

GCE A2

History

January 2009

Mark Scheme

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**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2009)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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Rewarding Learning

ADVANCED
General Certificate of Education
January 2009

History

Assessment Unit A2 1

assessing

Module 4

[A2H11]

TUESDAY 13 JANUARY, AFTERNOON

MARK
SCHEME

Level of response mark grid

This level of response grid has been developed as a general basis for marking candidates' work, according to the following assessment objectives:

- AO1a** recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner;
- AO1b** present historical explanations, showing understanding of appropriate concepts, and arrive at substantiated judgements;
- AO2** In relation to historical context:
- interpret, evaluate and use a range of source material;
 - explain and evaluate interpretations of historical events and topics studied.

The grid should be used in conjunction with the information on indicative content outlined for each assessment unit.

Level	Assessment Objective 1a	Assessment Objective 1b	Assessment Objective 2
	Answers at this level will:	Answers at this level will:	Answers at this level will
1	recall, select and deploy some accurate factual knowledge and communicate limited understanding in narrative form. There will be evidence of an attempt to structure and present answers in a coherent manner.	display a basic understanding of the topic; some comments may be relevant, but general and there may be assertions and judgements which require supporting evidence.	limited recognition of the possibility of debate surrounding an event or topic.
2	be quite accurate, contain some detail and show understanding through a mainly narrative approach. Communication may have occasional lapses of clarity and/or coherence.	display general understanding of the topic and its associated concepts and offer explanations which are mostly relevant, although there may be limited analysis and a tendency to digress. There will be some supporting evidence for assertions and judgements.	an attempt to explain different approaches to and interpretations of the event or topic. Evaluation may be limited.
3	contain appropriate examples with illustrative and supportive factual evidence and show understanding and ability to engage with the issues raised by the question in a clear and coherent manner.	display good breadth of understanding of the topic and its associated concepts. Analysis is generally informed and suitably illustrated to support explanations and judgements.	there will be an ability to present and evaluate different arguments for and against particular interpretations of an event or topic.
4	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	there will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

(Answer **two** questions)

1 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers may provide an incomplete description of the Spanish economy or Philip's economic policies. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility (**AO1a**).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will make a number of relevant points but there will be gaps in knowledge. They will begin to assess the extent to which Philip II was responsible for Spain's economic problems but there will be limited analysis of the issue raised in the question. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will make a more detailed assessment of Philip's responsibility for the economic problems Spain experienced in the period 1556–1592. Answers will discuss the nature and causes of Spain's economic problems. These difficulties became worse as Philip's reign progressed and eventually Spain's debt totalled 85.5 million ducats, while Spain's annual income was just 9.7 million ducats. Answers may refer to some of the problems which handicapped agriculture in Spain. Much of the country was infertile and the more fertile land close to the Mediterranean Sea was not worked due to the fear of pirates. Although more land was farmed during this period, there was little or no increase in the yield per acre. In fact, parts of Spain had to import wheat. There was a lack of investment in industry which caused serious problems in the later years of Philip's reign. Many foreign competitors seized the monopoly Spain had once enjoyed in trade with America because they sold their goods at lower prices. The increase in the price of Spanish goods was closely linked to the huge increase in American bullion entering the country during the latter years of Philip's reign. In short, Spain's economy was too heavily dependent on foreign investment. Answers at this level should begin to discuss to what extent Philip II's policies aggravated these problems, referring perhaps to the impact of wars, Philip's tax policies, his weakness for grandiose projects and the problems brought about by government regulations. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will provide a clear and coherent argument about the extent to which Philip II's policies were responsible for Spain's economic problems during this period. Answers should show the negative impact on the Spanish economy of the wars in which Spain became involved. The Armada, for example, cost 10 million ducats. Philip was paying 100,000 men in 1587 and the wars did not bring the economic benefits he expected. More than 80,000 ducats were sent to the Netherlands between 1567 and 1600 and, in addition, the wages Spanish troops received were not spent in Spain but the countries where they based (Italy, France and the Netherlands). Philip financed these wars partly by high taxation which placed a burden on the economy. In fact, tax increased by 430 per cent between 1559 and 1598. Castile was hit especially hard and financed many of Philip's policies. The tax burden fell disproportionately on those engaged in trade, commerce and industry. Philip's weakness for grandiose projects also put Spain into serious economic difficulties. A further problem was that industry was over-burdened by government regulations. The dispersal of the Moriscos from Granada also had serious economic effects, particularly in the region it affected. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

AO1b

[22]

AO1a

[8]

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2 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:**Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])**

Level 1 answers may provide a narrative of the Perez affair and may also refer to the revolt of Aragon or the revolt of the Moriscos but with little reference to the issue raised by the question. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility (**AO1a**).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will make a number of relevant points but there will be gaps in knowledge. They may focus solely on the Perez affair but provide little knowledge or understanding of the other crises. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will begin to assess whether the Perez affair was the most serious internal crisis Philip II faced in the period 1556-92. The origins of the crisis can be traced to Philip's encouragement of factions. Perez became one of Philip's most powerful secretaries and enjoyed considerable influence over the management of

government. He became head of the Eboli faction which sought a negotiated settlement of the Netherlands and an “Aragonese” federalist solution to Spain’s governmental problems. Perez sold state secrets and may have even been conducting serious negotiations with the Dutch rebels and conspiring to secure the Portuguese throne for the princess of Eboli rather than Philip. Philip ordered his arrest in 1579. Answers at this level should also begin to assess the gravity of the other internal crises Philip II faced in the period 1556-1592. The revolt in Aragon was due to deep-seated problems. The upper classes of Aragon distrusted the Castilian influence on royal policy and insisted on the maintenance of the Kingdom’s privileges. Relations between the upper classes and their vassals were strained as a result of the favoured position of the Moriscos. This came to a head when the King’s principal minister in Aragon (Count of Chinchon) was replaced by the non-Aragonese Marquis of Almenara. The revolt of the Moriscos was important since it revealed the inadequacies of the royal forces and took two years to crush. Philip’s most successful commander, the Count of Tendilla, was deprived of his command due to the intrigues of his enemies. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will discuss the various internal crises Philip faced and reach a clear, reasoned conclusion about the gravity of the threat they each posed. Perez was discredited and arrested each time he caused problems and was ultimately forced to flee to France. The revolt in Aragon was crushed when Philip sent an army of 12,000 men. The ringleaders of the revolt were killed. While Philip secured the right to appoint non-Aragonese viceroys and dismiss the Justicia, he issued a general pardon and decided to leave Aragon in an essentially semi-autonomous state. While the revolt of the Moriscos proved difficult to crush, the Turks did not take advantage of it. Moreover, the Moriscos had a humble position in Spanish society and occupied no important positions in the state. Answers at the top of this level will critically evaluate the severity of the threat posed by these crises to Philip II and present a clear, coherent argument. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

AO1b

[22]

AO1a

[8]

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3 This question targets:

- (i) **AO1b:** the candidate’s ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers may provide a general outline of the factors which motivated Spain’s foreign policy in the period 1556–1592 or provide a description of aspects of its foreign policy. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will make a number of relevant points but there will be gaps in knowledge. They may focus exclusively on the influence of religious factors on Spanish foreign policy but fail to discuss other considerations which determined it. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will make a detailed analysis of the importance of religion on Spanish foreign policy. Answers at this level will discuss the extent to which religious considerations were responsible for Anglo-Spanish hostility. They may evaluate how Spain, a Catholic country, saw the rebellion of Protestant rebels in the northern Netherlands as a religious revolt, while England, a Protestant country, sympathised with the rebels. There is no doubt that Philip II had very strong views on the religious policies to be implemented in the Netherlands and was unwilling to change the heresy laws. At the same time, it should be borne in mind that Philip sometimes reached agreements with princes who did not subscribe to the Catholic faith and in 1566–67 used a Lutheran army to put down a Calvinist uprising in the Netherlands. In fact, he even offered financial inducements to the head of the French Huguenots, Henry of Navarre, in 1583–84 to engage in military conflict with Henry III of France who was Catholic. Answers at this level will also begin to explore other influences on Philip’s foreign policy such as economic and dynastic considerations. They may argue that the Netherlands was one of Spain’s most prized possessions and represented the economically innovative part of Philip II’s inheritance. In France, on the other hand, it could be argued that Philip pursued a traditional dynastic foreign policy to ensure a Habsburg succession through his third wife, Elizabeth de Valois. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (AO1a).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will compare the relative importance of religious considerations in influencing Spanish foreign policy in relation to other factors and justify their conclusions. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

AO1b

[22]

AO1a

[8]

AVAILABLE
MARKS

30

Option 1

60

(Answer **two** questions)**1 This question targets:**

- (i) **AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:**Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])**

Level 1 answers may provide a narrative of the War of the League of Augsburg or recall some of the terms of the treaty of Ryswick. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility (**AO1a**).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers may have difficulty in engaging with the question on its own terms and may focus either on the war or the peace. Answers at this level may show that, on balance, France did better than the League in this war. Alternatively, they may recall that France came out worse than the League in the Peace of Ryswick. Answers which deal with the war may focus on a limited number of theatres and those that deal with the peace may be incomplete. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will be able to show that France did better than the League during the war and refer to most, though not necessarily all, of the following theatres: Ireland, where France initially did well, landing troops and holding out at the sieges of Limerick and Athlone, but ultimately failed at the Boyne and Aughrim; at sea where, after a French victory at Beachy Head, there was defeat at La Hogue, though this was offset by successful privateering; in the Spanish Netherlands where there were successes at Fleurus, Mons, Namur, Steenkirk and Neerwinden; in Spain where there was a successful attack on Barcelona; in Italy where there were victories at Stafforda and Marsiglia; on the Rhine, where France lost Mainz and Bonn. Answers should relate the events of the war to the outcome of the peace and show that, despite the above naval and military successes, France made major concessions. Answers at this level will refer to most but not necessarily all of the following terms. France conceded the Palatinate to William of Neuberg, Cologne to Prince Clement of Bavaria, Lorraine to its original owners, Luxemburg, Charleroi, Mons, Courtrai and Barcelona to Spain; many of the gains made by the reunion policies were returned; and, finally, France had to recognise William as King of England, withdraw support for James II and return Canadian conquests. France emerged from the war with only Strasbourg and Alsace and retained earlier conquests of Metz, Toulon, Verdun and Franche Comté. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will provide a clear and coherent argument about the extent to which the terms of the Peace of Ryswick accurately reflected the events of the War of the League of Augsburg. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

AO1b

[22]

AO1a

[8]

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2 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:**Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])**

Level 1 answers are likely to be a narrative of Marlborough's military campaigns. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility (AO1a).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers may focus on only one of Marlborough's battles. For example, at Ramillies Marlborough's leadership was of a very high standard but his victory was so decisive because the French forces were over-extended. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will make a more detailed analysis of the extent to which Marlborough's military successes during the War of the Spanish Succession owed more to French limitations than his own abilities. Answers at this level will be more detailed and will discuss more than one battle. They will focus in some depth on French weaknesses and may refer to the fact that Louis XIV's commanders were frequently courtiers rather than experienced soldiers. Answers at this level may also note that not all Marlborough's battles were overwhelming victories. For example, Malplaquet was little better than a draw, with twice as many Allied as French casualties. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (AO1a).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will discuss both aspects of the question and reach a clear, reasoned conclusion. They will evaluate the reasons for Marlborough's success in more detail. For example, they may refer to the financial system which enabled Britain to keep a relatively large army in the field in continental Europe and discuss the importance of naval superiority in supplying this force. Very good answers may

make the point that the training and professionalism of the British army owed more to William III than Marlborough. Britain's firm financial basis meant that British troops were supplemented by mercenary troops, mainly Hessians, who demonstrated a high degree of professionalism. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

AO1b

[22]

AO1a

[8]

AVAILABLE
MARKS

30

3 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers may provide a general narrative of the War of the Spanish Succession or a description of the terms of the Treaties of Utrecht and/or Radstaat. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility (AO1a).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will make a number of relevant points but there will be gaps in knowledge. They will perhaps concentrate solely on France, commenting that it initially performed well but crushing defeats at Blenheim, Ramillies and Oudenarde led to the country being invaded. In 1708–09 Louis XIV sued for terms but those offered were so harsh that he decided to fight on. The French did well to recover from this bleak position and the final terms imposed on it were not severe. They stipulated that the Crowns of France and Spain could not be reunited and France had to give up Savoy and Nice. However, France also made several territorial gains, including Lille and Strasbourg. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will make a more detailed analysis of the terms of the Treaty of Utrecht (including Radstaat), referring to France and at least one other country. Many countries gained benefits from the war. Austria gained the Low Countries and territory in Italy, Britain obtained Gibraltar, Newfoundland and trading rights in the Spanish Empire, while the Dutch were guaranteed a stronger defensive frontier. Philip V was recognised as heir to the Spanish throne and his possessions in the Americas were left intact. In addition, the Hanoverian succession to the British throne was generally recognised. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (AO1a).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will make a balanced and convincing assessment of whether France had more reason to be satisfied with the Treaty of Utrecht (including Radstaat) than any other power and justify their conclusions. They may argue that most countries made significant gains and only the Austrians wanted to continue the war in the hope of gaining more. In Britain and the Netherlands, merchants exerted pressure on their government to end the war because it was having serious economic repercussions. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

AO1b

[22]

AO1a

[8]

**AVAILABLE
MARKS**

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Option 2

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(Answer **two** questions)**1 This question targets:**

- (i) **AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Indicative content:**Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])**

Level 1 answers will provide little more than a narrative about the revolution of 1789 and financial problems (**AO1b**). The answers will be characterised by defects in accuracy, organisation and grammar (**AO1a**).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Answers at this level will have more relevant detail and will start to indicate whether the revolution of 1789 was due to the financial problems facing Louis XVI (**AO1b**). The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will examine the extent to which the financial problems facing Louis XVI were responsible for the outbreak of revolution in France in 1789. By 1789 France and King Louis XVI were on the verge of bankruptcy due to his use of temporary taxes, e.g. the vingtieme to repay his war debts. The government had also failed to modernise the Ancien Regime to pay growing government debts and this along with a series of poor harvests contributed to the revolution of 1789. Good responses could refer to the role of Necker and the Compte Rendu which allowed the king to avoid raising more taxes, although it only worsened France's economic situation in the long term. The growing financial problems forced the king to call the assembly of notables in 1787 which failed to solve the crisis in royal finances and led to the calling of the Estates-General in 1789. Candidates could refer to other factors such as the character of Louis XVI and the growing political and social unrest in France by 1789, e.g. the demand for a constitution by the third estate. (**AO1b**). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level should fully discuss the extent to which the revolution of 1789 was caused by the financial problems facing the King in relation to other relevant factors. They should discuss the points outlined above in more depth and detail, and could discuss how the taxation system based upon inequality could now pay the growing government debts which left Louis XVI little choice but the recall of the Estates-General in 1789, which had last met in 1614. The Estates-General only weakened royal authority and led to the Tennis Court Oath, a national assembly and the dismissal of Necker. Candidates could note how the crisis in royal finances combined with a series of poor harvests led to political

unrest and the demand for financial problems as well as the importance of other relevant factors such as the Estates-General and the Third Estate (AO1b). The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

AO1b

[22]

AO1a

[8]

AVAILABLE
MARKS

30

2 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers will provide little more than a narrative of the failure of the constitutional monarchy in France by 1793 (AO1b). The answer will be characterised by defects in accuracy, organisation and grammar. (AO1a).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Answers at this level will have more relevant detail and will start to indicate the role of the Civil Constitution of the Clergy in the failure of the Constitutional Monarchy. Candidates may refer in general terms to other factors such as the attitudes and actions of Louis XVI, reactions to the flight to Varennes and the growing economic crisis (AO1b). The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will examine the extent to which the Civil Constitution of 1791 was responsible for the failure of the Constitutional Monarchy by 1793 in France. The Civil Constitution was part of the religious reforms introduced by the Constituent Assembly and it reduced the power of the Pope who made his opposition public in 1791. The controversy over the oath divided France and encouraged Louis to flee to Varennes, which destroyed some of the remaining support for the Monarchy and encouraged the idea of a republic. Even though Louis had accepted the Constitution of September 1791, his powers were restricted and divisions amongst the revolutionaries had started to appear. By 1792 the King had lost further support when he vetoed action against refractory priests and the émigrés, before the outbreak of war weakened his authority further. In August 1792, under popular pressure, the Assembly overthrew the King and proclaimed a republic, leading to the eventual execution of Louis in 1793. Although religious issues such as the Civil Constitution contributed to the failure of the Constitutional Monarchy, other factors could also be discussed such as the actions and character of Louis, the effects of war, growing support for the radicals and the need to protect the gains of the revolution since 1789 (AO1b). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses (AO1a).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be more comprehensive and will discuss many of the points outlined above in more depth and detail. They should also be aware of other factors in addition to the Civil Constitution and the role they played in the failure of Constitutional Monarchy by 1793. The actions of the King throughout this period, such as his use of veto, his flight to Varennes and his support for the invading Prussian army, did little to help the survival of his monarchy and these actions were used by various groups to win support for a republic which the radicals exploited by 1792. During this period the revolutionary consensus that had existed since 1789 finally broke down, whilst the war and the growing economic crisis increased fears inside France and further undermined the survival of the Constitutional Monarchy itself (AO1b). The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

AO1b

[22]

AO1a

[8]

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3 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and communicate knowledge and understanding of history in a clear and effective manner.

Indicative content:**Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])**

Level 1 answers will provide little more than a narrative about Napoleon and his domestic policies in this period. (AO1b). The answer will be characterised by defects in accuracy, organisation and grammar. (AO1a).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Answers at this level will have more relevant detail and will start to indicate whether Napoleon failed to achieve his objectives in domestic policy by 1814. Candidates may refer to some aspects of his domestic policies such as his administrative changes and economic reforms (AO1b). The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will discuss Napoleon's main domestic objectives and whether he failed to achieve them by 1814. When he came to power Napoleon wanted to restore firm centralised government to France and create a dictatorship. Napoleon believed that the Catholic Church had an important role in society and he sought to increase the status of the Church leading to the Concordat of 1801. He also saw the importance of education to increase support for his regime and wanted to reform the confusing French legal system. Napoleon also wanted to improve the French economy so that it would not be dependent upon imported goods. Candidates should discuss how he tried to achieve these aims, such as the electoral system set up under the 1799 Constitution. This led to him being made Consul for life in 1802 and the creation of an Empire by 1804. The Concordat of 1801 led to

the Pope recognising Napoleon as Consul in 1802, as well as renouncing claims to church lands confiscated after 1789. In 1802 a comprehensive school system was set up which did little to increase literacy rates. However, it did help encourage loyalty to the regime after the Catechism of 1806. The new Civil Code of 1804 was of great importance and it reformed and clarified the legal system. It also led to the commercial code of 1807 and the penal code of 1810, whilst the continental blockade of 1806 banned British goods from French ports – a measure designed to stimulate the French economy. Under Napoleon political power was centralised whilst administrative power was decentralised. Good responses will refer to some of the policies outlined above and assess their success/failure by 1814 (**AO1b**). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level should fully discuss the extent to which Napoleon failed to achieve his domestic objectives for France in this period. At first many of his policies were successful, e.g. religious and education, whilst his economic policies were effective until military spending escalated. However, many French citizens avoided conscription and unemployment remained a major problem. The best responses will cover the whole period (**AO1b**). The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

AO1b

[22]

AO1a

[8]

30

Option 3

60

AVAILABLE
MARKS

(Answer **two** questions)

1 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers may provide a narrative about Bismarck, failing to address to what extent his political objectives were consistent. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility (**AO1a**).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will make a number of relevant points but there will be gaps in knowledge. They will begin to assess the extent to which Bismarck's political objectives were consistent but there will be limited analysis of the issue raised in the question. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will make a more detailed assessment of the consistency of Bismarck's political objectives in the period 1862–71. Some historians believe that Bismarck had a 'blueprint' for the unification of Germany under Prussian leadership and that the policies he followed in pursuit of this aim were entirely consistent. Others take the view that, while Bismarck had broad policy objectives, he was essentially an opportunist who took every opportunity to manipulate political events to the advantage of Prussia. Candidates would be expected to debate this issue using appropriate evidence to support their arguments. They may display awareness that the task of the historian in this instance is made more difficult by the wealth of contradictory evidence. For example, Bismarck informed Benjamin Disraeli in 1862 of his plan to achieve the military defeat of Austria, break up the German Confederation and bring about the unification of Germany under the leadership of Prussia. But there is also ample evidence of his opportunism. For example, in the period before the outbreak of the Franco-Prussian War he took advantage of the inept diplomacy of the Duke of Gramont and Emile Ollivier to make it appear that France was the aggressor. Answers may argue that, although Bismarck attempted to exploit the Hohenzollern Candidacy to outmanoeuvre the French, his aim was to secure a diplomatic victory and he only went to war as a last resort. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will provide a clear and coherent argument about the extent to which Bismarck’s political objectives were consistent in the period 1862–71. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

AO1b

[22]

AO1a

[8]

AVAILABLE
MARKS

30

2 This question targets:

- (i) **AO1b:** the candidate’s ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers may provide a narrative of the events leading up to the outbreak of the Franco-Prussian War but with little reference to the causes of the war. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility (**AO1a**).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will make a number of relevant points but there will be gaps in knowledge. Answers are likely to discuss the role of France in bringing about the crisis which led to the outbreak of the Franco-Prussian War. However, they may pay insufficient attention to, or omit altogether, the role of Bismarck in bringing about the conflict and may also omit discussion of the extent to which Bismarck’s policies towards France were motivated by the desire to win the support of the South German states. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will make a more detailed analysis of the causes of the outbreak of the Franco-Prussian War. They will show how the mistakes of the French Foreign Minister, the Duke of Gramont, made it appear that France was the aggressor over the question of the Hohenzollern Candidature. Answers may also refer to the role of Emile Ollivier, Napoleon’s Chief Minister, in bringing about the war since he was extremely sensitive to any insult to the national pride of France. Reference will also be made to the influence of public opinion on the actions of the French Government on this issue. After all, there were strong anti-Prussian sentiments in France. Answers at this level will also assess the role of Bismarck in bringing about the Franco-Prussian War. Answers will focus on the Ems telegram and Bismarck’s motives for editing it, referring perhaps to his claim in 1892 that the changes he made to the telegram were designed to provoke war with France. Answers will support this argument by exploring Bismarck’s motives for wanting an armed conflict with France. The former Chancellor observed in his memoirs that the Franco-Prussian War was an excellent device for reducing the suspicion of Prussia among the South German states. The hostility towards France among the

ordinary population in towns and cities in Southern Germany in July 1870 compelled the governments to mobilise against France. Answers may also argue that, although Bismarck attempted to exploit the Hohenzollern Candidacy to outmanoeuvre the French, his aim was to secure a diplomatic victory and he only went to war as a last resort. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (AO1a).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will discuss both aspects of the question and reach a clear, reasoned conclusion. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

AO1b [22]

AO1a [8]

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3 This question targets:

- (i) **AO1b:** the candidate’s ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate’s ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers may provide a general outline of the factors which led to the unification of Germany. Little reference will be made to Prussia’s economic strength. Answers may contain some superficiality and generalisations. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility (AO1a).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will make a number of relevant points but there will be gaps in knowledge. They will begin to assess the contribution of the Zollverein to Prussia’s economic strength and may also make brief reference to other economic factors such as the expansion of the railway network and industrial developments. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will make a detailed analysis of the importance of Prussia’s economic strength in bringing about the unification of Germany. They will assess the economic effects of the Zollverein, noting perhaps it contributed to the sharp increase in Prussia’s trade because of the introduction of a common system of customs and tariffs and the removal of customs barriers. Answers may also refer to rapid extension of the railway network in Prussia. In 1841 it had just 375 kilometres of railways. But by 1865 this had risen to 6,895. Prussia was fortunate to have coal supplies and its strong economic position was based on a significant increase in coal production which meant that by 1870 it produced three times as much coal as Austria. Answers may note that the various factors which led to Prussia’s economic

strength were interlinked and the Zollverein itself promoted both railway and industrial growth. It is important that answers at this level begin to establish the link between Prussia's economic strength and its political and military superiority. For example, some of its railways were specifically built for military purposes and enabled the swift transportation of troops to the battlefield. Similarly, its superior weaponry (especially the needle gun) which contributed to its victory in the Austro-Prussian War was at least partly the result of its economic strength. In addition, some historians have argued that the Zollverein gave Prussia invaluable experience of leading the other German states. Essays at this level will also discuss some of the other reasons for the unification of Germany. They may assess the contributions of Helmuth von Moltke, Prussia's Chief of General Staff, and Albrecht von Roon who, after his appointment as War Minister in 1859, reformed the Prussian Army. Answers should also discuss the contribution to German unification of the uniquely favourable international climate and, above all, the crucial role played by Prussia's Minister-President, Otto von Bismarck. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will be very well informed and display clarity of argument. They will compare the relative importance of Prussia's economic strength in bringing about the unification of Germany in relation to other factors and justify their conclusions. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

AO1b

[22]

AO1a

[8]

30

Option 4

60

**AVAILABLE
MARKS**

(Answer **two** questions)

1 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers will provide a superficial narrative of German foreign policy in this period (**AO1b**). The answer will be characterised throughout by defects in accuracy, organisation and grammar (**AO1a**).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will have more detail and will begin to analyse the influences on German foreign policy. Candidates may concentrate solely on either Weimar or Nazi Germany or possibly concentrate solely on the Versailles Treaty (**AO1b**). Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, punctuation and legibility (**AO1a**).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will be better informed and will address the question in a more confident manner, although they may lack balance and concentrate more on either Weimar or Nazi Germany. Likewise, candidates may address the foreign policies of both Weimar and Nazi Germany but concentrate exclusively on the influence of Versailles on foreign policy. It may be argued that Weimar foreign policy was dominated by a desire to challenge the terms of the Treaty of Versailles. Events such as Germany joining the League of Nations, negotiating the Dawes and Young plans and signing the Locarno pact could be seen as Germany cooperating with the allied powers to remove the restrictions of the treaty. Weimar also harboured nationalistic ambitions of restoring Germany's borders to the pre-1919 position and undermining Versailles' disarmament clauses through the treaties of Rapallo and Berlin. The foreign policy of Nazi Germany can also be said to be very focused on the desire to revise the terms of the Treaty of Versailles. Through rearmament, conscription, the re-militarization of the Rhineland and the Anschluss with Austria Hitler successfully eroded the terms of Versailles. In addition, candidates at the top of this level may begin to address other influences on German foreign policy beyond the revision of Versailles (**AO1b**). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will discuss the extent that the desire to revise the terms of the Treaty of Versailles influenced the foreign policies of Weimar and Nazi Germany in a more comprehensive and confident manner. The whole time period in question will be discussed. Candidates will additionally discuss other influences on German foreign policy such as ideological considerations with Hitler's desire to expand to the East gaining Lebensraum, the racial aims of destroying the Jewish

race and the elimination of Communism. Economic considerations such as the desire for autarky, the guns or butter debate and the Four Year Plan may also be analysed. Candidates may conclude that Weimar foreign policy was dominated by the desire to revise the terms of the Versailles Treaty while in Nazi Germany challenging Versailles was only a partial influence on foreign policy with ideology and economics also being key objectives (AO1b). The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (AO1a).

AO1b [22]

AO1a [8]

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2 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers may provide a superficial narrative of the causes of the Second World War, possibly providing brief or inconclusive comment on the role/actions of either the USA or Russia (AO1b). The answer will be characterised throughout by defects in accuracy, organisation and grammar (AO1a).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Answers at this level will begin to address the role/actions of the USA or USSR in a more detailed manner. They may refer to the USA's policy of isolation, the absence of the USA and Russia from the League of Nations and the British fear of Communist Russia which prevented cooperation. Candidates may also omit reference to the withdrawal of the USA and USSR and concentrate on other factors that led to the outbreak of the Second World War (AO1b). Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, punctuation and legibility (AO1a).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will be better informed about the effects of the withdrawal of the USA and USSR from active European diplomacy. Candidates may refer to the weakness of the League of Nations due to the lack of American involvement which left it bereft of major financial and military support. The worldwide depression which began in 1929 pushed America even further into isolation and resulted in Britain and France resorting to the policy of appeasement in the face of aggression from expansionist powers in the 1930s. Russia too was isolated from the League of Nations, was not invited to the Munich Conference in 1938 and completely lost confidence in the Western powers after Britain failed to conclude an alliance with them in 1939 which contributed directly to the Nazi-Soviet pact in August 1939. This left Hitler without the complication of a two-front war. In addition, top-level answers will begin to examine other causes of the Second World War such as the Treaty of Versailles or the economic depression, although this will be in an incomplete manner (AO1b). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (AO1a).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will address the extent to which the withdrawal of the USA and USSR from active European diplomacy led to the outbreak of the Second World War in a more comprehensive and confident manner. In addition, candidates will assess the role played by other factors such as the global impact of the Wall St Crash which led to the rise of aggressive nationalism in Germany, Japan and Italy. The depression also severely affected the ability of Britain and France to respond to the actions of the aforementioned states, leading to the policy of appeasement and to the construction of the Maginot Line in France. The failure of the Treaty of Versailles to create a lasting peace in Europe could be discussed as could the development of anti-war feeling (**AO1b**). The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (**AO1b**).

AO1b

[22]

AO1a

[8]

30

3 This question targets:

- (i) **AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 AO1b ([1]–[5]), AO1a ([1]–[2])

Level 1 answers will be superficial and may provide a narrative on relations between USA and Japan in the period (**AO1b**). The answer will be characterised throughout by defects in accuracy, organisation and grammar (**AO1a**).

Level 2 AO1b ([6]–[11]), AO1a ([3]–[4])

Level 2 answers will be more detailed and will begin to analyse the causes of the rivalry and war between Japan and the USA. They may refer to economic rivalry over China, the issue over naval agreements and how the economic depression led to the growth of aggressive nationalism in Japan and subsequent difficulties with the USA (**AO1b**). Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, punctuation and legibility (**AO1a**).

Level 3 AO1b ([12]–[17]), AO1a ([5]–[6])

Level 3 answers will be more informed and will address the question in a more confident manner. Candidates may discuss how the impact of the 1929 depression affected Japan. After 1929 the Japanese came to believe that economic survival depended on the acquisition of large areas of conquered territory to be used as a source of raw materials. Countries like Britain were able to fall back on their empires and policies of protectionism such as Imperial Preference were adopted. In Japan this was resented and seen as a deliberate attempt to inhibit the natural expansion it felt entitled to. The invasion of Manchuria in 1931, which was condemned by the USA and the occupation of China in 1939 were stepping stones to Japan's eventual collision with the USA in 1941. The USA imposed oil and petrol embargoes on Japan after it became evident that the Japanese had designs on the Dutch East Indies. This led directly to Pearl Harbour. Answers at the top of this level should also begin to look at other factors responsible for the growth of

rivalry and war between Japan and the USA such as the USA's policy of isolation which the Japanese interpreted as a sign of weakness (**AO1b**). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses (**AO1a**).

Level 4 AO1b ([18]–[22]), AO1a ([7]–[8])

Answers at this level will discuss the extent to which rivalry and war between USA and Japan was due to economic factors in a more confident and comprehensive manner. In addition to the economic factors which led to conflict between the two powers, candidates should discuss how other factors contributed. They may discuss the impact of Japanese disappointment at the Paris Peace Settlement which was due to the USA's fear of Japanese expansion. In 1921–22 the Washington Naval Conference limited Japan's naval strength so that it remained behind that of USA and Britain and this was extended at the London Naval Conference of 1930. The treatment of Japan at these events led to a growing feeling of resentment. The weakness of the League of Nations is also a factor which could be discussed. The League was unable to react effectively to Japanese aggression in Manchuria and China, especially due to the USA's decision not to accept membership. The growth of militaristic nationalism in Japan undoubtedly contributed to war in 1941, with two-thirds of Japan's national budget being directed to military spending by the mid-1930s. The impact of the Sino-Japanese war could also be examined as could the effect of Japanese attacks on British and American ships in 1937. The development of Pan-Asianism in 1938 and the Japanese drift towards an alliance with Germany in 1940 could be examined as causal factors while the attack on Pearl Harbour could be seen as the decisive factor (**AO1b**). The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility (**AO1a**).

AO1b

[22]

AO1a

[8]

AVAILABLE
MARKS

30

Option 5

60

Total

60

