introduce any other methods employed by Stalin to maintain power. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent

to make meaning clear.

AVAILABLE
MARKS

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of not only the significance of the use of terror but also of the other methods employed by Stalin to maintain power. Answers could discuss the use of show trials to purge high profile members of the party, such as the implication of Stalin's key rivals in the Kirov murder. The ruthless use of the secret police could also be discussed. Responses may also include the cult of personality and how this was used to maintain control. It began in the 1920s, when Stalin presented himself as the heir to Lenin, and had reached huge proportions by 1941. The city of Tsaritsyn was renamed Stalingrad in his honour in 1925. From the late 1920s, Stalin used imagery, with his own portrait always shown with those of Marx, Engels and Lenin. The use of propaganda surrounding the leader may also be discussed, along with the use of popular culture and the arts to reinforce control. This was used to keep power during the disruption of the Five-Year Plans and the purges. 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 Stalin's use of terror provided the basis of his power. State direction of the arts and popular culture was used, as the party tried to root out all elements of bourgeois culture and reinforce socialist values. Socialist Realism was introduced to control the ideas, writings and literature to which citizens were subjected. Responses may also mention the degree of Stalin's personal power within the party and the number of positions he held, allowing him to deal effectively with challenges to his leadership. Stalin's skill in outmanoeuvring and removing his opponents could also be discussed. Answers at this level could mention the introduction of economic policies to create and maintain control, such as collectivisation and industrialisation under the Five-Year Plans. Top level answers could also discuss the use of social and youth movements, as well as propaganda, to achieve complete control of the Soviet Union. 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 why Bolshevik economic policy changed from War Communism to the New Economic Policy (NEP) in 1921.

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 one or both policies. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question but may begin to outline how the policy of War Communism had only one aim, to win the Civil War, and so when that was achieved the policy had in many ways become redundant. The negative aspects of the policy could also be discussed, showing how it was always likely to be changed. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail, showing, for example, how War Communism had lost the Bolsheviks considerable support and therefore it was wise to abandon it. By 1921, industry was at a standstill, food production had declined sharply and had resulted in widespread famine. The value of the currency had also collapsed, with inflation running at approximately 1 000 000% by 1922. 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 both the failings of War Communism and the reasons why the NEP was needed. That economic reform was needed was shown by events such as the Tambov peasant rising. The Kronstadt mutiny was another key factor leading to the change, when the sailors who had previously been the most loyal of Bolshevik supporters, rebelled as well. The NEP, with its more moderate approach, helped to regain support and to increase industrial and agricultural production. It was a welcome relief from the harshness of War Communism. There were therefore both economic and political reasons for the change in economic policy. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) How far would you agree that Bolshevik success in the Revolution of October 1917 was due primarily to the mistakes made by Alexander Kerensky and the Provisional Government?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about either the personal mistakes made by Kerensky himself, or some of the errors made by the Provisional Government. 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 mistakes of both Kerensky and the Provisional Government. Errors of the Provisional Government included its power-sharing with the Petrograd Soviet. 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 Kerensky’s mistakes and those of the Provisional Government. Kerensky’s two key errors of arming the Red Guard in order to suppress the Kornilov revolt and ordering the ill-fated June Offensive could be discussed. The Provisional Government decided to continue its effort in World War One and failed to tackle the land issue in Russia. The decision to postpone elections to the Constituent Assembly was a key mistake, as this looked as though it was trying to prolong its own time in government. Kerensky’s mistake of not moving against the Bolsheviks after the July Days could also be discussed. Answers at this level should start to introduce some strengths of the Bolsheviks, such as the leadership of Lenin and Trotsky. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([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 not only the mistakes of Kerensky and the Provisional Government, but also the strengths of the Bolsheviks. The Provisional Government was always viewed as weak, with little credibility, and a succession of disastrous decisions compounded this view and eroded any support it had, thus allowing the Bolsheviks to capitalise on the growing unrest. Lenin’s April Theses gave them a rallying point and his promise of ‘peace, bread and land’ galvanised support from soldiers, workers and peasants. Trotsky had also successfully infiltrated the Petrograd Soviet and led the Red Guard, which numbered 10 000 by October. The Bolsheviks were highly organised and made skilful use of propaganda, enabling them to appeal to a wide cross-section of society for support. No other group could provide all of this in October 1917. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

AVAILABLE
MARKS

30

3 (i) Explain the cultural features of Stalinist Russia.

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 some aspects of culture in Stalinist Russia. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question. Answers may begin to discuss how Stalin intensified Lenin's efforts in controlling culture. The Cultural Revolution of 1928–1932 used the arts and popular culture to attempt to root out all elements of bourgeois culture and construct a new Soviet culture. 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 state encouraged writers to produce work which promoted the ideas of the proletariat and the government. Writers who refused to do this were not published. There was also increased interference in the state press and the papers carried less real information and a narrower range of views; they became almost a propaganda tool for the government, quoting, for example, the successes of the Five-Year Plans. 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 key features of Stalinist culture. Answers at this level may discuss the use of 'Stalinist baroque' architecture, such as Moscow University or the Moscow underground, buildings which were further used to promote the socialist ideas of Stalin. By the 1930s Stalin had also started to embrace the use of film to produce a record of Soviet history from 1917 and promote socialism by focusing on workers and their lives. However, as the 1930s progressed, the emergence of a cult of personality around Stalin became the key focus of cultural attention. 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 military superiority of the Bolsheviks was the main reason for their success in the Russian Civil War between 1918 and 1921." To what extent would you agree with this verdict?

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

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

Level 1 ([1]–[5])

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

Level 2 ([6]–[11])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis, evaluation, judgements and exploration of concepts. Level 2 answers will have difficulty consistently engaging with the question, perhaps providing a general account of the military superiority of the Bolsheviks. The size of the Red Army, the role of Trotsky as a military commander, the Bolsheviks' command of resources and the ideological commitment of the Reds may be discussed. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of not only the significance of Bolshevik military superiority but also of other relevant factors. The role of Trotsky as Commissar for War could be discussed. He transformed the Red Army into a well-disciplined fighting force, over 5 million strong. Lenin worked on a propaganda campaign against the Whites and his appointment of Trotsky as Commissar for War also showed skilful leadership, recognising his aptitude for this task. Lenin's use of the Cheka and the Red Terror could also be discussed. Answers at this level will introduce some weaknesses of the Whites, such as their inferior numbers and leadership. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about the importance of the military superiority of the Bolsheviks in relation to other factors. Lenin's policy of War Communism could be discussed. He worked furiously on this policy, keeping the workers working and the Red Army fed and armed. Due to Trotsky's strategic brilliance, the Bolsheviks always had control of the railway network and the industrial centres, keeping their supply and transportation routes open at all times. Divisions amongst the Whites also contributed to Bolshevik success. The Whites were deeply divided in their political and economic views and their armed forces were poorly organised, trained and equipped. Their loss of Allied help after 1919 removed any chance of success. 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

30

60

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

AVAILABLE
MARKS

Answer **two** questions.

- 1 (i) Explain the aims of Italian foreign policy in the period 1871–1914.

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 aims of Italian foreign policy in the period 1871–1914. 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 aims of Italian foreign policy in the period 1871–1914, possibly referring to the attempt to claim Tunisia. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Explanation and analysis are developed. Answers will have more detail about the aims of Italian foreign policy in the period 1871–1914. They could explain that Italy had a desire to gain colonies which led to Eritrea becoming an Italian colony, the formation of Italian Somaliland by 1889, the failed invasion of Ethiopia in 1895 and the invasion of Libya in 1911. They could also explain that achieving an overseas empire was also motivated by economic considerations and the desire to gain extra living space for an overpopulated Italy. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([7]–[8])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Explanation and analysis are very well developed and substantiated. Answers will be very well informed about the aims of Italian foreign policy in the period 1871–1914. They could explain the desire for Italy to gain great power status as a major European power. By 1882, clashes with Britain and France over colonial interests, in particular in Tunisia, led to Italy joining the Triple Alliance with Germany and Austria-Hungary. Italy also tried to maintain good relations with other European powers; for example, in 1906 it supported Britain and France against German claims over Morocco. In 1909, after the Bosnian annexation crisis, Italy also signed the Racconigi Agreement with Russia, which aimed to preserve the status quo in the Balkans. Answers could also explain the Italian aim to settle the issue of *Italia Irredenta* by gaining the lands around Northern Italy such as Trieste, Trentino, Istria and parts of Dalmatia. 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 passing of the Acerbo Law in 1923 was the most important factor in Mussolini’s consolidation of power between 1922 and 1926.” How far would you accept this statement?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about Mussolini’s consolidation of power. 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 the passing of the Acerbo Law in 1923 was the most important factor in Mussolini’s consolidation of power. Candidates

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

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of whether the passing of the Acerbo Law was the most important factor in Mussolini's consolidation of power. Responses could discuss how Mussolini began his time in power with only 35 deputies out of a possible 535 in the Chamber, yet in November 1922 his government won a vote of confidence in the Chamber by a large majority and both the Chamber of Deputies and the Senate voted to give him sweeping new emergency powers. In 1923 Mussolini further consolidated his power with the passing of the Acerbo Law, which guaranteed two-thirds of the seats in the Chamber of Deputies to the largest party in the next election. In the subsequent elections in April 1924 the Fascists won 66 per cent of the vote, which translated into 374 out of 535 Italian MPs. Mussolini had legally consolidated political power in Italy in only eighteen months with little political opposition. Answers at this level will begin to debate the significance of other factors in Mussolini's consolidation of power. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will be more comprehensive and well informed and will reach relevant conclusions about whether the passing of the Acerbo Law in 1923 was the most important factor in Mussolini's consolidation of power. Answers should note the importance of other factors in Mussolini's consolidation of power, such as his involvement in the Matteotti crisis, and discuss the significance of the Aventine Secession. Responses could discuss how Mussolini took advantage of the Matteotti crisis by introducing press censorship and banning the meetings of opposition parties, as he began the process of turning Italy into a one party state. The introduction of the Law on the Power of the Head of Government in December 1925, which gave Mussolini greater executive powers and the power to issue decrees, could be discussed, as could Mussolini gaining greater control over the press, purging the civil service, setting up the new Special Tribunal and the secret police (OVRA) and banning all opposition parties. 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 why Italy was disappointed with the Paris Peace Settlement of 1919.

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 Italy was disappointed with the Paris Peace Settlement of 1919. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([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 why Italy was disappointed with the Paris Peace Settlement of 1919, possibly referring to the Italian disappointment at not receiving colonies. 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 Italy was disappointed with the Paris Peace Settlement of 1919. They could discuss how President Woodrow Wilson's Fourteen Points provided the basis for the negotiations of the Paris Peace Settlement, which resulted in Dalmatia becoming part of the new state of Yugoslavia rather than being awarded to Italy. Italy also failed to gain *Italia Irredenta* and believed that its demand for the port of Fiume should have been granted. 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 Italy was disappointed with the Paris Peace Settlement of 1919. They could refer to the view of some Italians that the Settlement represented a “mutilated victory”. Nationalists such as D’Annunzio espoused the view that the Italian war effort had not been adequately rewarded, due to the failure to gain lands such as Fiume and Dalmatia. This view was reinforced by D’Annunzio’s seizure of Fiume in 1919. Answers could also refer to Prime Minister Orlando disagreeing so strongly with the terms offered to Italy that he walked out of the peace negotiations in protest. The dissatisfaction of the Italian people with the Paris Peace Settlement was reinforced by the heavy losses suffered during the war. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- (ii) “Mussolini’s involvement in the Spanish Civil War was the greatest failure of his foreign policy in the period 1929–1939”. To what extent would you agree with this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative account of Mussolini’s foreign policy in the period 1929–1939. 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 level of success or failure in Mussolini’s involvement in the Spanish Civil War, possibly referring to the failures in Spain draining the Italian economy and exposing the illusion that Italy was a great military power. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with

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

Level 3 ([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 involvement in the Spanish Civil War was the greatest failure of his foreign policy in the period 1929–1939. They could discuss how Italian involvement in the Spanish Civil War crippled Italy's public finances, adding to the strain already being experienced due to the Italian campaign in Ethiopia and seriously reducing Italy's ability to maintain an independent foreign policy. Italy was drawn into closer relations with Nazi Germany and relations with Britain and France became further complicated. Furthermore, once in power, Franco proved to be a poor ally, with Italy receiving no strategic or other gains, despite suffering 11 000 casualties during the Spanish Civil War, and Franco then remained neutral throughout the Second World War. Answers at this level will also begin to discuss other failures in Mussolini's foreign policy up to 1939, such as the invasion of Abyssinia in 1935. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([18]–[22])

Answers at this level consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated. Level 4 answers will reach relevant conclusions about whether Mussolini's involvement in the Spanish Civil War was the greatest failure of his foreign policy in the period 1929–1939. In addition to the assessment of Mussolini's involvement in the Spanish Civil War, answers at this level must cover the whole period and evaluate other examples of failure in foreign policy. The collapse of the Stresa Front, the formation of the Rome-Berlin Axis, the signing of the Anti-Comintern Pact, Mussolini's non-intervention in the Austrian *Anschluss* of 1938 and the signing of the Pact of Steel in 1939 could all be discussed. Answers may also discuss how the Great Depression of 1929 saw the beginning of the end for Mussolini's diplomatic approach to foreign affairs. After 1929 his foreign policy became more aggressive, demonstrated by his actions to control Libya with the introduction of concentration camps in 1930–1931. The Libyan campaign was a failure, as Mussolini's aim of Libya becoming a major destination for Italian emigration was never fully realised. 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 why the Catholic Church and the monarchy supported Mussolini's rise to power in Italy in the period 1919–1922.

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 rise to power between 1919 and 1922. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([3]–[4])

Answers at this level demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation and analysis. Responses will have difficulty consistently engaging with the question and will start to discuss in general terms why the Catholic Church and the monarchy supported Mussolini's rise to power between 1919 and 1922. They could refer to Salandra advising the King to reject martial law and appoint Mussolini as Prime Minister. 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 Catholic Church and the monarchy supported Mussolini's rise to power between 1919 and 1922. They could refer to Pope Pius XI being a friend of Mussolini and having allowed Fascist banners in church while serving as Bishop of Milan. Answers could also refer to the support of the Queen, who was sympathetic to the Fascists. They could also refer to Mussolini publicly announcing his opposition to divorce and promising to heal the rift between the Church and State, the so-called "Roman Question". 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 Catholic Church and the monarchy supported Mussolini's rise to power between 1919 and 1922. Answers could refer to Mussolini's promises to restore law and order in Italy due to fear of Socialism and Communism. By 1922, King Victor Emmanuel was becoming disillusioned with parliamentary government and believed that Mussolini was a man of purpose. He also feared civil war and the possibility that his cousin, the pro-fascist Duke of Aosta, could be considered as a rival monarch. He won support from the Church by stressing to its leaders that they had nothing to fear from fascism and his policies were designed to win support from the Church, such as his promises to provide the Vatican with the material resources needed for schools, churches and hospitals. 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 First World War had little political impact on Italy in the period 1915–1918, but far-reaching economic, social and military effects". How far would you accept this verdict?

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

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

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate knowledge and understanding in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, analysis, evaluation, judgement and exploration of concepts. Level 1 answers may provide a narrative or recall some generalised points about the impact of the First World War on Italy. 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 political impact of the First World War on Italy, possibly discussing the weaknesses of the wartime government. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation,

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

Level 3 ([12]–[17])

Answers at this level demonstrate, organise and communicate knowledge and understanding relevantly, clearly and effectively. Understanding, analysis, evaluation, judgements and exploration of concepts are developed and substantiated. Level 3 answers will provide a more detailed knowledge and understanding of the importance of the political effects of the First World War on Italy and will also begin to assess the impact of the economic, social and military consequences. Answers could refer to how Italian politics was divided during the war years. The majority in the Chamber of Deputies had been against Italian intervention in the war and this division lasted the full course of the war. Giolitti’s neutralist stance led to him being politically isolated outside of his own group from 1915. Neither the Catholics nor the Socialists participated in government during the war years and even Liberal leaders remained divided over its conduct. Wartime governments were therefore politically weak and failed to rally national enthusiasm for the war. Additionally, industrial workers flocked to the Socialist Party which advocated revolution and the overthrow of the Liberal state. Answers will begin to discuss the importance of other effects of the war and could refer to the military, social or economic effects. 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 political consequences of the war were more important than its military, economic and social results. In addition to the discussion of political effects, answers could discuss military factors, such as the conscription of five million men, defeats such as at the Battle of Caporetto and the deaths of over 600 000 men. They could also refer to the success of Italy in the Battle of Vittoria Veneto in 1918. Answers could also illustrate the importance of economic consequences, such as the increase in the national debt, and the major expansion of industries linked with war production, such as metallurgy, engineering, shipbuilding and vehicles, which stimulated employment in a short-term boom. Socially, the war did produce some discontent, with 50 killed as a result of bread riots in Turin in the summer of 1917. The purchasing power of workers’ wages fell by 25 per cent between 1915 and 1918. 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

