

GCE AS

History

January 2009

Mark Schemes

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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 SUBSIDIARY (AS)
General Certificate of Education
January 2009

History
Assessment Unit AS 1

assessing

Module 1

[ASH11]

FRIDAY 16 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.	paraphrase sources or rely on direct quotation when commenting. There may be some attempt to evaluate the sources without adequate analysis of context and 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.	combine paraphrasing with partial interpretation of sources and offer some additional comment on their significance. There will be some ability to compare sources and 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 questions 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.	display accurate comprehension of sources and/or the interpretation they contain and assess their utility, supported by contextual reference, e.g. author and date. 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.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

(Answer question 1(a) or 1(b) and question 2)

- 1 (a) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may typically make some remarks about the Lollards on the eve of the English Reformation. These remarks are inaccurate, superficial in understanding or incoherent in their attempt at forming a judgement.

Level 2 ([4]–[6])

Answers will probably know some detail about the social background or geographical location of the Lollards. In terms of social background, the Lollards were driven underground in the early fifteenth century and had survived as a clandestine lower class movement, which had its greatest strength among town artisans, though there was some support from the common people in the countryside. It lacked support among the ruling classes as it was associated, in their minds, with revolt and, therefore, with a threat to social stability. Consequently, on its own, it could not have brought about a full scale Reformation in religion. Answers at this may have more description than judgement and have only a little supporting evidence.

Level 3 ([7]–[9])

Answers may begin to give a balanced, substantiated judgement about the social and geographical extent of Lollardy. In terms of geography, although Lollard influence was to be found to some extent in all parts of the country, it was strongest in Coventry, Cambridge, East Anglia, the Cotswolds and the Chilterns. It is these areas which proved to be receptive to the newly developed Protestantism of the Continental Reformation. It was weak in the South West, Lancashire and Yorkshire.

Level 4 ([10]–[12])

Answers will display a secure informed understanding of the extent of Lollardy. There is some debate about exactly how widespread Lollardy was. Lollards had every reason to keep themselves hidden from view. This was assisted by the fact that most of them were artisans who, in the normal course of events, would leave no mark in the historical record. It is thought there may have been several thousand Lollards but there is much uncertainty about the exact extent of Lollardy.

AO1b

[12]

- (b) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may typically make some remarks about the role of parliament in accomplishing the English Reformation that are inaccurate, superficial in understanding or incoherent in their attempt at forming a judgement.

Level 2 ([4]–[6])

Answers at this level will probably know some detail about the legislation introduced by Henry VIII after November 1529. Some of the following may be covered: legislation concerning excessive probate, mortuary fees and the right of clerics to hold a plurality of benefices all dealt with clerical abuses. The Act in Conditional Restraint of Annates, Act in Absolute Restraint of Annates, Act in Restraint of Appeals, and the Dispensations Act dealt with payments from England to Rome and the executive powers of the papacy over the English Church. The Act of Supremacy asserted the king's right to correct heresy and rejected papal claims to doctrinal authority and papal authority was rejected in all aspects by the Act against Papal Authority. The answer may have more description than explanation and judgement and have only a little supporting evidence.

Level 3 ([7]–[9])

Answers will begin to give a balanced, substantiated judgement about the role of parliament. Other activities might be mentioned such as the 'Supplication of the Ordinaries', First Succession Act, Act for the submission of the Clergy, Act for First fruits and tenths, Act for the dissolution of the lesser monasteries and the Second Succession Act. Answers at this level should begin to assess the significance of the role of parliament and not just simply describe its work. Henry VIII's choice of Parliament as the instrument to achieve the formal independence from the papacy in order to obtain the annulment of his divorce and make his control of the English Church secure had the effect of increasing Parliament's status within the polity.

Level 4 ([10]–[12])

Answers will display a secure informed understanding of the role of parliament. They may point out Henry's choice of parliament undermined opposition to his changes.

AO1b

[12]

12

- 2 (a) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers will probably interpret some, but not all, of the following points. Because the source is an extract from legislation ordered by Henry VIII, it provides information about Henry's attitude to the monasteries. The small ones are to be closed. Henry appears to imply that the larger houses are spiritually superior to the smaller ones.

Level 3 ([7]–[10])

Answers may attempt to exploit the source more comprehensively. The source is useful not only for showing Henry's dislike and contempt for the small monasteries. He would appear to want a reformation of religious life – but retaining the large monasteries, where the monastic life could be more effectively pursued. (It was an accepted belief that the monastic life could not be properly enforced and conducted in a house of less than twelve members.) Answers at the top of this level may suggest that Henry may not be completely truthful about his attitude to the monasteries. He may have been carrying out a trial or pilot operation to test opinion before a wholesale dissolution. Or he thought it wiser to accomplish the dissolution in stages.

Level 4 ([11]–[13])

Answers will fully exploit the source and show full appreciation that the value of the source does not just lie in its content but in the quality of the evidence. It is a primary source, from the period of the Reformation. The limits to the source would be that it cannot be relied upon as a firm guide to Henry's true views. Much government-instigated legislation of the 1530s was virtually 'spin' or propaganda: often arguments used were the opposite of the government's motivation or future intentions. If this is the case, then, in fact, the extract is unreliable evidence of Henry's motives and attitudes. However, even though it may be unreliable it would still be very useful as evidence for Henry's character, conduct and political methods.

AO2

[13]

- (b) This question targets AO2:** the candidate's ability to interpret and evaluate source material and explain and evaluate interpretations of topics studied.

Indicative content:

Level 1 ([1]–[6])

Answers may typically paraphrase quote excessively or interpret the sources inaccurately.

Level 2 ([7]–[12])

Answers will probably include some, but not all, of the following points. In Source 1 the abbeys are condemned as sinful, corrupt, wasteful and shameful to God. In Source 2, the abbeys are commended for their good works and service to God.

Level 3 ([13]–[19])

Answers will bring out more contrasting detail from each of the sources.

Level 4 ([20]–[25])

Answers at this level will give a detailed explanation of how and why the sources differ, with the latter including references to audience, motive, purpose and date. The Act was ordered by the King and he has various motives for dissolving the monasteries. Robert Aske led a revolt against the dissolution and he would want at his trial to present a religious motive for his actions.

AO2

[25]

- (c) This question targets:**

- (i) AO2:** the candidate's ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (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 ([1]–[5]) AO2, ([1]–[2]) AO1a

Answers may typically present a description of anti-clericalism which was focused on those who lived in religious houses (AO1a) or a description of the sources (AO2) which may be inaccurate, incomplete or superficial. The answer will be characterised throughout by defects in organisation, a limited vocabulary, poor spelling, grammar and punctuation and legibility.

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Answers may draw on the sources and interpret them with some relevance to the question, using contextual knowledge (AO2). Source 1 illustrates the opinion that monks in the small monasteries did not live religiously and needed to reform their lives. Source 2 shows that monasteries were supported by many people and they rendered valued service to both people and God. Source 3 refers to the difficulties in explaining the ease with which Henry VIII was able to dissolve the monasteries. The answer will have frequent lapses in organisation, the use of vocabulary, spelling, grammar and punctuation and legibility (AO1a).

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Answers may draw in more contextual knowledge and discuss the reasons for the dissolution. Answers at this level should draw in some contextual knowledge, not in the sources, about the reasons for the dissolution of the monasteries. For example, the surrender of property could be passed to new landowners in the gentry class and so they would be further attached to the Henrician Reformation. Also, monasticism was attacked by Protestant reformers as centres of luxury, idleness and corruption; also, the best way of serving God and worshipping Him was to live a good life in the world, in front of, and in the midst of, others and attend diligently to your calling. The answer will be characterised by good organisation, use of vocabulary, spelling, grammar and punctuation and legibility though there may be occasional lapses (AO1a).

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

Answers will interpret the sources with complete understanding (AO2) and use them with contextual knowledge to provide a comprehensive assessment of the reasons for the dissolution. The answer may refer to the fact that the reasons for the dissolution of the monastery have been hotly debated. Catholic historians contend that monasteries were centres of spirituality and were dissolved to enrich a greedy and immoral king. Protestant historians challenge their spirituality and argue that their dissolution was consistent with, and indeed necessary for, a Protestant reformation. More modern interpretations have produced a synthesis of the two positions but emphasise Henry VIII's desire for their wealth. There is no need to refer to historiography to attain Level 4. The answer will be characterised by consistently very good organisation, the use of vocabulary, spelling, grammar and punctuation and legibility (AO1a).

AO2

[22]

AO1a

[8]

68

Option 1

80

AVAILABLE
MARKS

(Answer question 1(a) or 1(b) and question 2)

- 1 (a) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers will typically make some remarks about life at the two royal courts, perhaps mentioning some of the scandals of James I's court or the prominence of the Duke of Buckingham. Answers will probably know that Buckingham was perceived by contemporaries to exercise considerable power over the two monarchs. Remarks are sometimes inaccurate, superficial in understanding or incoherent in the attempt at forming a judgement.

Level 2 ([4]–[6])

Answers will probably know some detail of factions at Court, the contrasting tone of the two royal courts and the consequences, the influence of Robert Carr, the Earl of Somerset and George Villiers, Duke of Buckingham, and the patronage enjoyed by them; but the answer will have more description than explanation and judgement and have only a little supporting evidence.

Level 3 ([7]–[9])

Answers will begin to give a balanced, substantiated judgement about the role of the favourites such as Robert Carr, the Earl of Somerset, and George Villiers, Duke of Buckingham. Answers will begin to give a more detailed treatment considering some of the following issues: the basis for Buckingham's meteoric rise to power, the range of offices that he accrued and his influence over both monarchs – in the patronage that he controlled, his ascendancy in the two royal courts, foreign policy and religion. Reference may be made to the scandals involving the favourites of James I such as the Essex Divorce Case, the Overbury murder and the impeachments and that these robbed the monarchs of initiative. Answers will know the patronage that the favourites secured for themselves and their friends and relatives. There should be some attempt to assess the political power of the favourites – that Carr's power was less than Buckingham. Answers at this level should attempt a judgement of the actual power of Buckingham but may overstate his influence on the formulation of policy.

Level 4 ([10]–[12])

Answers will display a secure understanding of the role and impact of Carr and especially Buckingham. Although Buckingham enjoyed ascendancy at court in a way that Carr never did, due to the fascination he exercised over both monarchs, he never completely dominated

patronage nor could he make each monarch engage in policies that he did not want to pursue. Although there are many contemporary claims that Buckingham was a powerful figure, this may have been exaggerated. He was an all too convenient scapegoat for unpopular royal policies and for underlying problems in government and foreign policy. Problems continued after his death so his role may have been exaggerated.

AO1b

[12]

- (b) This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of the appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers will typically make some remarks about England's growing population; remarks are sometimes inaccurate, superficial in understanding or incoherent in the attempt at forming a judgement.

Level 2 ([4]–[6])

Answers will probably know some detail about England's population growth and may focus on the causes rather than the consequences. The answer will have more description than explanation and judgement and have only a little supporting evidence.

Level 3 ([7]–[9])

Answers will begin to give a balanced, substantiated judgement about the impact of population growth. Answers may argue that a rising population had a positive or negative impact. Positively, it allowed economic growth, providing cheaper labour and an expanding market; or, alternatively, it had a negative impact, posing problems for food supply and provision of employment. Answers at this level will only demonstrate awareness of one of these interpretations. The positive interpretation, for example, is that population growth was a stimulus to innovation, prompting improvements in efficiency in agriculture. Enclosure continued and, indeed, the enclosure of arable land for pasture farming in Leicestershire sparked off the Midland Revolt of 1607. The quest for agricultural productivity led to the introduction of coleseed and turnip for winter fodder so that animals could be nourished throughout the year and their dung used for fertiliser. The deliberate flooding (or 'floating') of meadows to prevent frost and stimulate early spring growth for early lambing and the maintenance of larger flocks was adopted in the early seventeenth century. Alternate husbandry was also a feature of the period; seven to twelve years of pasture farming was punctuated by two to five years of arable farming to improve soil fertility. There is evidence too of greater specialisation (for example fruit and marketing gardening in Kent, Hertfordshire and the Thames valley) and commercialisation in agriculture. The London food market was becoming ever more sophisticated in its facilities and almost half of England's 800 market towns specialised in the marketing

of one commodity. As a result of changes in agriculture England experienced no major subsistence crisis. The rising population also had a positive impact on industry: it benefited from a larger labour supply and a larger market. Towns grew and this produced an expanding demand for consumption goods such as soap, drinks, glass, salt and paper. The rising population ensured an increased demand in woollen manufacture, England's most important industry.

Level 4 ([10]–[12])

Answers will display an awareness of both sides of the debate. On the negative side, for example it could be pointed out that most areas were unsuitable for winter fodder crops and the 'floating' of water meadows was too expensive for most farmers. Specialisation may have been more a feature of the London hinterland. The steady increase in food prices would suggest that farm production did not keep up with demand and there were some famines. In industry, while there was greater diversification, there was probably not a per capita increase in industrial production and hence prices increased for manufactured goods. In the woollen industry, the larger population did not guarantee a sufficiently regular demand for an entrepreneur to tie up capital in extending his plant and it was easier to take up, or lay off, the ample, underemployed, rural labour available. This ensured that woollen production remained a domestic rural based activity. The rise in population did not spare the cloth industry from severe dislocation in 1614–1616 or 1621–1623. These were the result of changing fashions, which preferred a change from traditional English broadcloths and unwise state interventions such as the Cockayne Project of 1614–1616. The growing size of the domestic market did not bring many benefits to industry because the persistence of small farms kept output low and prices high inhibiting the development of a mass domestic market for manufactured goods. Also surplus labour was not released from the land for work in non-agricultural occupations.

AO1b

[12]

12

- 2 (a) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[3])

Answers may typically paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers will find the source useful for explaining Philip III's views on James I. He welcomes his accession. He wants peace with England.

Level 3 ([7]–[10])

Answers will attempt to exploit the source more comprehensively noting, for example, Philip III and Spain want to be on friendly terms with James I so that England will not interfere with their war with the Dutch.

Level 4 ([11]–[13])

Answers will fully exploit the source. Answers at this level should show full appreciation that the value of the source does not just lie in its content, but in the quality of the evidence. It is a primary source, from 1603, and the author, is an ambassador whose job it is to supply his government with accurate information about England. (The Venetian ambassadors were renowned for the quality of their information.) Good answers will use contextual knowledge to comment on the fact foreign policy did change with the accession of James I. At this level, answers may comment on the limitations of the source. Answers may state that the ambassador was only giving his own opinion on Spanish opinion and it may be a generalisation. [13]

- (b) This question targets AO2:** the candidate's ability to interpret and evaluate source material and explain and evaluate interpretations of topics studied.

Indicative content:**Level 1 ([1]–[6])**

Answers may typically paraphrase, quote excessively or interpret the sources inaccurately.

Level 2 ([7]–[12])

Answers will probably include some, but not all, of the following points. In Source 1 the ambassador informs us that the Spanish King wanted peace with England. In contrast, in Source 2 it is the English King who appears to be responsible for the new peaceful relations between Spain and England.

Level 3 ([13]–[19])

Answers will make more of the above points. Spain wants peace with England so that the latter will not interfere with its policy in the Netherlands. King James I says he wants peace for the economic wellbeing of the nation. At the top of this level, answers should suggest some reasons why the sources differ. Source 1 gives the views of the ambassador and he only reports Spanish opinion, whereas in Source 2 we have the views of the King of England and he is using his speech to parliament to present himself in a good light.

Level 4 ([20]–[25])

Answers will be able to present comprehensive comparisons and explanations, based on contextual knowledge of why the sources differ. As well as examining the standpoints of Spain and King James I, the best answers will make full use of contextual knowledge to explain the reasons for Anglo-Spanish relations.

AO2

[25]

(c) This question targets:

- (i) **AO2:** the candidate's ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (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 ([1]–[5]) AO2, ([1]–[2]) AO1a**

Answers may typically present a description of James I's foreign policy (AO1a) or a description of the sources (AO2) that may be inaccurate, incomplete or superficial. Answers will typically make some remarks about English foreign policy but these are inaccurate, superficial in understanding or incoherent in their attempt at forming a judgement. The answer will be characterised throughout by defects in organisation, a limited vocabulary, poor spelling, grammar and punctuation and legibility.

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Answers will draw on the sources and interpret them with some relevance to the question (AO2). Answers will probably know some detail about some of the events in foreign policy, such as the concluding of the peace with Spain, James I's attempts at mediation in international disputes, the policy of diplomatic marriages or the problem of recovering the Palatinate for his exiled son-in-law. The answer may have more description than explanation and judgement and have only a little supporting evidence. The answer will have frequent lapses in organisation, the use of vocabulary, spelling, grammar and punctuation and legibility (AO1a).

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Answers will begin to give a comprehensive, balanced, substantiated judgement about the wisdom of the above policies. There should be some attempt to assess whether the policies were in the nation's interests. Answers at this level should show some awareness that peace with Spain, although unpopular, was nevertheless good for English commerce and public finance. This is supported by Source 2. While James's attempts at mediation did bring some credit to his reputation: James achieved some diplomatic triumphs as a mediator between the Dutch and Spain in 1609 and over the Julich-Cleves dispute in 1614. He successfully accomplished the marriage of his daughter to the Protestant champion Frederick, Elector of the Palatinate. His attempted marriage between his son and heir Charles with the Spanish Infanta would bring a huge dowry and would give James a lever with the Spanish government in recovering the Palatinate. Yet, as Sources 1 and 3 show, one wonders if Spain was not simply using England

to further its own wider interests. Answers may discuss if England had any realistic alternative strategy to the marriage to recover the Palatinate: England could not afford a war with the Habsburgs over the recovery of the Palatinate, a fact which James appreciated.

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

Answers will interpret the sources with complete understanding (AO2) and using them with contextual knowledge provide a secure, informed, understanding of English foreign policy. Better answers will question the wisdom of attempting recovery of the Palatinate by a Spanish marriage. Gondomar, Spain’s ambassador to England, successfully kept England out of an anti-Spanish coalition by dangling the prospect of marriage with the Infanta. Such a marriage would bring a huge dowry and would give James a lever with the Spanish government in recovering the Palatinate. Answers may discuss if England had any realistic alternative strategy to the marriage to recover the Palatinate: England could not afford a war with the Habsburgs over the recovery of the Palatinate, a fact which James appreciated. However, if such a marriage were accomplished it might have made England a satellite state of Spain. Source 3 questions the validity of James’s policy of pursuing peace with Spain. The answer will be characterised by consistently very good organisation, the use of vocabulary, spelling, grammar and punctuation and legibility (AO1a).

AO2

[22]

AO1a

[8]

68

Option 2

80

**AVAILABLE
MARKS**

(Answer question 1(a) or 1(b) and question 2)

- 1 (a) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level ([1]–[3])

Answers will present a superficial account of Lord Liverpool’s government.

Level 2 ([4]–[6])

Answers may provide more generalised comment about the work of Liverpool’s government; e.g. making limited reference to some domestic reforms.

Level 3 ([7]–[9])

Answers will provide more detail about the domestic reforms of the government, perhaps neglecting either social or economic issues or leaving clear gaps in both. Regarding social reforms, Peel was responsible for many changes to the criminal code. Trade Unions were granted more freedom in 1824 and 1825. Regarding economic issues, Robinson was responsible for tax cuts of £12m, while the Joint Stock Act of 1826 improved the banking system.

Level 4 ([10]–[12])

Answers will assess the success and failure of both social and economic reforms more confidently. Legislation dealing with the grievances of dissenters was postponed and avoided, leaving an unfortunate legacy for the Tories after Liverpool’s departure. While the Gaols Act introduced health and religious regulations, many local gaols ignored the legislation and Peel failed to create a national system of inspection.

AO1b

[12]

- (b) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may produce a superficial account of the Whigs in the period 1833 to 1841.

Level 2 ([4]–[6])

Answers may present a limited focus on the ways in which the Whigs contributed to their own decline by 1841. They may comment on the

role of the Lichfield House Compact with O’Connell, and the dissent within the Whigs over the nature and pace of reforms from radicals, humanitarians and utilitarians.

Level 3 ([7]–[9])

Answers will prove more detail on how the Whigs undermined themselves. Melbourne provided an inadequate replacement for Grey, and the pace of reform slowed after 1835. The lack of religious reform alienated Nonconformists. The Whigs also lost much support due to the impact of the agricultural depression in the 1830s, which provoked the Swing Riots and severe legislation to punish offenders. There was much public hostility to the government for the transportation of the Tolpuddle Martyrs to Australia.

Level 4 ([10]–[12])

Answers at this level will be aware of other factors which contributed to the decline of the Whigs. Peel’s Tamworth Manifesto and leadership qualities revived the fortunes of the Conservatives, as indicated by their performances in the general elections of 1835 and 1837. Peel’s financial ability contrasted with the Whig failure to address the financial crisis of the late 1830s. In the general election of 1841, two great issues influenced voters towards the Conservatives. First, the defence of agricultural protection against the Whigs’ readiness to tamper with the Corn Laws. Secondly, the defence of the Established Church against the ambitions of dissenters and Irish Catholicism.

AO1b

[12]

12

- 2 (a) **This question targets AO2:** the candidate’s ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[3])

Answers may paraphrase or quote at length from the source, without commenting on the question.

Level 2 ([4]–[6])

Answers will use the source to address the question in a limited way, e.g. the source reveals Wellington’s attitude towards the Reform Act.

Level 3 ([7]–[10])

Answers will assess the usefulness of the source more competently; e.g. the source represents the views of one of the most prominent opponents of the Reform Act. Answers should refer to the content in order to highlight the use of the source, by commenting on the arguments which Wellington presents. Such answers may hint at the limitations of the source, e.g. there is no mention of the merits of the Act.

Level 4 ([11]–[13])

Answers will utilise the content, authorship, date, motive and nature of the source to examine both its usefulness and its limitations. Such answers may reflect that the source is valuable because its critique of the 1832 Act is indicative of the Tory view and that of the wider landed aristocracy. The source provides plenty of information as to why Wellington is so hostile. However, limitations are clear: the source gives no precise details about the terms of the Act, no clues about its merits, the circumstances in which it was passed, or the motives of the Whigs.

AO2

[13]

- (b) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:**Level 1 ([1]–[6])**

Answers may quote from both sources while making little reference to the question.

Level 2 ([7]–[12])

Answers will produce a partial contrast of both sources, pointing out that Source 1 criticises the Act because it does not help the working class, while Source 2 condemns the Act for being too radical. Source 2 is convinced that the existing political institutions of England will be strengthened by the Act, while Source 1 declares the exact opposite opinion.

Level 3 ([13]–[19])

Answers will provide a more complete and confident contrast of both sources, revealing fully how they differ. For example, Source 1 represents the contemporary view from the ranks of the political establishment, who feared reform, while Source 2 is indicative of the opinion of the lower orders. The thrust of Source 1 is the belief that the foundations of English politics are now weakened, while Source 2 bemoans the fact that the lower classes are as politically impoverished as before. Source 1 catalogues those aspects of politics which will irrevocably change, while Source 2 focuses on their disappointment at the perceived lack of change.

Level 4 ([20]–[25])

Answers at this level will fully exploit both sources and address how and why they differ. Source 1 believes that the Reform will bring “mischief” for the country, while Source 2 indicts the Whigs for giving the “impression” of seeking reform. Source 1 fears for the welfare of those with property, while Source 2 is convinced that existing institutions are strengthened. Source 1 is full of anxiety, while Source 2 is suggestive of bitterness and recrimination.

Candidates may reflect thus as to why the sources differ.

Wellington's efforts at thwarting the Act failed, which may explain his sense of despair. Many members of the working class actively created the sense of agitation and feeling that revolution was imminent in the crucial months during which the Reform Bill was being debated in parliament: hence the feeling of betrayal in Source 2. The pessimism of Source 1 may be partly attributed to the fact that Wellington wrote shortly after the Bill had passed, while Source 2 had the advantage of some hindsight. Indeed, one can argue that Source 2 is very perceptive in its analysis of the Whigs' role in 1832, since Grey did seek to attach the middle class to the constitution, and detach them from the working class. The anger in Source 2 was to permeate the political mood of the working class into the 1830s and find its outlet in the Chartist movement. Wellington's views are clearly affected by current events namely, the general election of 1832. The interpretations about "the worst accounts" of the election are open to speculation, though it is likely that those of a similar political tendency to Wellington have been in communication with him. Good candidates may note that the working classes were effectively disfranchised by the property clauses of the Act, perhaps motivating Source 2 to make the lower orders aware of their predicament and mobilise for reform in the future.

Therefore, candidates should reflect on why the sources differ by examining the authorship, motivation, date and political context.

AO2

[25]

(c) This question targets:

- (i) **AO2:** the candidate's ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (ii) **AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Indicative content:

Level 1 ([1]–[5]) AO2, ([1]–[2]) AO1a

Answers will provide a superficial account of the terms of the Reform Act of 1832. Such answers will depend almost exclusively on the sources, and have gaps in accuracy, organisation and grammar.

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Answers will be extracted from the sources to assess the impact of the Reform Act. Source 1 reveals how the Act will transform the politics by undermining the established institutions of Church, Lords and Monarchy. The inference is that political power has been loosened from what Wellington would have perceived as the reassuring grip of

the landed interest. Source 2 encapsulated the working class belief that the Act has only significance for the middle class. Source 3 in some ways validates Source 1, and is supportive of the disaffection indicated in Source 2. According to Source 3, the middle class have secured a victory, with the prospect of more to come.

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Candidates will develop their answers by linking their own knowledge in a confident manner to the content of the sources. Candidates may refer to the changes in the parliamentary system initiated by the Act, e.g. the increase in the franchise, the developments in party organisation necessitated by the requirements of registering voters, and the innovation of the political clubs and elections agents. Peel, for instance, who had opposed the Act, acknowledged its implications by supporting the work of F. R. Bonham and the Carlton club. Answers at this level may tentatively comment on the aspects of the political system which the Act did not change, such as the fact that the working class were not enfranchised (Source 2).

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

Answers will assess more comprehensively the significance of the 1832 Reform Act, commenting on what aspects of the parliamentary system changed or remained relatively intact. While the franchise widened to include a section of the middle class, less than 1 adult male in 5 in England could vote. In spite of Wellington’s foreboding in Source 1, the House of Commons remained dominated by the landed interest, as the newly enfranchised middle class were reluctant to permit their participation in politics take precedence over their commercial commitments. In that sense, the assertions in Source 3 were only partly correct. The Act was the first of three in the 19th century, thus endorsing both the fears and optimism of Sources 1 and 3. The role of public opinion in the passing of the 1832 Act was also significant. However, until the secret ballot in 1872, the influence of masters over men still prevailed in various forms. Rotten boroughs still existed with about 70 seats after 1832 under the control of great landowners. Deference still influenced votes as before. Candidates may concur with Source 2’s belief that the Act produced more continuity than change, but in the long term was the first of several steps towards the achievements of the democratic process.

AO2

[22]

AO1a

[8]

68

Option 3

80

AVAILABLE
MARKS

(Answer question 1(a) or 1(b) and question 2)

- 1 (a) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may offer a superficial narrative about the causes of the revolutions in the Habsburg Empire in 1848.

Level 2 ([4]–[6])

Answers may display competent knowledge but limited analysis of the causes of the revolutions.

Level 3 ([7]–[9])

Answers will begin to give a balanced and substantiated judgement of the role of economic factors in bringing about the revolutions in the Habsburg Empire in 1848. Economic deprivation led to discontent among the working classes in the towns and cities, and significantly every city with a population of more than 100,000 experienced a revolution in 1848. The economic distress was partly due to the sharp increase in the population of the Habsburg Empire during the first half of the nineteenth century. In fact, the population of Vienna rose by 45% between 1827 and 1847. Housing failed to keep up with this huge population increase and living conditions in many parts of the city were atrocious. Harvest failures in 1846–47 led to high food prices and starvation, while unemployment in Vienna totalled some 10,000 in the spring of 1848. Some parts of the Habsburg Empire also suffered an agricultural crisis in the 1840s and the plight of agricultural labourers who could only work on a seasonal basis was especially acute. Answers at this level will refer to some of the other contributory factors such as nationalism and liberalism.

Level 4 ([10]–[12])

Answers at this level will assess the importance of economic factors in bringing about the revolutions in the Habsburg Empire in 1848 in relation to the other reasons. Liberalism was also an important factor. Louis Kossuth, for example, was a liberal as well as a nationalist and his demands included parliamentary government, trial by jury and freedom of the press. Liberal ideas were particularly attractive to the middle classes and in the Czech lands the leaders of the revolutions (Frantisek Palacky and Dr Fischhof) came from a middle class background. Nationalism also played a key role since the Habsburg Empire was, after all, a multi-national state. The nationalist movement was particularly strong in Hungary and the Czech lands. However, there were important differences between them. Palacky aimed to preserve

the Empire but gain home rule within it. By contrast, Hungarian nationalism became more radical as the revolution progressed and eventually demanded total separation from the Habsburg Empire. Its leader, Kossuth, demanded a Hungarian Parliament completely independent of Vienna and advocated the adoption of Magyar as the official language in Hungary. Excellent answers will refer to the fact that the role played for the ‘forces of nationalism’ in the 1848 revolutions varied between different parts of the Empire.

AO1b

[12]

- (b) This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers may offer a superficial narrative about the reasons for the failure of the revolutions in Germany in 1848.

Level 2 ([4]–[6])

Answers may display competent knowledge but limited analysis of the reasons for the failure of the revolutions.

Level 3 ([7]–[9])

Answers will begin to give a balanced and substantiated judgement about the role played by Frederick William IV of Prussia in the failure of the revolutions in Germany in 1848. The refusal of Frederick William IV to accept the hereditary emperorship of Germany in April 1849 severely damaged the Frankfurt Parliament. He was very hostile to this offer and regarded the constitution drawn up by the Frankfurt Parliament as too liberal. He was also concerned at Austria’s response if he accepted the crown. Answers at this level will also make reference to some of the other reasons for the failure of the revolutions such as weak, divided leadership and the role of the army.

Level 4 ([10]–[12])

Answers at this level will assess in a confident way the importance of Frederick William IV in bringing about the failure of revolutions in Germany in 1848 in relation to other factors. A key factor was that the armies continued to be loyal to the German princes throughout the revolutionary period from March 1848 to April 1849. They were therefore in a position to crush the revolutionaries as soon as the counter-revolutionary forces began to regain their nerve. It should also be noted that the rulers of the German states were able to regain control during the second half of 1848 by a dual strategy of making some concessions, whilst also employing coercive measures. Public works schemes were introduced to help the unemployed, while on the other hand, the Civic Guard in Berlin shot peaceful demonstrators in October 1848. At the same time, the leaders of the revolutions lacked

experience and displayed indecision. Heinrich von Gagern, the leader of the Frankfurt Parliament, was a moderate, liberal and well-meaning politician but he lacked the strength of personality to impose his will on the Assembly. The Frankfurt Parliament itself was an academic body and some 80% of its 574 delegates were graduates, while it included just four artisans and one peasant. It took delegates almost a year to draft the constitution and in this time the revolution lost momentum. The leaders of the 1848 revolutions were also disunited. In particular, the Frankfurt Parliament was split on the issue of whether to exclude Austria from the future Germany. Some 74% of Catholic delegates opposed its exclusion, while 71% of Protestants supported it. Delegates from the Catholic South German states such as Bavaria had a deep suspicion about the creation of a Prussian-dominated ‘Little Germany’. A further shortcoming of the Frankfurt Parliament was its lack of interest in addressing the economic grievances of the peasants and artisans even though the support of these groups was crucial to the initial success of the revolutions.

AO1b

[12]

12

- 2 (a) **This question targets AO2:** the candidate’s ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[3])

Answers may typically paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers may confine themselves to the content of the source and assess its usefulness with reference only to the information it provides.

Level 3 ([7]–[10])

Answers may not only cover the content of the source very well but will attempt to evaluate its nature.

Level 4 ([11]–[13])

Answers will fully exploit the source and show full appreciation that its value does not just lie in its content but comment on its date, author, mode, motive, audience and tone. The limitations as well as the strengths of the source should be identified. One of the strengths of the source is that it was written in the immediate aftermath of the revolution in Venice by one of its leading activists. Yet even in the euphoria of victory Modena is expressing disquiet about the political demands of several of the groups which had contributed to the success of the revolution. It is clear then that he is even at this early stage deeply concerned about the contradictory aims of the revolutionaries. He is fearful that the lower classes might resort to mob rule, violence and the destruction of property. The middle class revolutionaries

are unwilling to share power with the lower classes. While Modena expresses his willingness to support the ‘deserving poor’, he rejects the introduction of communism. The most important shortcoming of the source is that it is unclear how representative it is. After all, it is a declaration by just one supporter of the revolutions from one of the several Italian states affected by revolutions in 1848 and there is no evidence that revolutionaries elsewhere took the same view.

AO2

[13]

- (b) **This question targets AO2:** the candidate’s ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[6])

Answers may typically paraphrase or quote extensively from both sources and show little understanding in relation to the question.

Level 2 ([7]–[12])

Answers may adequately contrast the content of the two sources. Gustavo Modena is maintaining that the revolutionaries should pay little attention to the economic grievances of the lower classes even though they had helped to bring about the revolution in Venice, while the anonymous article is articulating the economic grievances of the peasants in Lombardy, arguing that they would be better off by turning their backs on the revolutionaries and advocating that Charles Albert become King of Lombardy.

Level 3 ([13]–[19])

Answers may not only contrast the content of the sources but make some attempt to explain why they differ.

Level 4 ([20]–[25])

Answers will not only highlight the differences in the content of the sources but also comprehensively compare the dates, authors, modes and motives of the two sources in explaining why they differ. Source 1 is written by a leading nationalist and supporter of the revolution in Venice, while Source 2 is an anonymous article representing embittered peasants who had supported the revolution in Lombardy only to find that its leaders ignored their grievances once they had established power. While both sources confirm that the leaders of the revolution had no intention of espousing lower class grievances, Modena does undertake to improve the conditions of the ‘deserving poor’. While Modena in Source 1 rejects communism, Source 2 condemns the exploitation of the rich by the poor. In Source 1 Modena demands respect for property, while in Source 2 the peasants demand lower rents. Modena advocates liberal, constitutional government in Source 1, while the peasantry in Source 2 have become so disillusioned with the revolution that they see as their preferred option the appointment of the weak and indecisive King of Piedmont, Charles Albert, as King of

Lombardy. The sources differ because of the different perspectives. In Source 1 Modena is one of the revolutionary leaders in Venice, while the peasant representative in Source 2 is frustrated and angry at the failure of the revolutionaries to consider agrarian grievances once they had achieved power. The sources also differ because of the different dates. In March 1848 the revolutions were in full swing and Modena has clear objectives. By June 1848 the counter-revolutionary forces were beginning to regain the ascendancy, as shown by the suppression of a Czech uprising in Prague in that month. Moreover, the high expectations that Pope Pius IX would lead the revolution had been shattered by his Papal Allocution of 29 April 1848.

AO2

[25]

- (c) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[5]) AO2, ([1]–[2]) AO1a

Answers may paraphrase or rely on quotations from the sources. Knowledge of the reasons for the failure of the revolutions in Italy in 1848 will be superficial (AO2). The answer will be characterised throughout by defects in accuracy, organisation, spelling, grammar and punctuation (AO1a).

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Answers may draw on the sources to examine the divisions among the revolutionaries. Source 1 shows that, once in power, the revolutionaries in Venice were unwilling to share power with the lower classes. Source 2 illustrates the same point from the perspective of the peasantry in Lombardy. Source 3 refers also to the conflicting political ideas of the different groups of Italian nationalists (AO2). The answer may have frequent lapses in accuracy, organisation, spelling, grammar and punctuation (AO1a).

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Answers will combine the content of the sources with their own knowledge in a confident way. Regional differences and rivalries among the leaders of the revolutionary movement played a key role in the demise of the revolution. For example, the King of Piedmont-Sardinia, Charles Albert, was unpopular with republicans. The revolutionaries in Milan were divided between a conservative group which supported union with Sardinia and a more radical group led by Cattaneo. Answers at this level should show an awareness of some of the other factors which contributed to the failure of the revolutions in Italy such as the role of Pope Pius IX and the strength of the Austrian army (AO2). The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses (AO1a).

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

The three sources will be successfully integrated into a comprehensive assessment of the extent to which divisions among the revolutionaries were responsible for the failure of the revolutions in Italy in 1848. Pope Pius IX certainly contributed to the demise of the revolutionary movement. Although he was viewed as a national leader by many Italians because of his apparently liberal, national and progressive views, he abandoned the cause he had initially inspired because he was unwilling to lead Italy against Austria, another Catholic state. The strength of the Austrian army was another important factor, in particular its superior leadership over its opponents in Italy. This is nicely illustrated by Radetzky’s victory over the army of Charles Albert at Custoza on 25 July 1848 (AO2). Knowledge of the topic will be well informed and the answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar and punctuation (AO1a).

AO2

[22]

AO1a

[8]

AVAILABLE
MARKS

68

Option 4

80

(Answer question 1(a) or 1(b) and question 2)

- 1 (a) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers will produce a superficial awareness of the first phase of the Weimar Republic.

Level 2 ([4]–[6])

Answers will reveal knowledge of the first phase of the Weimar Republic but with limited analysis.

Level 3 ([7]–[9])

Answers will demonstrate how the consequences of the Versailles Treaty helped to produce instability: economically with the need to pay reparations which contributed to the hyper-inflation and the Franco-Belgian occupation of the Ruhr in January 1923; and politically, the unpopularity of the Treaty meant that the new democratic republic was forced to take responsibility for the defeat at the end of the First World War. Weimar democracy was deeply weakened by Versailles and fuelled the propaganda of the Republic’s opponents over the years.

Level 4 ([10]–[12])

Answers will not only discuss the significance of Versailles but other reasons for the political and economic instability of this phase of the Weimar Republic. Sustaining workable coalition governments against a background of a polarised electorate was a constant problem, while threats from the left, such as the German October which began in the summer of 1923, and threats from the right, such as the Munich Beer Hall Putsch in November 1923, revealed a lack of political consensus. Weimar governments also contributed to their economic problems with budget deficits while the roots of inflation can be traced back to the First World War.

AO1b

[12]

- (b) **This question targets AO1b:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Indicative content:

Level 1 ([1]–[3])

Answers will produce a superficial awareness of Nazi economic policies in the period 1933 to 1939.

Level 2 ([4]–[6])

Answers will produce largely a descriptive narrative on Nazi economic policies from 1933 to 1939 but with limited analysis.

Level 3 ([7]–[9])

Answers will select evidence to illustrate how the Nazis brought about an economic recovery in this phase. Greater use of deficit financing by spending money on public works created jobs which then acted as a stimulus to demand. Public investment tripled between 1933 and 1936 and by 1936 unemployment had declined to 1.5 million due to Schacht's policies. Gross National Product had grown by 40% while industrial production had increased by 60%.

Level 4 ([10]–[12])

Answers will not only suggest that the Nazis achieved their main short term aim of an economic recovery but also discuss the extent of success they had in trying to fulfil their more long-term goals concerning autarky and rearmament. The 1934 balance of payments problem was solved in the short term with Schacht's 1934 New Plan but by 1936 the introduction of the Four Year Plan against the wishes of Schacht revealed that the regime's leadership wanted greater rearmament levels than had already been achieved. Despite spending 17% of their GNP on rearmament in 1938 there was a balance of payments crisis and the regime still needed to import natural raw materials despite the expansion of domestic production and the manufacture of synthetic alternatives.

AO1b

[12]

12

- 2 (a) **This question targets AO2:** the candidate's ability to interpret and evaluate source material.

Indicative content:**Level ([1]–[3])**

Answers will provide limited explicit comment or relevant points in the light of the question.

Level 2 ([4]–[6])

Answers will confine themselves to the content of the source and assess utility with reference only to the information it provides. The source gives an insight into the experience of an inmate in a Nazi concentration camp who witnesses examples of SS terror against fellow inmates.

Level 3 ([7]–[10])

Answers will not only discuss the content of the primary source but discuss its utility with reference to date, author, mode, motive, audience and tone. Through the public recollections of a communist opponent of the Nazis, historians potentially get a disturbing insight

into how female inmates were treated by female SS guards. Perceptive candidates may notice the solidarity Haag expresses with her fellow inmates even though they are not all political prisoners – “we were tied naked” and “everyone wanted to live” plus the use of words such as “hellish”, “merciless”, “threateningly” and “flogged” effectively conveying an atmosphere of terror.

Level 4 ([11]–[13])

Answers will not only discuss the strengths of the source but also its potential limitations. This is only one person’s recollections of a few years at a female camp. Historians would want to compare her account with the testimonies of other inmates at other camps for the whole duration of the Third Reich. While it is of significance to gain an insight into the fact that females were also the victims of Nazi terror, historians would need to compare this account with the experience of male prisoners in the majority of camps. Any plausible limitations which have not been anticipated should be rewarded.

AO2

[13]

- (b) This question targets AO2:** the candidate’s ability to interpret and evaluate source material.

Indicative content:

Level 1 ([1]–[6])

Answers may demonstrate limited comparison and interpretation.

Level 2 ([7]–[12])

Answers by concentrating on the content of the two sources will demonstrate that they are contrasting. While Source One revealed that there were 30 females in one camp, Source Two reveals that by 1937 there were 8,000 prisoners in four camps and that the concentration camp system was going to be expanded. Source Two suggests that conditions were “humane”, whereas in Source One they were described as “hellish” places. Himmler’s view of re-education seems to involve being taught to wash rather than floggings or isolation cells.

Level 3 ([13]–[19])

Answers will demonstrate how the sources differ. They will explicitly contrast the content of the two sources but also contrast them in terms of authors, dates, modes, motives and audiences rather than write two separate descriptions of each source. A private speech to a particular audience in 1937 by Himmler, the ultimate head of the SS police state terror system, revealing his interpretation of the purpose of the policy of protective custody contrasts the consequences of such a policy with the experiences of a communist opponent in her public recollections in 1947.

Level 4 ([20]–[25])

Answers will also demonstrate why they differ. Examiners should reward any plausible explanations. As usual the best candidates will

explain why two sources differ by careful assessment of specific aspects of the nature of the two sources in combination with contextual knowledge. The perspectives and motives of the ideologically different authors, one looking back after the regime on how she suffered while the other attempts to justify Nazi policies during the regime, largely explain why they are different.

AO2

[25]

(c) This question targets:

- (i) **AO2:** the candidate's ability to interpret, evaluate and use a range of source material and explain and evaluate interpretations of topics studied.
- (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 ([1]–[5]) AO2, ([1]–[2]) AO1a

Evidence concerning the Nazi means of control 1933–39 will be superficial (AO2). The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar and punctuation (AO1a).

Level 2 ([6]–[11]) AO2, ([3]–[4]) AO1a

Answers will confine themselves to information supplied only by the sources (AO2). The answer will have frequent lapses in accuracy, organisation the use of vocabulary, spelling, grammar and punctuation (AO1a).

Level 3 ([12]–[17]) AO2, ([5]–[6]) AO1a

Answers will be characterised by good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses (AO1a). Candidates may select satisfactory evidence from their own knowledge to discuss the Nazi means of control 1933–39 but not refer to all three sources (AO2).

Level 4 ([18]–[22]) AO2, ([7]–[8]) AO1a

Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar and punctuation (AO1a). Candidates will successfully integrate appropriate references to evidence and suggestions from the content of all three sources with comprehensive evidence from their own knowledge in a thematic analysis of the Nazi means of control in the period 1933–39. Candidates can react to the interpretation of Layton in Source 3 where he suggests that, while SS terror was not the only means by which the Nazis tried to exercise control, it was probably more important than propaganda. Candidates will utilise evidence selected from Sources 1 and 2 to highlight how the SS implemented their policy of

protective custody in particular camps especially against communists in combination with evidence from their own knowledge concerning the SS police state, in responding to the proposition in the question. The SS were the vital component in the apparatus of the police state and developed into the main terror instrument of the regime. Himmler had already created a special security service known as the SD to gather intelligence and by the end of 1936 all the police forces within the federal states had been centralised under Himmler as Chief of Police. The Gestapo was the key policing organisation for upholding the regime by using surveillance and repression especially on specific enemies such as the political left, Jews, religious groups and asocials. The SS could take anybody into protective custody and by 1939 162,000 were imprisoned without a trial while 225,000 had been convicted and imprisoned for political crimes. 32,000 were “legally” executed during the regime. Six main concentration camps run by the Death’s Head Units of the SS eventually existed within Germany by 1939. Candidates in considering whether SS terror was the most important means of control must consider its significance in the light of other potential factors such as propaganda. It would be too simple to suggest that the regime maintained itself in power only by the use of terror and repression. Considerable resources were directed towards the development of a propaganda machine to keep the population contented, to glorify the regime, to indoctrinate the people with Nazi ideology, to win support for particular policies and to win over the people and to integrate the nation’s diverse interests. Propaganda means the organised spreading of information to promote the views of a government with the intention of persuading people to think or behave in a certain way. Goebbels’ Ministry of Popular Enlightenment and Propaganda had a considerable impact in the mass media and the arts. The Reich Chamber of Culture with its seven sub-chambers was also important. Membership was compulsory for people involved in cultural activities. Although the success of Nazi propaganda can be exaggerated, it probably did play a significant role in the Nazi government’s attempts to control people. It is sufficient for candidates to debate the significance of terror in relation to propaganda as factors within the Nazis’ means of control for high level for marks to be awarded but in addition some candidates might also highlight other factors such as lawful means or other features of a totalitarian regime. This is permissible as long as the two factors in Source 3 are dealt with. It is also possible that some may qualify the orthodox view that terror was a vital element by supporting the views of Robert Gellately who has suggested that the police state relied on widespread public support to function effectively. In the unlikely event of this issue being discussed, assistant examiners should assess the arguments on the merits of the evidence presented. Historiography is not a requirement at AS Level (AO2).

AO2

[22]

AO1a

[8]

68

Option 5

80

Total

80

AVAILABLE
MARKS



Rewarding Learning
ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2009

History

Assessment Unit AS 2

assessing

Module 2

[ASH21]

WEDNESDAY 21 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.	paraphrase sources or rely on direct quotation when commenting. There may be some attempt to evaluate the sources without adequate analysis of context and 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.	combine paraphrasing with partial interpretation of sources and offer some additional comment on their significance. There will be some ability to compare sources and 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 questions 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.	display accurate comprehension of sources and/or the interpretation they contain and assess their utility, supported by contextual reference, e.g. author and date. 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.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

(Answer **one** question)

- 1 (i) This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will be typically inaccurate and offer unclear descriptions about aspects of the power of the Earl of Kildare. The answer will be about characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will have more detail recalling, perhaps, that Kildare had all the powers that went with the office of Lord Deputy. He was a major landowner, owning most of Kildare, parts of Meath and Wicklow. Significantly, these were lands on the border of the Pale. The answer will have frequent lapses in accuracy, organisation, and use of vocabulary, spelling, grammar and punctuation.

Level 3 ([5]–[6])

Answers will be better informed. As Lord Deputy, Kildare commanded the military forces in Ireland and was also responsible for raising revenue. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level will be much better informed and show understanding of the power of the Earl of Kildare. Kildare had immense power due to his position as Lord Deputy and consequent control of royal finance and military forces. He had good relations with the many Old English and Gaelic leaders. The Fitzgeralds were married into such powerful families as O’Neills of Ulster, the Burkes and the Butlers and Kildare had good (though obviously by this stage declining) relations with Henry VIII and some of his advisers. The answer will be characterised by accuracy, consistently very good organisation, and use of vocabulary, spelling, grammar and punctuation. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported, generalised assertions about the declining power of the Fitzgeralds.

Level 2 ([6]–[11])

Answers will display a general understanding of the nature of Geraldine power, such as the desire of Henry VIII to extend the Crown's influence in Ireland in the 1520s, Garret Óg's errors in judgement, increasing factionalism between the Fitzgeralds and the Butlers or the influence of Cardinal Wolsey or Thomas Cromwell.

Level 3 ([12]–[17])

Answers will display a more coherent and detailed knowledge and understanding of the reasons for the fall of the Kildares. Answers may deal in more detail with the Crown's increasing interest in Ireland seen in the Surrey and Skeffington governorships and the policy of rotating the deputyship between the Fitzgeralds and the Butlers. Garret's management of the lordship was open to criticism: it was leading to a shrinking of the colonial area; his militarisation (imposing coign and livery and exaction of the Gaelic practice of slantaghts) was deeply unpopular; and his making war without consent and countenancing a tendency towards Gaelicisation brought strong disapproval. His rivalry with the Butlers destabilised Ireland.

Level 4 ([18]–[22])

Answers will provide a suitably comprehensive and substantiated assessment of the responsibility of Garret Óg for the fall of the House of Kildare in 1534. There will be an appreciation of changes in England: the rise to power of Thomas Cromwell who was even more suspicious of Geraldine power. By the early 1530s England experienced growing diplomatic isolation after the royal divorce and the break with Rome, and both Henry and Cromwell were concerned to strengthen Crown control in Ireland by reasserting control over the Irish Church and carrying out reform – the Kildares were an obstacle to this expansion of royal authority. The answer will be characterised by accuracy, consistently very good organisation, and use of vocabulary, spelling, grammar and punctuation. [22]

- 2 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will be a vague narrative or make a few generalisations about criticisms of Garret Óg Fitzgerald’s Lord Deputyship. Henry was persuaded that his Irish lordship was mismanaged and sought but could not find or keep better alternatives. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers should recall some of the following: that Garret Óg was accused of attempting to absorb the Pale counties into his own territory, imposing coign and livery, making war without the Irish Council’s consent and being too lax in not preventing further Gaelicisation on the part of colonial lords and gentry. Henry tried English Lord Deputies but it became clear that the royal government depended on the support of the Old English because of the financial and military support that was needed from this group. The answer will have frequent lapses in accuracy, organisation, and use of vocabulary, spelling, grammar and punctuation.

Level 3 ([5]–[6])

Answers will have more detail. For example, they may know that under Garret Óg’s leadership, the magnates of Ireland were building up their armed forces and, through the Gaelic use of coign and livery and slantaghts, were preventing the development of a normal market economy; even Gaelic customs concerning succession, inheritance and legal customs were developing, to the detriment of English culture. English Lord Deputies proved ineffective. Henry wanted Ireland to be “reduced and restored to good order and obedience”. During most of the period 1520–1533 Old English magnates were appointed as Lord Deputy. This generally ensured that Old English military forces were put at the service of the royal government. When the Earl of Kildare was Lord Deputy, members of the Old English community were more prepared to support the royal government. Although Gaelic Irish clans launched periodic raids on the Pale, throughout this period, they were less likely when an Old English Lord Deputy was in power backed by his own troops (which normally included a sizeable number of Gaelic Scots, known as “galloglasses”). Henry exploited the ongoing rivalry between the Fitzgeralds and the Butlers and selected Lord Deputies from them. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will display an informed, accurate understanding of the state of Irish politics between 1520 and 1533. At this point, Henry VIII was entering a phase of active rule on many fronts at home and abroad. Under the influence of Christian humanists in the English court, he wanted to reform his kingdoms. He sought to reaffirm Old English allegiances, restore the King's peace and collect taxes, as well as unifying and anglicising the Church under Wolsey's authority. Henry VIII was anxious about the Earl of Desmond's negotiations with England's continental rivals and why Garret Óg had done nothing to stop this. Also Cardinal Wolsey was said to have "hated Kildare's blood". Henry admired the martial talents and statecraft of Thomas Howard, Earl of Surrey, a former Lord Admiral. Answers may consider the appointments of the Earl of Surrey (1520–1522) and Sir William Skeffington (1530–1532) Henry, Duke of Richmond (1529) as Lord Deputies. All were sent to Ireland with grand plans to extend royal power and revenues. However, none achieved their aim largely due to the lack of support from the Old English. The answer will be characterised by accuracy, consistently very good organisation, and use of vocabulary, spelling, grammar and punctuation. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be characterised by generalisations and poor understanding of the question.

Level 2 ([6]–[11])

Answers will assess in general terms the composition of the economy. Towns were a feature of the economy in the Pale, but there were few large settlements in Gaelic Ireland. Gaelic agriculture was mainly pastoral, whereas in the Pale tillage was much more extensive.

Level 3 ([12]–[17])

Answers will be more comprehensive and attempt to reach a judgement on the changes in the economy. They should recognise that the economy of Ireland was in no way integrated in this period and may concentrate solely on economic change in the Pale area. There may be some discussion of the impact of specific events (such as the Earl of Surrey's attempt to increase taxation and the impact of the 1534 rising) on the economy.

Level 4 ([18]–[22])

Answers will be more discerning in their evaluation. Very good candidates will recognise that economic change was fairly negligible over this period. Our statistics for Ireland for this period are poor and there is little evidence that Ireland underwent the population boom and subsequent inflationary pressures of England. However, the devaluation of the English currency from 1527 onwards led to some inflationary pressure, English Lord Deputies in this period were trying to expand the taxation base in Ireland and military campaigns affected certain areas very badly. There may be some speculation about changes in the Gaelic economy; there is some evidence that some areas were being converted from pastoral to tillage farming in this period and that in some areas, e.g. Cavan, market towns were developing in Gaelic areas.

[22]

AVAILABLE
MARKS

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- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will be a vague narrative or make a few generalisations about developments after 1534. Some reference may be made to the fact that the House of Kildare was destroyed and henceforth the Lord Deputy would always be an Englishman under strict royal direction, and Ireland would no longer be ruled by an Irish-born nobleman in the manner of an independent kingdom. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers at this level may comment on the nature of Henry's kingship. The 1541 Parliament declared Henry King of Ireland rather than Lord, which had been granted to him by the Pope. The new Irish Crown was united to the English one, so whoever was King of England would be King of Ireland as well. He would not need the approval of an Irish Parliament first. As well, because he was King of Ireland, with an Irish Parliament to consult, he did not have to share his authority with the English Parliament. The new kingdom was given new Courts of Law, its own Privy Council and a Great Seal. Henry instituted the policy of Surrender and Regrant and his objects here may be discussed. Also Henry had plans to subdue Ireland militarily. The answer will have frequent lapses in accuracy, organisation, and use of vocabulary, spelling, grammar and punctuation.

Level 3 ([5]–[6])

Answers may comment on the **encouragement of the New English**. Englishmen came over to man the army, civil service and the Church. Many of them settled down. These were called the New English and became the Crown's favoured instrument for advancing its interest in Ireland, much to the annoyance of the Old English. Answers may comment on Henry's religious objectives. Although there was poor leadership from the clergy, the laity, with little religious instruction, was largely content with the Church. Unlike England and other European countries, Ireland had no reform movement to remedy the abuses, so if change were to come, it would have to be imposed from outside. Henry wanted to impose on Ireland the same changes as he had driven through in England. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers may comment on Henry's **financial objectives**. Henry took over the Irish Church and used its monastic lands along with confiscated Geraldine land to finance his Government. The Irish Parliament agreed to a ten year fixed tax on the Pale and loyal shire. The answer will be characterised by accuracy, consistently very good organisation, and use of vocabulary, spelling, grammar and punctuation.

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Responses will be characterised by generalisations and poor understanding. There may be some detail on the activities of Skeffington and Grey.

Level 2 ([6]–[11])

Answers should recall some of the following points. Sir William Skeffington came to Ireland in October 1534 when the rebellion of Silken Thomas started in June 1534, was in command of the Pale and, through renewal of the alliances of his predecessors, large parts of the rest of the country as well. He crushed the rising by seizing the great Geraldine stronghold, Maynooth Castle, in March 1535 and by August the rebellion of the most powerful of the Old English families was over. His successor Grey took up where Skeffington left off and by a series of military expeditions between 1536 and 1540 enforced Tudor rule on the Gaelic Irish Lords. Answers at this level may therefore conclude that the campaigns were a military and political success.

Level 3 ([12]–[17])

Answers will have more detail and may argue that, in terms of the number of campaigns and their geographical scope, Grey might be considered both a military and political success. The answer may mention, for example, in connection with Lord Grey some of the following. In 1536 he attacked the O'Briens and destroyed the crossing place from Thomond to Tipperary. In 1537 he took Dangan Castle in Offaly and Athlone Castle. In 1538 he was in Offaly again, and in Carlow, and forced the submission of O'Connor and McMahan. Also in 1538 he probed as far as Galway, strengthening the municipalities of Limerick and Galway in a thirty-eight day campaign. In May 1539 he was in Armagh. He attacked an alliance of Ulster Lords who had attacked the Pale and defeated them at Carrickmacross as they retreated. He traversed through Munster in the autumn of 1539 and obtained the submission of the Gaelic chiefs. In February 1540 he again entered Ulster and destroyed Dungannon, the seat of the Tyrone lordship.

Level 4 ([18]–[22])

Answers will be more detailed and attempt to reach a judgement. Skeffington's task might be said to have been a great military success because when he arrived much of the country was out of royal control whereas Grey was able to work from a secure starting point. Skeffington had to spend his first winter in Dublin in poor health with his army in poor morale and indiscipline. On the other hand, he did have 2,300 troops and heavy artillery and his success at Maynooth was down to the treachery of its constable. This may be countered by the fact that he took the castle at Dungarvan Co. Waterford, and transferred it from the Fitzgeralds to the Butlers. Grey moved into the huge vacuum opened up by the fall of the House of Kildare. But his military success was undermined by political failure. He was an impatient and frenetic Lord Deputy and despite his ubiquitous presence all over Ireland, the arrangements that he came to with Gaelic chiefs that submitted to him proved fragile and insubstantial. He showed the power of the new order but did not accomplish any more than temporary local adjustments. He was accused by the Butlers of letting his nephew, Gerald, the new head of the House of Kildare, escape to the continent and of being too easy on the Gaelic chiefs who had been old allies of the House of Kildare. His practice of billeting his troops and supplying them from the Pale made him unpopular. Although his campaigns were more militarily successful than Skeffington's, they were not a great political success. [22]

AVAILABLE
MARKS

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- 4 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will be a vague narrative or make a few generalisations about the Irish Parliament of 1536–1537. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar and punctuation.

Level 2 ([3]–[4])

Answers should recall some of the following points: Henry VIII and his heirs were made head of the Church by the Acts of Supremacy and Succession and thirteen monasteries were dissolved. The Act of Slander declared that anyone who called Henry VIII a heretic was guilty of treason. The “Act against the authority of the Bishop of Rome” declared that anyone who supported the Pope’s claim to be head of the Church was to be outlawed and his goods confiscated. The answer will have frequent lapses in accuracy, organisation, and use of vocabulary, spelling, grammar and punctuation.

Level 3 ([5]–[6])

Answers will have more detail, describing, for example, the abolition of the third house, the House of Clerical Proctors; the “Act against the authority of the Bishop of Rome” also required priests, mayors, graduates and heirs to take the oath of Supremacy; the Act of Appeals made the Court of Chancery in Ireland the final ecclesiastical court of Appeal instead of Rome; an Act of First Fruits required clergy to pay the first year’s income to the Crown rather than the papacy, an Act of Faculties dictated that dispensations and licenses should be issued by the Primate of Ireland rather than the Roman curia. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar and punctuation, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be better informed, demonstrating comprehensive knowledge of the ecclesiastical legislation. Answers will provide a suitably comprehensive and substantiated assessment, perhaps noting that change was confined to issues of ecclesiastical authority, jurisdiction and patronage and transfer of monastic lands rather than doctrinal belief and practice and church renovation. The answer will be characterised by accuracy, consistently very good organisation, and use of vocabulary, spelling, grammar and punctuation. [8]

(ii) This question targets AO1b: the candidate's ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported assertions about Surrender and Regrant.

Level 2 ([6]–[11])

Answers will display a general understanding of the significance of Surrender and Regrant. The Gaelic Irish obtained a full pardon and an English-style title in return for their submission to the Crown and acceptance of English Law. By contrast, the Old English, were already in good standing with the Crown and had such titles and used royal courts.

Level 3 ([12]–[17])

Answers will display a broader knowledge and understanding of the extent of the change. The Gaelic Irish were granted all the land in their lordship for life, instead of just owning a small personal estate within it; moreover, since the whole lordship now belonged to them, they could, under the English Law of Primogeniture, pass it all to their heirs. These changes would increase their own power within their lordships. These conditions already applied to Old English Lords. For these reasons, the Old English did not approve of Surrender and Regrant and preferred a traditional policy of forcing Gaelic chiefs into submission on the basis of conquest and making treaties with them.

Level 4 ([18]–[22])

Answers will provide a suitably comprehensive and substantiated assessment. Although superficially it looked as though the Gaelic Irish might be strengthened by Surrender and Regrant, in fact it worked to their disadvantage. In future, if a Gaelic Lord were to rebel, or be considered to have rebelled, he would see all his land confiscated to the Crown who could grant it to someone else. This happened to the Kildares after the rebellion of Silken Thomas. This was to be the mechanism for Plantations, the next development on the horizon. Viewed in this way, Surrender and Regrant set the scene for the demise of the Gaelic Lords. In the meantime, sometimes a sept rebelled against their chief and rejected English laws of succession and advanced a rival claimant. The feuds, and even wars, created by such succession disputes weakened the Gaelic families and left them more vulnerable.

[22]

AVAILABLE
MARKS

Option 1

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(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will be a vague narrative or make a few generalisations about Ulster before the Plantation. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar and legibility.

Level 2 ([3]–[4])

Answers should recall some of the following: the preservation of the Gaelic way of life, the power of Hugh O’Neill, the Catholicism of Ulster and how these were obstacles to the extension of English rule in Ulster, and that Plantation provided an opportunity to remove such obstacles. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar punctuation and legibility.

Level 3 ([5]–[6])

Answers will have more detail, dealing perhaps with some of the following obstacles: the cultural differences brought about by the Gaelic way of life – its own type of leadership, property ownership, legal system, underdeveloped economy; the difficulty of handling Hugh O’Neill after the Treaty of Mellifont when he was still powerful but unhappy with the loss of influence and suspected of treason. The Government wanted to control Ulster and the best way to do this was to introduce English culture and Protestantism and, according to contemporary beliefs, colonisation through Plantation was deemed the most effective and economical method. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will communicate clearly and effectively an informed, accurate understanding of the state of Ulster before 1609 and contemporary beliefs about colonisation. The best answers may indicate that Plantation had been tried before in other parts of Ireland (in counties Laois and Offaly, the province of Munster and parts of counties Antrim and Down) and by Spain in the New World. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported assertions about the progress of the Ulster Plantation: that, for example, new Protestant landlord and tenant classes had been created, the Irish largely segregated or that towns and a new economy existed.

Level 2 ([6]–[11])

Answers will display a general understanding of the progress made with some appreciation of social change: for example, the introduction of a new landowning class, of the scale of the colonisation, religious diversification, new settlement patterns, the creation of corporate towns and emergence of market towns. There may also be some appreciation of economic changes: for example, a market economy, new farming practices, increased volume of trade, improved infrastructures. At this level there may be some appreciation of the lack of progress in either social or economic change: for example, that Undertakers, Servitors and the London Companies found it difficult to colonise their allocations with the full number of Protestant tenants, that Presbyterianism was not allowed to develop.

Level 3 ([12]–[17])

Answers will display a more coherent knowledge and understanding of nature of the development made in plantations. Answers may deal in more detail with some of the following areas of dissatisfaction: for example, the failure of the Planters to fill their estates with Protestants, the failure of plantation villages, difficulties faced by some of the new towns, the growing disillusionment of the “Irish of good merit” and the presence of wood kern, harvest failures, the interference of Wentworth in land ownership and his attempts to remove Presbyterian influences in the Church of Ireland. In economic development the answer may point to changes occurring already before the Plantation or to weaknesses in Ulster’s economy.

Level 4 ([18]–[22])

Answers will provide a suitably comprehensive and substantiated assessment of the variable progress made in the Plantation and will probably conclude that social change, although with limitations, was greater than economic change. [22]

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will be a vague narrative or a few generalisations about building, rents and introduction of English or Scottish tenants. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar and legibility.

Level 2 ([3]–[4])

Answers should identify the requirements in more detail: Undertakers paid lower rents than Servitors but other conditions were similar. For example, both had to take the Oath of Supremacy and make arrangements for their own defence. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar punctuation and legibility.

Level 3 ([5]–[6])

Answers will have more detail, making many of the following points: Undertakers and Servitors had to take the Oath of Supremacy, reside on their lands for five years or have a resident agent; introduce 24 able-bodied males into each barony drawn from at least ten different families, keep a supply of arms and take no Irish tenants. However, Servitors could take Irish tenants if they paid double the rents to the Crown. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers communicate clearly and effectively an informed, accurate knowledge and understanding of the requirements for implementing the Plantation of Ulster. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported assertions about, for example, how new Protestant landlords were obliged to bring tenants from England and Scotland, how thousands arrived after 1609. There may be no discussion of the limitations to the success of their efforts.

Level 2 ([6]–[11])

Answers will display a general understanding of the obligations and conditions placed on the colonists but there may be limited analysis and some digression. There may be an awareness of the difficulties they faced.

Level 3 ([12]–[17])

Answers will display a broader knowledge and understanding of both of the success and the limits to colonisation and its patchy nature. There should be an appreciation of some of the following difficulties facing the colonists: the indispensability of the native Irish as tenants and labourers – a ready source of rent and labour; the failure of preliminary surveying which gave Planters more land than they expected; the failure to appreciate that a ballyboe (townland) represented 60 acres of profitable land and so that the allocation of certain number of acres was much larger than anticipated; the difficulties of certain environments, the hostile native population; the hostile actions of Government in the 1630s towards the Planters expressed by heavier taxes, enquiry into their titles, etc.

Level 4 ([18]–[22])

Answers will provide a suitably comprehensive and substantiated assessment of the success of the colonists and will be able to demonstrate the extent and limits to their success.

[22]

AVAILABLE
MARKS

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- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate and superficial in relation to the Graces. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar and legibility.

Level 2 ([3]–[4])

Answers should describe some basic features of the Graces, the religious tests and recusancy laws, the Graces were introduced to help pay for a larger army in Ireland at little extra expense to the Crown. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar punctuation and legibility.

Level 3 ([5]–[6])

Answers will clearly explain the main feature of the Graces, and provide some reasons for their introduction: to placate the Old English the Graces granted them special privileges by removing religious tests for inheritance and holding certain offices. Recusancy fines were also dropped. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will show a clear knowledge of the Graces, in relation to the removal of barriers to office, the legal profession and inheritance. The proposed removal of recusancy fines indicated to the Old English that they were important to the Crown. Candidates may also point out that the Graces were never introduced and eventually dropped. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Responses will offer a few generalisations about the power of the Old English or the reasons for calling a Parliament in 1613.

Level 2 ([6]–[11])

Answers should recall some of the following objectives of the English Government: to pass recusancy laws; obtain legislation to recognise the title of the King; to achieve the attainder of the Ulster counties, which would ratify the Plantation; to pass a Subsidy Act, which would increase revenue; and measures to suppress piracy.

Level 3 ([12]–[17])

Answers will have more detail. The government hoped to pass three bills to increase the severity of the recusancy laws – against Jesuits and seminary priests, to prevent Catholic children being evacuated abroad, and to make English residents in Ireland subject to English recusancy laws. Answers at this level should deal with the obstacles faced by the Government. The House of Lords was already controlled through the Episcopal vote but, to control the Commons, the Government created 40 new boroughs, 18 of which were in Ulster where there was little more than Plantation villages; in each of these new boroughs the power of electing the Parliamentary representatives was entrusted to the corporation and the corporations, with each individual member named in the Charter, and which were exclusively Protestant. This was very controversial and was contested by the still powerful Old English community, who constituted a very large minority in each House. The Government refused to change its plans either before or during the Parliament and the Government prorogued the Parliament from May 1613 to October 1614 rather than give in to demands to back down. When the English Government finally compromised, the concessions it offered to the Old English were insufficient to prevent a Protestant majority: only thirteen boroughs were affected, thus ensuring a Protestant majority in the House of Commons of six. With such a small Protestant majority the Government did not dare to bring in its Recusancy Laws. Only ten acts were passed, including the recognition of the King's title, the attainder of the northern earls, the suppression of piracy and a Subsidy Act. The Government had met some of its objectives but not the most controversial ones in this particular Parliament.

Level 4 ([18]–[22])

Answers will communicate clearly and effectively a secure, accurate knowledge and understanding of the extent to which the Government achieved its objectives. Administrative mistakes the Government had made in issuing writs to eighteen boroughs which had not yet received their charters would be rectified for future parliaments. A secure Protestant majority was assured for the future.

[22]

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- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will be a vague narrative of Government policy of the period or a few generalisations about the Court of Wards. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar and legibility.

Level 2 ([3]–[4])

Answers might recall some of the following: that the Government had financial problems and that wardship was a means of raising revenue from Catholics who held their lands by knight service. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar punctuation and legibility.

Level 3 ([5]–[6])

Answers will have more detail, dealing with, perhaps, the desire to encourage the small Protestant population, underline the inferiority of the Catholic landowners and weaken them and raise revenue for the Crown. All these objectives might be accomplished by wardship. Answers at this level may be aware of the offence that the policy gave to the loyal Catholic landowners. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will understand the importance of the Court of Wards in terms of what it meant to achieve. Catholics could see that they were targeted with financial burdens and had their heirs subjected to proselytism, and that it was an attempt to force them to conform to Protestantism. However, they were able to use their influential position to negotiate with the Crown the removal of the two latter religious objections. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Responses will make unsupported assertions about Wentworth and his critics by 1636.

Level 2 ([6]–[11])

Answers may refer to some of the following: Wentworth’s success in raising finance from the Old English and from six Parliamentary subsidies without having to keep his word and legislate for all of “The Graces”, the humiliation of Cork and Mountrorris and his tough control over the Church of Ireland.

Level 3 ([12]–[17])

Answers may deal with Wentworth’s financial policies in greater detail, mentioning, for example, his revision of the system of assessment so that each Parliamentary subsidy would yield greater income and his deliberate discouragement of the Irish woollen industry; his hold over the Irish Government and punitive measures against Ulster Planters, and the assertion of control over the doctrine and discipline over the personnel of the Church of Ireland by the appointment of Bramhall, and the introduction of the Thirty-Nine Articles, English Canons of 1604 and reforms of Trinity College.

Level 4 ([18]–[22])

Answers will provide a suitably comprehensive and substantiated assessment of Wentworth’s policies noting how he was building up a united opposition of unlikely allies of New English, Old English and Ulster Planters. The fact that a broad coalition opposed him would suggest that it was more than a “ruthless manner”. His wide-ranging policies harmed the interests of each group. [22]

Option 2

**AVAILABLE
MARKS**

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(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will give a superficial account of the Repeal campaign. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will contain a partially accurate yet incomplete account of O’Connell’s tactics. For example, his use of rhetoric. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more informed, additionally providing more information about tactics. O’Connell utilised the Catholic clergy and raised a Repeal rent. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be more complete in their account of O’Connell’s tactics. He organised mass rallies and entered into a relationship with the Young Ireland movement. The Repeal Association was established and in his speeches he was deliberately vague as to what Repeal implied. It is acceptable for candidates to remark on the similarity with the tactics used in the campaign for Catholic emancipation. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1a:** the candidate’s ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[2])

Answers will provide a superficial outline about the Lichfield House Compact with little reference to the key issues raised by the question.

Level 2 ([6]–[11])

Answers will present partial focus on the implications of the Compact, e.g. either making an incomplete analysis of both sides, or perhaps addressing one of the two parties involved.

Level 3 ([12]–[17])

Answers will suggest greater understanding and assess with some conviction the impact of the Compact for both the Whigs and O’Connell. Such answers may reflect that the Compact was a success for the Whigs, as they were able to utilise O’Connell’s Parliamentary support and secure the passage of their social reforms in England. Moreover, one immediate success was the removal of Peel after his ‘100 day’ ministry. However, the liaison with O’Connell contributed to the Whigs’ heavy defeat in the general election of 1841. For O’Connell, the tenureship of Thomas Drummond as under-secretary witnessed a change in the appointment process of Catholics to judicial posts.

Level 4 ([18]–[22])

Answers will discuss the impact of the Compact in greater detail, assessing the merits and shortcomings for both sides. While the Compact brought a reduction to the violence of the tithe war in the months preceding it, all Whig gains were offset by the anger from the Established Church and the Conservatives that they should enter into an association with someone who was perceived as a hate-figure in English politics. O’Connell was rewarded with moderate gains in changes to the Poor Law, tithe reform and in municipal corporations. However, all these measures had a degree of dissatisfaction for him. The tithe was not scrapped. The Poor Law was based more on an English model than for Irish needs. The municipal franchise was limited to the £10 rather than the fairer £8 householder. Candidates may conclude that the Compact was neither a complete success nor a failure for either side. [22]

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- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will provide a vague and superficial response on the motives behind O'Connell's emancipation campaign. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will provide a partial and limited account of the reasons why O'Connell sought emancipation. For example, to enable Catholics to participate fully in the electoral process. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more informed, pointing to other reasons. For example, to enable Catholics to become MPs. Emancipation was a necessary stepping stone for mounting a campaign to win Repeal. Moreover, O'Connell believed that emancipation would initiate a fairer process for the promotion of Catholics in professions such as the law. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be more complete, additionally commenting on how O'Connell saw emancipation as a means for ensuring that Catholics enjoyed the same rights as Protestants. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers at this level will make tentative comments about O'Connell's political career after 1829, commenting on some of his success or disappointments. *This answer only requires a focus on two key phases namely, the Lichfield House Compact and the Repeal campaign.*

Level 2 ([6]–[11])

Answers will provide more detail, perhaps focusing on one phase, commenting on success and failures.

Level 3 ([12]–[17])

Answers will indicate more breadth and understanding of O’Connell’s career after 1829, assessing the success he had. The Compact with the Whigs brought some positive results for O’Connell in the form of the work of Drummond, tithe, Poor Law and reform of municipal corporations. However, the campaign to repeal the Union ended in failure due to a mixture of O’Connell’s own shortcomings and Peel’s political skill.

Level 4 ([18]–[22])

Answers will assess O’Connell’s career more completely, with top marks awarded to those who assess where the balance of success and disappointment lies. It can be argued that the Compact was a success, since the political realities of the 1830s made a move for Repeal unrealistic. The tithe was reduced, while Drummond pushed the promotion of Catholics in the judiciary. However, the Poor Law was inadequate for Ireland’s social problems. The Municipal Corporations Act was more conservative than its English counterpart, yet ten towns were elected by councils which supported repeal. O’Connell’s errors of judgement undermined his campaign for Repeal, which was fatally damaged by his row with the Young Irelanders, as well as Peel’s determination to uphold the Union.

[22]

AVAILABLE
MARKS

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- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be vague and superficial about the impact of the Famine. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will give a limited account, identifying some reasons for regional variations. For example, the extent of industrial development in a region, or the extent of dependence on the potato crop. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be better informed about the variety of regional effects of the Famine. They may mention such points as the geography of the region in relation to relief works and soup kitchens, or the amount of workhouse provision. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be better informed. Regional variations were also influenced by the role played by the middle class and landlords in Famine relief. The work of charities also had an impact. Moreover, there were variations on the impact of the disease which accompanied the Famine. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be vague and generalised about the causes of the Famine.

Level 2 ([6]–[11])

Answers will make a limited attempt at discussing the causes of the Famine, perhaps identifying several, such as the increase in population, role of Government and landlords.

Level 3 ([12]–[17])

Answers will attempt to assess the significance of lack of industrial development to other factors. Industry was lacking in Ireland due to a dearth of resources and little by way of inward investment. Outside of north-east Ulster there was no significant middle class of entrepreneurs and an inadequate transport system. The state of the Irish land system was also crucial. The prevailing system of land ownership encouraged backward, wasteful and primitive methods of subsistence farming. Because of the large number of tenancies-at-will the peasants who worked the land had little security of tenure. Tenants had no inducement to improve their holdings. Landlords were either unable or unwilling to employ capital for improvement. The dogma of laissez-faire precluded Government intervention. Government ignored calls for a special tax on absentee landlords. No attempt was made to buy up tracts of wasteland and lease it to tenants who could reclaim it. There was a reluctance to introduce a scheme for tenants' proprietorship, with long leases giving some security of tenure.

Level 4 ([18]–[22])

Answers will provide a greater range of explanations for the outbreak of the Famine. Payment of tithes to the Established Church was deeply resented, and at times provoked outbreaks of violence. Fewer countries experienced a higher rate of population increase than Ireland, attributable in part to an increased birth rate, decreased death rate and the abundance of cheap food in the potato. The increase in subdivision played its part, and by 1845 over three quarters of tenant holdings were less than 20 acres. Subdivision encouraged earlier marriages. Moreover, unemployment, under-employment and poverty were rife. A report in 1836 on the condition of the poor noted that over 500,000 labourers with about 1.8 million dependants were unemployed for 30 weeks of the year.

[22]

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- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will present a superficial account of the problems facing Irish agriculture. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will present a partial account of the problems, e.g. most tenants lived in a state of poverty. There was a lack of inward investment to improve agriculture. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will add more details, e.g. referring to the problems caused by rack-renting, payment of tithes. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be more complete, commenting on the fundamental weaknesses of land tenure which created many basic problems. Since there was no security of tenure, tenants had no incentive to improve their holdings. Absentee landlords and the role of middlemen created problems, as did over-population, subdivision and over-dependence on the potato, and unemployment for thousands of labourers. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be vague and superficial about the response of Government to the Famine.

Level 2 ([6]–[11])

Answers will provide a partial account, e.g. perhaps addressing some of the actions taken by either Peel or Russell.

Level 3 ([12]–[17])

Answers will assess in a more complete form the response of both Peel and Russell to the Famine. Peel took several actions: establishing food depots and sub-depots. For his part, Russell introduced soup kitchens and encouraged private charities. Answers at this level may tentatively comment on the efficacy of these measures.

Level 4 ([18]–[22])

Answers will provide more detail about the response of Peel and Russell and attempt an assessment of the adequacy of their actions. Peel contributed to the ruin of his political career by endorsing the repeal of the Corn Laws to ease Famine distress. He established public works and created local relief committees to provide funds for the worse off. While it can be argued that Peel was more successful than Russell, good candidates will appreciate that he faced a crisis on a smaller scale than his successor, Russell. O’Connell criticised Peel, arguing that all exports of corn be halted and that public works be funded by a tax on landlords. Russell’s efforts have received much criticism. His Government failed to make the best use of its resources to contain the number of deaths, especially in the later stages of the Famine. Some of Russell’s officials incorrectly believed the worst of the Famine to be over by late 1846. While the dogma of laissez-faire influenced the response of both Governments, it was to hamper Russell more notably, as indicated by the views of Trevelyan, Assistant Secretary to the Treasury. Historians have contrasted the total state expenditure of £8m on Famine relief with the £20m awarded to slave owners in 1833. Yet no debate on the success or failure of Russell’s efforts can take place without an awareness of the difficulties that he faced – the scale of the crisis, hunger at home, a weak Parliamentary position and inadequate relief mechanisms. [22]

Option 3**AVAILABLE
MARKS**

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(Answer **one** question)

- 1 (i) This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions of the limitations on the power of the monarchy in France in 1824. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the limitations on the power of the monarchy, e.g. the restrictions imposed by the Charter of 1814. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed. They will refer to some of the following points such as how the Charter of 1814 had made France into a constitutional monarchy. The King alone could propose laws, choose his own ministers, veto amendments, dissolve Parliament and control all military and civil appointments. The only main limitation was that the monarchy had to accept annual elections to the Chamber of Deputies and the political reforms gained during the French Revolution. There will be some gaps in knowledge or the answer may lack development at times. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the limitations on the power of the monarchy by 1824. The Charter of 1814 set out the powers of the monarchy and their limits, it also aimed to prevent the return of absolute monarchy in France. Legislation was passed with the consent of the monarchy and Parliament, however there was no restriction upon how many peers the King could appoint to the Chamber of Peers. Despite the French Revolution the King retained extensive powers, with some limitations by 1824. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and understanding, giving little more than a narrative about Charles X and his downfall.

Level 2 ([6]–[11])

Answers will start to assess in general terms how far Charles's poor relationship with the press led to his downfall in 1830. However, there will be gaps in knowledge and the answer will be limited, and lack development or balance.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about to what extent Charles's poor relationship with the press was to blame for his downfall in 1830. Charles X's efforts to reduce criticism of his regime included buying out opposition newspapers, increasing postage rates and stamp duty on papers. He also threatened legal action against printers of this material. By 1827 all books and journals were censored by his regime, which had to approve all publications. Candidates could also discuss some of the other reasons that helped to explain the downfall of Charles X in 1830. They could refer to some of the following points: his unpopular foreign policy, his poor choice of ministers, his attempts to restore the *Ancien Regime*, his unpopular religious policies and the economic depression affecting France in this period. By 1830 support for Charles X had vanished for a variety of reasons including his attempts to crush press criticism of his unpopular regime. Answers may lack balance at times with some gaps in knowledge of argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about to what extent Charles's poor relationship with the press was to blame for his downfall in 1830. Candidates could argue that Charles X also contributed to his own downfall with his unpopular domestic and foreign policies. His regime also failed to tackle France's economic problems and he appeared to be trying to destroy the Charter of 1814. Despite his attempts to crush press criticism, discontent with his regime continued to grow. The best responses will come to a sustained conclusion about the role of the press in relation to other relevant factors

[22]

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions of the economic problems facing France. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the economic problems in this period, e.g. high food prices and wage cuts. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and show some awareness of the main economic problems facing France between 1824 and 1830. They could refer to some of the following – increased unemployment, poor harvests and economic slumps. There was also a commercial and industrial recession which was not helped by the Government's inefficient tax system. There will be some gaps in knowledge. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the economic problems facing France in this period. Good responses will refer to the points outlined above and may note that France was badly hit by an economic slump after 1826, which saw food prices double whilst wages were cut by a third, which badly affected the artisans in particular. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and understanding, giving little more than a narrative about the domestic policies of Charles X.

Level 2 ([6]–[11])

Answers will start to assess in general terms some of the domestic policies of Charles X and how they compared with the expectations created by the Charter of the Liberties of 1814. They could refer to some of his policies which made him unpopular and which appeared to undermine the Charter, e.g. his steps to restore the position of the Catholic Church in France. Answers will have gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about the extent to which Charles X's domestic policies lived up to the expectations created by the Charter of Liberties. Good responses could refer to how Charles X appeared to be unwilling to accept his position as a constitutional monarch under the terms of the Charter, as soon as he became King in 1824. Annual elections were abolished, deputies served for seven years, not five years, the émigrés received compensation for lands lost and the Jesuit order was restored. Charles X, despite the Charter, tried to restrict newspapers and by 1827 censorship was being applied to all books and newspapers. Charles X was always closely associated with the Ultras and when he made Polignac Chief Minister in 1829, more extreme policies which further undermined the Charter were introduced, e.g. the Ordinances of St Cloud which led to the July revolution of 1830. Answers may lack balance at times with some gaps in knowledge of argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about whether Charles X's domestic policies failed to live up to the expectations created by the Charter of Liberties. Good responses must be fully aware of the domestic policies of Charles X and how they appeared to undermine the terms of the Charter of 1814 by trying to increase the power of the monarchy, church and aristocracy. Charles X was closely associated with the Ultras and sought to increase their political power and reduce the power and influence of the Chamber of Deputies. Despite press censorship and controls, criticism of Charles X and his unpopular policies and ministers grew, leading to the July revolution and many in France believed he wanted a return to absolute monarchy, not the constitutional monarchy set up under the terms of the Charter of 1814. The best responses at this level will come to clear and sustained judgements about the domestic policies of Charles X. [22]

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- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be typically inaccurate, superficial and offer unclear descriptions about how Louis Philippe consolidated power in this period. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the steps taken by Louis Philippe to consolidate his power, e.g. re-organising the National Guard in his favour. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed. Candidates could refer to some of the following points – his acceptance of the 1830 Charter, his attempts to win middle class support by giving jobs and rewards to his supporters. Louis Philippe also accepted the tricolour, disestablished the Catholic Church and portrayed himself as the “Citizen King”. There will be some gaps in knowledge or the answer may lack development at times. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main measures used by Louis Philippe to consolidate his power. Candidates could refer to how Louis Philippe introduced electoral/ political reforms which kept the number of voters small and kept a close eye on ministers in governments that were unstable until the appointment of Guizot in 1840. Louis Philippe also took an active role in government and associated himself with key groups and individuals. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the downfall of Louis Philippe.

Level 2 ([6]–[11])

Answers will start to assess in general terms some of the reasons for the downfall of Louis Philippe in 1848, e.g. his character and political mistakes. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about the extent to which Louis Philippe was solely responsible for his own downfall in 1848. Good responses could refer to some of the following points – the lack of social reform, working class discontent, economic hardships and the failure of Louis Philippe to deliver political reforms. During this period political opposition grew, helped by criticism of the King in the press, while he did not deal effectively with the Republicans and the Bonapartists. By 1848 Louis Philippe had lost the support of many groups who had supported him in 1830, because he failed to deliver what they wanted. During this period Louis Philippe also enjoyed little success in foreign affairs. The King and his Government had lost touch with the people, whilst France's economic and social problems remained unsolved by 1848. Answers may lack balance at times with some gaps in knowledge of argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about whether Louis Philippe was solely responsible for his own downfall in 1848. By 1848 political opposition had grown with a series of political banquets and the spread of radical newspapers/journals. The people by 1847 were becoming unhappy with the King and his Chief Minister Guizot, who appeared to ignore food shortages and rising unemployment. Since 1830 Louis Philippe had refused to extend the franchise and deliver political reforms, which lost him popular support and contributed to his downfall in 1848. The best answers will cover the whole period and present a sustained evaluation of the role of Louis Philippe in relation to other relevant factors. [22]

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will recall, select and deploy limited information about the economic problems facing France in this period. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the economic problems of this period, e.g. poor harvests. The answer will have frequent lapses in accuracy, organisation the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed. They could refer to some of the following points such as: high food prices, food shortages and growing unemployment rates in urban areas. Under Louis Philippe economic growth had failed to keep pace with population growth and by 1848 France was also experiencing a financial crisis. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main economic problems facing France between 1830 and 1848. Good responses could refer to many of the points outlined above in more depth and detail. Candidates may also refer to other points such as the agrarian crisis of 1846–1847, the failure of crops, poor agricultural production and falling living standards for the working classes. French industry was hindered by shortages of capital and credit, whilst there was some opposition to modernisation of production methods. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be typically characterised by generalisations and understanding, giving little more than a narrative about Louis Philippe's foreign policy.

Level 2 ([6]–[11])

Answers will start to assess in general terms to what extent Louis Philippe was successful in achieving his objectives in foreign policy during this period. Answers will be mainly narrative with gaps in knowledge, whilst development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to make a judgement about to what extent Louis Philippe achieved his objectives in foreign policy between 1830 and 1848. Louis Philippe wanted to avoid major wars and maintain a good relationship with Britain, and gain more colonies for France. Throughout this period Louis Philippe pursued a cautious foreign policy which was not always successful. France was humiliated in the Mehemet Ali crisis of 1839–1841, whilst the role of Louis Philippe in the Spanish marriages affair left France politically isolated in Europe. However, France did gain control of Algeria and Tahiti during this period and they achieved more influence over Polynesia. Answers may lack balance at times with some gaps in knowledge of argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence about to what extent Louis Philippe was successful in achieving his objectives in foreign policy between 1830 and 1848. Good responses will refer to the points outlined above in more depth and detail. Louis Philippe was successful in gaining more colonies for France and in avoiding major wars or conflicts during this period. However, France appeared to be closely linked to Britain for most of this period which made Louis Philippe unpopular as well as his failure to restore “*La Glorie*” for France. Also his failure to intervene in Belgium and Italy in 1830–1831 as well as humiliation over Mehemet Ali can be regarded as examples of failure to achieve his foreign policy objectives. The best answers will cover the whole period and clearly assess to what extent Louis Philippe achieved his foreign policy objectives for France. [22]

Option 4

**AVAILABLE
MARKS**

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30

(Answer **one** question)

1 (i) This question targets AO1a.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions about the reasons for the failure of Liberal Italy by 1922. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and begin to refer to some of the reasons why Liberal Italy collapsed by 1922, e.g. the economic crisis after World War 1 which led to unemployment. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to identify a range of reasons why Liberal Italy collapsed by 1922. Candidates could refer to some of the following – the growth of Socialism, more strikes (Biennio Rosso), agricultural problems and unrest, public discontent over the war, the mutilated victory and disappointment over the lack of Italian gains in the peace treaties. They may also refer to the growing political crisis of 1919–1922, the introduction of Proportional Representation and the effects of an increased electorate. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Level 4 answers will demonstrate a clear and detailed awareness of the main reasons why Liberal Italy collapsed by 1922. They will describe many of the points outlined above and their role in helping to undermine support for Italian democracy. The role of the King and the Catholic Church could be examined as their fear of the left wing threat made them willing to support Mussolini by October 1922. The “March on Rome” by Mussolini and his Blackshirts led to the King’s invitation to Mussolini to take power and therefore destroy Liberal Italy. The fractious nature of the coalition governments between June 1919 and October 1922 could also be examined with the leading parties being unable to work together. In 1921 the Fascists were included in the Giolitti Government’s list of election candidates which gave them and Mussolini respectability. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

(ii) This question targets AO1b.

AVAILABLE
MARKS

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding with candidates providing a basic narrative of the Fascist State.

Level 2 ([6]–[11])

Answers will begin to assess the success of Mussolini's attempts to create a Fascist State. Candidates may refer to a strong centralised government, the creation of a Corporate State which was to bring many groups together, economic self-sufficiency and the control of the people through propaganda and the secret police.

Level 3 ([12]–[17])

Answers will be more comprehensive and attempt to reach a judgement on the extent of Mussolini's success in creating a Fascist State in Italy in the period 1922–1939. Candidates could argue that Mussolini never achieved a totalitarian state in practice. Institutions such as the army, church and monarchy still remained powerful in Italy. The Corporate State was largely unsuccessful in bringing many groups together and really only represented rich landlords and industrialists. However, Mussolini was able to be the focus of loyalty of the Italian people and was able to get many to acquiesce to Fascism through the Oath of Loyalty.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about the level of success Mussolini experienced in creating a Fascist State in Italy in the period 1922–1939. Candidates may argue that Mussolini only experienced limited success. The Church still had great influence over the Italian population. Mussolini's propaganda largely ensured the general public acceptance of the regime until the late 1930s although it was far less effective in rural areas. Italy did not modernise to the extent Mussolini hoped and many Fascists remained disillusioned at Mussolini's attempt to create a Fascist State, evidenced by the challenge made by the Fascist Council in 1943.

[22]

30

2 (i) This question targets AO1a.

AVAILABLE
MARKS

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer unclear descriptions about how Mussolini consolidated his political power in Italy up to 1928. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the ways used by Mussolini to consolidate political power by 1928, for instance, the creation of the Fascist Militia. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and show some awareness of a range of methods used by Mussolini to consolidate his political in Italy by 1928. Candidates could refer to the emergency powers which were given to Mussolini by the Chamber of Deputies in November 1922, only three weeks after he became Prime Minister. They could also refer to the Acerbo Law of 1923, the law giving Mussolini the right to issue personal decrees in January 1926 and the murder of Matteotti in June 1924. They may also comment on the Legge Fascistissime of December 1925 which greatly strengthened central government political control by banning all opposition parties, strengthened control over the press, made Mussolini head of the Government, set up a new secret police service and took greater control over local government. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be very well informed and demonstrate a clear awareness of the main ways used by Mussolini to consolidate political power in Italy by 1928. In addition to some of the points outlined above candidates may refer the electoral success of 1924, the introduction of press censorship in July 1924, the role of the Fascist Grand Council and the new electoral law of 1928. The murder of Matteotti led to the Aventine Secession in June 1924 when the opposition deputies left Parliament allowing Mussolini to strengthen his political power. This event also highlighted the importance of his control over the press and the use of propaganda. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

[8]

(ii) This question targets AO1b.

Level 1 ([1]–[5])

The answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Mussolini's policies in the period 1922–1943.

Level 2 ([6]–[11])

Answers will begin to assess some of the features of Mussolini's policies towards agriculture and industry in this period but in general terms or perhaps concentrating solely on either area. They may refer to some of Mussolini's main aims such as Autarky and the creation of a Corporate State.

Level 3 ([12]–[17])

Answers will be more comprehensive and will demonstrate an attempt to make a judgement about the success of Mussolini's policies towards agriculture and industry between 1922 and 1943, although they may concentrate more on either agriculture or industry. Mussolini carried out ambitious schemes for land development to achieve economic self-sufficiency for Italy. The Battle for Grain of 1925 was intended to reduce wheat imports, whilst the Battle for Land of 1928 encouraged land reclamation, for example, the Pontine Marshes. Candidates may demonstrate that these agricultural policies were far from successful as wheat yields remained low yet the costs were high and by 1940 the battle for land had to be abandoned. In terms of Mussolini's industrial policies, candidates may argue that Mussolini enjoyed more success. There was some advancement in new industries such as chemicals and electricity and the introduction of the Istituto Per La Ricostruzione Industriale increased industrial production, however, on the whole Italian industry still remained weak.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about whether Mussolini enjoyed more success with his policies towards agriculture than industry between 1922 and 1943. In addition to the points outlined above candidates could discuss how Fascist propaganda portrayed agricultural policies as a complete success yet this was a complete façade as the quest for self-sufficiency was at the expense of economic efficiency and the living standards of many of the Italian people. Italian industry saw some improvements in the 1930s with steel and ship-building benefiting from state subsidies. The full effects of the economic depression were avoided due to the role of the IMI (Istituto Mobiliare Italiano) and IRI (Istituto Per La Ricostruzione Industriale). Candidates should cover the whole period in question and could discuss the impact of Mussolini's foreign policy on the Italian economy. With the focus on military needs and heavy industry after 1935 national debt increased drastically and consumer goods suffered. The quest for Autarky was never fully realised and Mussolini struggled to feed the Italian people during the war and Italian industry was unable to cope with the demands of war with steel production falling. [22]

3 (i) This question targets AO1a.**Level 1 ([1]–[2])**

Answers will typically be inaccurate, superficial and offer unclear descriptions about what Mussolini hoped to gain from invading Abyssinia in 1935. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the benefits Mussolini hoped to achieve from the invasion of Abyssinia in 1935. Candidates may refer to Mussolini's belief that foreign policy success would distract the Italian people from their domestic problems. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and show some awareness of a range of benefits that Mussolini hoped to achieve from the invasion of Abyssinia in 1935. Candidates may refer to the desire for revenge for the Italian defeat at Adowa in 1896, the desire to expand the Italian Empire replicating the glory of the Roman Empire and the anticipation of economic benefits such as the belief that Abyssinia had oil reserves. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be very well informed and demonstrate a clear awareness of the main benefits Mussolini hoped to achieve by invading Abyssinia in 1935. Good responses could refer to some of the points outlined above and develop them in greater depth to demonstrate what Italy could gain from the invasion. Candidates could also refer to the Italian belief that Britain and France would not intervene following the Stresa Conference of 1935. The League of Nations also appeared weak at this time which reinforced Mussolini's belief that his invasion would be unopposed. They could also refer to Mussolini's desire to increase his personal prestige while also seeing the Italian invasion as an opportunity to impress other world leaders, most notably Hitler. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

(ii) This question targets AO1b.

Level 1 ([1]–[5])

The answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative of Mussolini’s foreign policy up to 1939.

Level 2 ([6]–[11])

Answers will begin to assess some of the successes and failures in Mussolini’s foreign policy up to 1939. Mussolini had some successes up to 1935 with the invasions of Corfu and Fiume and his involvement in the Locarno Peace Pact. However, his invasion of Abyssinia and his involvement in the Spanish Civil War were to prove costly.

Level 3 ([12]–[17])

Answers will be more comprehensive and will demonstrate an attempt to make a judgement about the success of Mussolini’s foreign policy. Candidates should discuss the main features of Mussolini’s foreign policy both before and after 1935 although one area may predominate. Up to 1935 Mussolini gained prestige through his invasions of Corfu and Fiume, and Albania had virtually become an Italian protectorate. Mussolini was also able to gain prestige by forcing Hitler to abandon plans to annex Austria in 1934. His invasion of Abyssinia gained prestige for Mussolini in Italy but it contributed to the collapse of the Stresa front and drained Italian military resources.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about whether Mussolini’s foreign policy was a complete success up to 1935 but a total failure from 1936 to 1939. Candidates will cover the whole period in question and could demonstrate that Mussolini experienced both success and failure in his foreign policy between 1922 and 1939. Mussolini did gain prestige from the invasions of Corfu and Fiume, but his invasion of Libya took much longer than expected and led to the adoption of repressive measures and the introduction of concentration camps. It also brought no economic benefits to Italy and aroused little enthusiasm among the Italian people. Candidates could discuss how Italian foreign policy changed after Mussolini became Foreign Minister in 1932 with Mussolini moving away from his friendship with Britain and France and towards a more aggressive approach. The Italian involvement in Abyssinia and Spain could be shown to be short-term propaganda successes but proved to be long-term financial and military drains on resources. From 1936 onwards Mussolini developed closer relations with Hitler which led to Mussolini playing a secondary role to Hitler at the Munich Conference. Through the Rome–Berlin Axis, the Munich Conference and the Pact of Steel, Italian foreign policy was inextricably linked to the foreign policy of Hitler. [22]

4 (i) This question targets AO1a.**Level 1 ([1]–[2])**

Answers will typically be inaccurate, superficial and offer unclear descriptions about the aims of Mussolini's foreign policy in the 1920s. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the aims of Mussolini's foreign policy in the 1920s. Candidates may refer to the desire to make Italy into a great power. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and show awareness of the main aims of Mussolini's foreign policy in the 1920s. Candidates may discuss the desire to spread Fascism, the desire to achieve dominance in the Mediterranean, to gain control over Corfu and Fiume, to redress the grievances Italy had with the Peace Treaties at the end of the First World War and to the desire to re-create the glory of the Roman Empire. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be very well informed and demonstrate a clear awareness of the main aims of Mussolini's foreign policy in the 1920s. In addition to the points outlined above, candidates could refer to Mussolini's desire to bring Libya under Italian control and his desire to take control of Albania. Mussolini also wanted to play a major role as an international statesman with the signing of the Locarno Pact in 1925 and the Kellogg–Briand Pact in 1928. This could be seen as Mussolini wanting to adopt a pro-British approach to foreign policy in the late 1920s. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. [8]

(ii) This question targets AO1b.**Level 1 ([1]–[5])**

The answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Italy's failure in the Second World War.

Level 2 ([6]–[11])

Answers will start to assess in general terms the extent that Italy’s lack of preparation for war in 1940 led to its failure during the Second World War. They may also refer to the poor leadership of Mussolini or Italian military weakness.

Level 3 ([12]–[17])

Answers will be more detailed and attempt to reach a judgement about how far Italy’s defeat in the Second World War was due to their lack of preparation in 1940. Candidates could discuss how despite pre-war claims that Italy would have an army of up to 12 million, in practice, the armed forces never reached even the size of the Italian army in the First World War. The army, navy and air force were ill-supplied, barely any defences existed against aerial bombing, Italy’s intelligence network was inadequate and all branches of the armed forces competed against each other in ordering supplies. Candidates could also discuss the limited economic preparation with Italy failing to achieve Autarky and remaining heavily dependent on imports of fertilisers and oil. Likewise, no co-ordinating ministry was established to organise a future war effort. Answers at the top of this level will evaluate the role of the lack of preparation fully and also begin to discuss the significance of other factors.

Level 4 ([18]–[22])

Answers will be more comprehensive and provide a sustained evaluation of how far Italy’s defeat in the Second World War was due to their lack of preparation for war in 1940. In addition to the points outlined above candidates could refer to the role of propaganda as Mussolini continued to insist on the strength of the Italian military. This was detrimental to Italian preparations for war as Italian military and civil leaders believed their own propaganda and failed to properly question their own military plans. Candidates should also analyse the importance of other factors such as the role of Mussolini, who made nearly all major decisions himself, or the strategic mistakes that were made such as making no move to capture Malta or the decision to follow Germany’s lead and declare war on the Soviet Union. This was made worse by the decision to send a large and under-equipped force to the Eastern Front. [22]

Option 5

Total

**AVAILABLE
MARKS**

30

30

30



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

History

Assessment Unit AS 3

assessing

Module 3

[ASH31]

WEDNESDAY 21 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.	paraphrase sources or rely on direct quotation when commenting. There may be some attempt to evaluate the sources without adequate analysis of context and 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.	combine paraphrasing with partial interpretation of sources and offer some additional comment on their significance. There will be some ability to compare sources and 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.	display accurate comprehension of sources and/or the interpretation they contain and assess their utility, supported by contextual reference, e.g. author and date. 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.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

(Answer **one** question)

- 1 (i) This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Level 1 answers may provide a vague narrative or make a few generalisations about Edwardian religious policies or the purpose of the chantries.

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 ([3]–[4])

Level 2 answers will identify more clearly some of the reasons for the dissolution of the chantries. They may note that the act which dissolved them maintained that chantries encouraged the erroneous belief that prayers said for the souls of the dead had value. These prayers were unscriptural and founded on superstition and a belief in purgatory. Such beliefs prevented a true understanding of salvation, which is obtained by faith in the death and resurrection of Jesus Christ. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Level 3 answers will have more detail, dealing perhaps with some of the following: The Act declared that money raised by the dissolution of the chantries would be used for the foundation of grammar schools, so that youth could be trained in “virtue and goodness”, improving the universities and helping the poor. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level will be well informed and may show understanding of the context of the dissolution of the chantries. They may make the point that, while some of the money raised was spent on school funding, most of it paid for Somerset’s very expensive war with France and Scotland. The chantries had land with a value of perhaps a quarter of the former monasteries and this proved a tempting source of money for a government in financial difficulties, however sincerely it was committed to its Protestant doctrines. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

(ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, show understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Level 1 answers will make unsupported generalisations about the rebellions of 1549.

Level 2 ([6]–[11])

Level 2 answers will assess in general terms the extent to which economic grievances were to blame for the uprisings. They may focus on the Western Rising which was motivated by opposition to the new Prayer Book imposed on the country in 1549. The rebels described it as a “Christmas Game”.

Level 3 ([12]–[17])

Level 3 answers will be more comprehensive and begin to reach a judgement on the extent to which economic grievances were responsible for the rebellions of 1549. For example, Ket’s rebellion was directed at a number of agrarian grievances in East Anglia, including enclosure, overstocking of the common lands by the large sheep flocks of the gentry, as well as high rents. Similarly, the Western rising was partly a reaction to the new tax on sheep introduced to pay for the Scottish War although the main motivation was religious.

Level 4 ([18]–[22])

Answers at this level will be more discerning in their evaluation. They will reflect on the causes of both rebellions. Very good answers may note that those involved in Ket’s Rebellion used the new Prayer book in their public services. Similarly some of the political reasons may be discussed; for example, the Western Rebels called for Reginald Pole to be invited back to England and given a position on the Privy Council. Answer could also include the importance of local issues.

AO1b

[22]

30

AVAILABLE
MARKS

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Level 1 answers may make unsupported, generalised statements about Mary I's attempts to restore Catholicism. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Level 2 answers may make the following points. In 1553 a statute of Mary's first Parliament abrogated all the Edwardian legislation, thus restoring the position at the end of Henry VIII's reign. In January 1555, in her third Parliament, a second Statute of Repeal abolished all acts passed against the papacy since 1529 and revived the medieval heresy laws. Mary had thus succeeded in restoring England to its allegiance to the papacy and had the weapon to extirpate Protestantism and impose Catholicism. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers at this level will have more detail. For example, some religious houses were restored and actions were brought against clergymen who had married between 1549 and 1553. Diocesan seminaries were set up for the education of the clergy and competent men were appointed as bishops. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level may comment on the nature of the measures taken by Mary. Her efforts and those of Cardinal Pole were inevitably legalistic, concentrating on changing laws, rather than winning hearts and minds. There was no time for a sustained missionary effort to educate the masses. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

(ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers at this level will make unsupported generalisations about the Elizabethan Church Settlement and the attitudes of Catholics and Protestants towards it.

Level 2 ([6]–[11])

Level 2 answers will display a general understanding of the nature of the Church Settlement. It was an attempt to find a via media and inevitably Catholics found it too Protestant in tone whereas Puritians felt that it was not Protestant enough.

Level 3 ([12]–[17])

Level 3 answers will display a more coherent and detailed knowledge and understanding of the reasons for Catholic and Puritan dissatisfaction and there should at this level be some attempt to compare the extent of their opposition. Although Elizabeth failed to make the Church Protestant enough for the Puritans, they saw the settlement as a first step and were content to reform from within the Church. Although Catholics were forbidden by the Pope to worship in the Church of England in 1562, Catholic opposition was heightened after the arrival of Mary, Queen of Scots in 1568. The Northern rising of 1569 is evidence of outright opposition.

Level 4 ([18]–[22])

Answers at this level will provide a comprehensive and substantiated assessment of the reaction of Puritans and Catholics to the Settlement. Answers at this level may note the “vestarian controversy” of 1566 which led to the suspension of thirty-seven Puritan clergy. In general, however, Elizabeth took a moderate approach to the establishment of her religious policies.

AO1b

[22]

AVAILABLE
MARKS

30

- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Level 1 answers may provide a vague narrative or make a few generalisations about enclosure. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Level 2 answers will display a general understanding of the direct effects of enclosure. Contemporaries believed that enclosure was the most important reason for the country's economic and social problems. Sheep farming was profitable as it required a much smaller labour force. Wool was a more profitable commodity than other forms of farm produce. Conversions by landlords from arable to pastoral farming, usually accompanied by the enclosure of the land involved, led to unemployment for those driven from the land and reduced to vagrancy. The change in farming practices forced up food prices at a time of rising population. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Level 3 answers display a broader knowledge and understanding of the economic problems brought about by enclosure. In some counties enclosure led to casualties, especially where common fields were freshly enclosed by large landowners for the purpose of sheep farming. Enclosure was a grievance in parts of Norfolk and Suffolk where landlords pastured their sheep on their tenants' land (a practice known as "fold-course"). Ket's rebels demanded an end to the practice of enclosing common land. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level will provide a comprehensive and substantiated assessment of the economic and social problems caused by enclosure. Very good answers may make the point that, although enclosure was not the main cause of social distress during this period, contemporaries believed this to be the case. In fact, enclosures were economically progressive. Farmers who fenced their land in order to increase productivity, were helping to feed the growing population of sixteenth century England, as well as securing their own advantage. Enclosure was a complex phenomenon which had different effects in different parts of the country. Answers will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, show understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers at this level will make unsupported generalisations about the response of Somerset and Northumberland to the economic and social problems they faced.

Level 2 ([6]–[11])

Level 2 answers will display a general understanding of the policies pursued by Somerset and Northumberland and will refer to some of their policies in relation to government finances, inflation, enclosure and employment. However, answers at this level may lack adequate supporting evidence or focus mainly on either Northumberland or Somerset.

Level 3 ([12]–[17])

Level 3 answers will display a more coherent and detailed knowledge and understanding of the economic and social policies of Northumberland and Somerset. Answers at this level will attempt to compare and evaluate the two rulers. While Somerset left the government almost bankrupt by engaging England in expensive wars with Scotland and France, Northumberland ended the wars and sold Boulogne back to France. While Somerset rejected advice to revalue the currency and instead set up an Enclosure Commission to impose curbs on enclosure, Northumberland abandoned the Enclosure Commission. Answers should also assess the attitude of both men to currency debasement. Somerset and Northumberland also adopted a different policy to the able-bodied poor. Somerset took a hard-line approach to the able-bodied unemployed through the Vagrancy Act of 1547 which enabled them to be branded and enslaved. Northumberland, on the other hand, repealed the Vagrancy Act in 1550 and took a softer approach. He introduced important social legislation such as the Acts of 1552 to protect arable farming and prohibit usury, as well as a new Poor Law to help the aged and infirm.

Level 4 ([18]–[22])

Answers at this level will provide a comprehensive and substantiated assessment comparison of the economic and social policies of Somerset and Northumberland. They may appreciate that there were similarities as well as differences between the two rulers. Both took action against enclosure which they considered to be a major economic and social problem. Even though Northumberland abandoned the Enclosure Commissions, there were more prosecutions for depopulation than in Somerset's time.

AO1b

[22]

AVAILABLE
MARKS

30

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Level 1 answers may provide a vague narrative or make a few generalisations about inflation in the period 1547–1571. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Level 2 answers will display a general understanding of the reasons for the rise in inflation during this period. They may note that the currency debasements of 1544–1545 were a major cause of inflation in the 1550s and may also refer to other factors such as the harvest failures in the 1550s. Answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Level 3 answers will display a broader knowledge and understanding of the causes of inflation during this period. In addition to the points mentioned above, answers may refer to the impact of war in the 1540s, the problems associated with population increase, as well as bullion imports. Answers will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level will provide a comprehensive and substantiated assessment of the causes of inflation in England in the period 1547–1571. They will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, show understanding of appropriate concepts and arrive at substantial judgements.

Level 1 ([1]–[5])

Answers will make unsupported and vague generalisations about the reaction of governments to the problems caused by inflation.

Level 2 ([6]–[11])

Level 2 answers will display a general understanding of the response of governments to the problems posed by inflation. Answers at this level will probably deal with either how the government addressed inflation itself as a means of responding to the problems it caused or how it responded to the hardship caused by inflation.

Level 3 ([12]–[17])

Level 3 answers will display a more coherent and detailed knowledge and understanding of government responses to the problems caused by inflation. Answers at the top of this level should deal both with how they sought to prevent inflation and how they dealt with its consequences. Answers may note that one way in which the governments of Mary and Elizabeth tried to reduce inflation was to pursue inexpensive foreign policies. This was a reaction to Somerset’s very costly wars. In the area of currency reform, massive debasements of the currency took place to finance Somerset’s wars and Northumberland made one final debasement of the coinage in 1551 but then re-valued some of it the following month bringing good quality coins in circulation alongside the base coins. It was not until 1560–1561 that the remaining base coins were withdrawn from circulation and converted into fine silver money. This restored confidence in the currency and kept inflation in check. Answers at this level will also assess how governments responded to the issues of poverty and vagrancy, both of which resulted from inflation. Somerset and Northumberland adopted different policies to the able-bodied poor. Somerset took a hard-line approach to the able-bodied unemployed through the Vagrancy Act of 1547 which enabled them to be branded and enslaved but he did empower JPs to fix food prices and force farmers and drovers to bring goods to markets where there shortages. Northumberland, on the other hand, repealed the Vagrancy Act in 1550 and took a softer approach. He introduced important social legislation such as the Acts of 1552 to protect arable farming and prohibit usury, as well as a new Poor Law to help the aged and infirm. Mary did little in the area of poor relief. The Beggars Act of 1563, although continuing an earlier policy of whipping able-bodied beggars, introduced compulsion in the collection of funds for Poor Relief when more prosperous members of each parish had to contribute to the relief of their own poor.

Level 4 ([18]–[22])

Answers at this level will provide a comprehensive and substantiated assessment of government efforts to curb inflation and how they responded to the problems it caused. Very good answers may observe that contemporaries had little understanding of inflation and little appreciation of the State’s responsibility to assist those who could not help themselves.

AO1b

[22]

30

Option 1

30

AVAILABLE
MARKS

(Answer **one** question)

- 1 (i) This question targets 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.

Level 1 ([1]–[2])

Responses will be a vague narrative or a few generalisations about aspects of local government during the Personal Rule. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar and legibility.

Level 2 ([3]–[4])

Answers should recall some of the following: Charles sought to improve welfare policy by issuing a Book of Orders to JPs. Some candidates may refer to Charles I’s attempts to improve the country’s militia, which was also organised locally on a county basis. Although this initiative, known as the “Exact Militia”, was launched in the mid-1620s, before the Personal Rule, it would be legitimate to discuss it as the attempt to achieve it was still being made after 1629. The answer will have frequent lapses in accuracy, organisation, use of vocabulary, spelling, grammar punctuation and legibility.

Level 3 ([5]–[6])

Answers will have more detail, dealing perhaps with the mechanics of how the JPs were supervised and made accountable or how the militia was trained through the muster-master. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will display an understanding of the changes that show an appreciation of the state of local government and of Charles I’s plans for it. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported assertions about Charles I's personality. He was aloof, remote and stubborn. There will be little discussion of the other reasons for Charles I's personality.

Level 2 ([6]–[11])

Answers will display a general understanding of Charles I's personality but there may be limited analysis and some digression. Charles I had elevated views of kingship and royal authority which were easily misunderstood by his subjects. Some of the other reasons for his unpopularity may be suggested: his policies in local government; his religious and financial policies, as well as the culture of his court. Answers at this level are likely to be descriptive.

Level 3 ([12]–[17])

Answers will be more comprehensive and attempt to reach a judgement about the extent to which Charles I's personality was to blame for his unpopularity. Charles did not explain himself and his intentions were therefore often misunderstood. The other reasons for the unpopularity of King Charles will be more fully discussed. Reference may be made to the following: local government policies, the unauthorised collection of tonnage and poundage, the sale of monopolies, forest fines, distraint of knighthood, as well as ship money. Answers at the top of this level will appreciate the constitutional concerns about royal financial independence and the tenor of the court.

Level 4 ([18]–[22])

Answers will provide a suitably comprehensive and substantiated assessment of the extent to which Charles I's unpopularity was due to his personality. They should indicate that his personality helped to explain his policies in regard to local government, the Church, finance, the court and Ireland.

AO1b

[22]

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- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Responses will be a vague narrative or a few generalisations about the reasons for the execution of Charles I. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar and legibility.

Level 2 ([3]–[4])

Answers should identify some, but not all, of the following points: the attitude and actions of Charles I, the influence of Cromwell and the Army in the period following the First Civil War (1646–1649). The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar punctuation and legibility.

Level 3 ([5]–[6])

Answers will have more detail, dealing, for example, with some of the following: the politicisation of the Army by about 1647 because of the timidity of parliament, the role of Scotland and the intrigues of the King in restarting the Civil War, as well as the King's tactics at his trial. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers communicate clearly and effectively an informed, accurate knowledge and understanding of the reasons for the execution of Charles I. The answer will be characterised by accuracy, consistently very good organisation, and use of vocabulary, spelling, grammar punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported statements about the reasons for Parliament’s victory in the Civil War, referring perhaps to the character of the New Model Army or the nature of its leadership following the Self Denying Ordinance.

Level 2 ([6]–[11])

Answers will display a general understanding of the reasons for Parliament’s victory, referring perhaps to the size of the New Model Army and noting that it was led by officers who were well-motivated. Answers make brief reference to some of the reasons which contributed to Parliament’s victory.

Level 3 ([12]–[17])

Answers will display a more coherent and detailed knowledge and understanding of the reasons for Parliament’s victory in the Civil War. They will contrast Parliament’s creation of a “national” army with the provincialism of the Royalists. Answers may also refer to the financial and psychological benefits Parliament gained from possessing London, which, after all, gave it a large share of the nation’s customs, valuable assessments on urban property and a large reservoir of manpower. In addition, answers should show awareness of other factors such as the role of Cromwell and Pym, the methods of raising money (such as excise, the Assessment, sequestrations), as well as possession of the navy which allowed it to collect the customs. Answers may also contrast this with the difficulties of the Royalists in raising money.

Level 4 ([18]–[22])

Answers at this level should provide a suitably comprehensive explanation of how far military factors brought about Parliament’s victory. In addition to military and financial factors, answers at this level may refer to the triumph of the “war party” on the parliamentary side in contrast to the disunity among the Royalists, as well as the alliance with Scotland.

AO1b

[22]

30

AVAILABLE
MARKS

- 3 (i) **This question targets 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.

Level 1 ([1]–[2])

Responses will offer a few generalisations or unsupported assertions about William Laud. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar and legibility.

Level 2 ([3]–[4])

Answers will have more detail, dealing, perhaps with his objectives of improving the aesthetic quality of the church buildings, paying more attention to ceremony, stressing the importance of the altar and the Eucharist, and less to preaching and Sabbath observance. The answer will have frequent lapses in accuracy, organisation, and use of vocabulary, spelling, grammar and punctuation and legibility.

Level 3 ([5]–[6])

Answers will have more detail and may refer to Laud’s desire to make the Church of England more efficient by Episcopal visitations, more efficient collection tithes, the work of the church courts and the Court of High Commission. Answers may refer to Laud’s desire to stamp out Puritanism by, for example, the suppression of Feoffees for Impropriations. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will provide a comprehensive outline of Laud’s attempts to change the Church of England. They may refer to the unifying themes of his changes, namely to implement the “beauty of holiness”, make services more appealing to the ordinary man and bring order and good organisation to the Church. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported assertions about Pym, probably confined to his Puritan views, and display an understanding, which is no more than basic, of his role as leader of the opposition to Charles I.

Level 2 ([6]–[11])

Answers will display a general understanding of the role of Pym but there may be limited analysis and some digression. Some, but not all, of the other reasons for Puritan success may be suggested. The actions of the King in this period, making so many enemies, across a range of policies and areas of national life, might be suggested as reasons why the Puritans drew in support for their cause. Government finances were weak and this undermined Charles I's ability to see off Puritan challenges.

Level 3 ([12]–[17])

Answers will display a broader knowledge and understanding of the contribution of Pym. Pym gave important leadership in the House of Commons in articulating Puritan concerns about the dangers of Catholicism. England was Calvinist and anti-Catholic. Stafford had many enemies and Pym led the attack on him. Answers may refer to the fact that the King made enemies in Scotland and the revolt which began there and spread into the north of England weakened him in the late 1630s and early 1640s and helped Puritan opposition. The Irish Rebellion of 1641 played into the hands of the Puritans, confirming fears of a Catholic rising and revolution.

Level 4 ([18]–[22])

Answers will provide a suitably comprehensive explanation of Pym's contribution to the success of Puritanism. He created the alliance with Scotland in 1643, he linked parliamentary opposition to the popular protest and he played a key role in financing the Parliamentary war effort. Answers will be able to appreciate that there were other reasons contributing to Puritan success, not least the nature of Puritanism itself which, with its religious motivation, political influence and social and economic dimensions, made a remarkably coherent and powerful position movement.

AO1b

[22]

AVAILABLE
MARKS

30

- 4 (i) **This question targets 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.

Level 1 ([1]–[2])

Responses will offer a few generalisations about the Court of Charles I. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar and legibility.

Level 2 ([3]–[4])

Answers should recall some of the following: the Catholicism at Court centered on Queen Henrietta Maria, the King's art collection and the dramatic productions. The answer will have frequent lapses in accuracy and organisation, use of vocabulary, spelling, grammar and punctuation and legibility.

Level 3 ([5]–[6])

Answers will have more detail, dealing, perhaps with some of the following: how Charles copied the formal etiquette of the Spanish court, the Catholic converts, the reception of the Papal Nuncios and details of the art collections and the masques. Answers may also show how the culture of the court was associated more with the Catholicism and absolutism of continental monarchies. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will demonstrate a secure and accurate knowledge of the features of the court and display an understanding of what connotations and associations it had for contemporaries. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar and legibility.

AO1a

[8]

(ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of historical concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will make unsupported assertions about the emergence of radical political and religious groups in the late 1640s or offer a few inaccurate and superficial generalisations about groups such as the Levellers, the Fifth Monarchists, or Quakers.

Level 2 ([6]–[11])

Answers might recall some of the principal ideas of some of these groups and explain how radical their ideas were at the time.

Level 3 ([12]–[17])

Answers will have a more detailed knowledge and understanding, showing, for example, how the Fifth Monarchists believed that it was their mission to prepare for the reign of Christ by purifying church, state and society. The Elect should seize power from a corrupt ruling class by revolution. Once in power they would redistribute wealth, help the poor and establish a new moral and legal code. Another example might be the Quakers, who rejected the social order as it was the ruling class which was responsible for the state of the church and maintaining the ordained clergy who were not gifted to receive from God. They refused to show deference to those in authority, and demonstrated this by refusing to lift their hats, calling everyone “thee” instead of calling their superiors “you”. Their anti-clericalism prompted them to disrupt church services. Answers at this level should indicate that, despite the radical nature of such beliefs they were held by a small number of people of little power or influence.

Level 4 ([18]–[22])

Answers will provide a suitably comprehensive and substantiated assessment of the significance of the radical political and religious groups during this period. At this level answers should assess how much influence these groups had and demonstrate that they were confined to certain geographical areas or classes and were opposed even by Army leaders such as Cromwell.

AO1b

[22]

30

Option 2

30

AVAILABLE
MARKS

(Answer **one** question)

- 1 (i) This question targets AO1b:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be vague and superficial about the aims of the Chartist movement. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will provide a limited account of Chartist aims, e.g. perhaps identifying two points from the Charter. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will provide more on aims, by commenting on most aspects of the 6 points in the Charter. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility although there may be occasional lapses.

Level 4 ([7]–[8])

Answers at this level will not only explain the aims outlined in the Charter, but also indicate an awareness of additional Chartist aims. For example, O’Connor and the Land Plan; Lovett and education reform; regional variations focusing on temperance reform. There was a mixture of political and social aims, with the expectation that Chartist success would improve the economic situation of the working class. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be vague and generalised about the reasons for the failure of Chartism.

Level 2 ([6]–[11])

Answers will discuss the reasons for failure in a more general way, e.g. commenting on some shortcoming of the Chartist movement, and perhaps referring to the role of government.

Level 3 ([12]–[17])

Answers will be more detailed in the assessment of the failure of Chartism and will examine how the Chartists contributed to their own demise. There were quarrels among the leadership over strategy and the priority which should be given to the various aims. There were in fact too many leaders: O’Connor, Lovett, Harney, O’Brien, Jones and Stephens. The “moral v physical” force debate undermined the movement. O’Connor inspired much dislike from among his colleagues. Critics accused his land plan of diverting attention from the Charter, while there were allegations that he had misused profits made from “The Northern Star”. At this level, answers will make a partial attempt at explaining other reasons for Chartist failure, e.g. flaws in aims and tactics.

Level 4 ([18]–[22])

Answers will not only be well informed about Chartist shortcomings, but will also assess a wide range of other contributory factors to its failure. The Chartists had too many aims, and the Charter itself was quite impractical. Regional variations and the lack of a power-base in London hindered the movement. Both Whig and Conservative governments were firm and resolute, using the wire telegraph, railways and Rural Police Act to thwart the Chartists. References to Newport and Kennington Common illustrate this. Parliament too was hostile, hence the overwhelming rejection of the three petitions. The forces against Chartism were formidable: the established Church, judiciary and middle-class. Answers could also refer to how Peel’s reforms reduced support for Chartism. Support for Chartism also varied due to the changing economic conditions in England at this time.

AO1b

[22]

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- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be vague and superficial about the aims of the League. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will provide a limited response about the League's aims, e.g. their expectation that repealing the Corn Laws would improve overseas trade, benefit manufacturers and boost investment in the economy. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed on the League's aims. It was claimed that Corn Law repeal would help deal with the "Condition of England" question, by increasing employment, lowering bread prices and making English agriculture more productive and efficient. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility although there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be well informed about the aspirations of the League. Cobden believed that the League's agenda went beyond the mere repeal of the Corn Laws: it was a step towards overthrowing the power of the landed aristocracy, a process which had commenced with the Reform Act of 1832. Moreover, he hoped that repeal would improve international trade and improve relations between countries. For others, repeal was perceived in humanitarian terms, a means whereby cheaper bread could help the hungry. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

(ii) This question targets AO1b: the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will provide a vague narrative on the question of the Corn Laws. For example, such answers may generalise about the circumstances in which the Laws were repealed.

Level 2 ([6]–[11])

Answers will present a general assessment of the impact of Corn Law repeal. Such answers may refer to employment, trade and comment on social effects.

Level 3 ([12]–[17])

Answers will provide a more detailed assessment of the impact of the repeal of the Corn Laws. They may comment on the fact that the expected collapse of English farming did not materialise. Moreover, the Conservatives, bitter opponents of repeal in 1846, abandoned the principle of protection in the 1850s. Prices remained stable in the 1850s, but the era of cheap food failed to arrive. Real wages improved and government began to deal with social problems.

Level 4 ([18]–[22])

Answers will be more detailed and present a more comprehensive assessment of the impact of the repeal of the Corn Laws. They will assess the ways in which repeal helped or hindered the English economy. It is valid for such answers to reflect on those other factors which impacted on economic improvement. For example, economic developments in transport and industry, investment and agricultural change.

AO1b

[22]

AVAILABLE
MARKS

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- 3 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be vague and generalised about the social reforms of Peel’s government of 1841 to 1846. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will present a partial account of Peel’s social reforms. For example, they may refer to one or two reforms, such as the Mines Act or the Railway Act. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will provide more detail about the social reforms. The Mines Act was introduced in 1842, and regulated the hours and conditions of women and children. Children under the age of ten were forbidden to work underground. The Railway Act introduced the “parliamentary train”. Third-class passengers could travel at a cost of 1 penny per mile. The Factory Act of 1842 stated that children aged 8 to 13 should work a 6 hour day. Dangerous machinery was to be fenced. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility although there may be occasional lapses.

Level 4 ([7]–[8])

Answers will deal with the full range of social reforms introduced by Peel’s government. Peel also attempted to deal with the problem of poverty, and acted upon the recommendations of Chadwick’s Committee which investigated social conditions in towns. The Poor Law of 1844 stated that owners and ratepayers should vote for the election of guardians on a level with their assessment. Peel also established a Royal Commission to investigate public health, which resulted in the Public Health Act of 1848. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanation showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will produce a vague and superficial account of Peel’s career between 1819 and 1841.

Level 2 ([6]–[11])

Answers will assess in more general terms Peel’s career, perhaps focusing on a narrow period, such as 1819–1832, or 1833–1841.

Level 3 ([12]–[17])

Answers will more detailed, and will describe some of the successes and failures of Peel’s career. Such answers may have gaps on a key issue, or lack a reasoned verdict. Between 1819 and 1832, Peel experienced both success and disappointment. His chairmanship of the Bullion Committee and his tenureship as Home Secretary were the high points in these early years. However, Peel unsuccessfully opposed the passing of Catholic Emancipation in 1829, as well as the Reform Act of 1832. He was criticised by Tory Ultras for his reluctant acceptance of emancipation, and lost his Oxford seat.

Level 4 ([18]–[22])

Answers will provide a more comprehensive assessment of Peel’s career in the period 1819–1841. Between 1833 and 1841, Peel increased the electoral credibility of the Tory Party in several ways. The Tamworth Manifesto provided a new and much-needed ideological direction. He supported Bonham in the task of reorganising the party through the Carlton Club. Peel’s responsible opposition to the Whigs in the 1830s contrasted with the apparently fractious stance presented by the Tories in previous years, and contributed to a rise in the party’s fortunes in the general elections of 1835 and 1837. Peel’s 100 days in power in 1835 had mixed success. The Ecclesiastical Commission showed Peel’s determination to reform the Established Church, yet his ministry was short-lived. While the 1841 general election was a great success for Peel, the result was not an endorsement of Peelite Conservatism, and the distrust with which many of the traditional landed aristocracy viewed Peel became apparent when he moved to repeal the Corn Laws in 1846. Candidates should, therefore, identify a wide range of success and failure throughout the period, and are free to debate where the balance lies. Answers could also refer to the “Bedchamber Crisis” and how it could be interpreted as a success or failure as part of Peel’s political career.

AO1b

[22]

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- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will be vague and generalised regarding the social problems which Peel faced. They will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will present a limited account of Peel's social problems. Consideration will be given to candidates' interpretation of what constitutes a "social" problem. For example, economic difficulties can lead to social unrest. A basic social problem was the decline in the nation's finances. The Whigs left a deficit of £7m. Wheat prices nearly doubled between 1835 and 1838. High food prices for labourers were accompanied by declining prices and profits in the cotton industry, which was the index of British economic progress. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will provide more examples of social problems facing Peel. The industrial working-class faced wage cuts, heavy unemployment and desperate living conditions. Private charities and the local poor relief systems were collapsing under the strain. In 1842 over one million people were receiving poor relief. Anti-Poor Law agitation of the 1830s had not dissipated. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility although there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be more complete. To the aforementioned came the social challenges presented by the Chartists and the Anti-Corn Law League. Each grouping used a variety of methods, including rallies, speeches and literature to achieve their aims. Each presented powerful social forces, which seemed to be in collision with government. Peel perceived Chartism as a public order problem. Peel noted that something must be done to make "this country a cheap country to live in". In this sense, social and economic problems overlapped. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

(ii) This question targets AO1b: the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will be vague and generalised about the fortunes of the Conservative Party between 1846 and 1865.

Level 2 ([6]–[11])

Answers will assess in general terms the problems facing the Conservatives in post-repeal politics. They may argue that Peel was to blame for their difficulties because he ignored warnings from his own backbenchers regarding the political impact of Corn Law repeal, and split his party. Moreover, the loss of the Peelites meant that the Conservatives lacked the services of their most experienced and able members.

Level 3 ([12]–[17])

Answers will be more detailed and will make a stronger attempt to relate to the role of Peel to other factors. Additionally, they may indict Peel for his conduct in the period 1846–1850, when he provided no clear leadership to those loyal to him, and made no effort to reunite a party which he had made so electorally successful. However, other factors must be considered. For example, Disraeli’s role in the downfall of Peel aroused much long-term bitterness and made a reconciliation between Peelites and Protectionists unlikely. Moreover, the fact that the party had ousted Peel, one of the outstanding statesmen of his time, suggested that they had reverted back to their pre-1832 position. The Conservatives, once regarded as the party of government, formed only two short-lived minority ministries in this period. The Protectionist wing was mocked as “the Conservative Party with most of their brains knocked out”.

Level 4 ([18]–[22])

Answers will provide more comprehensive coverage and examine a fuller range of factors which weakened the Conservatives. The rivalry between Gladstone, who had served in Peel’s Ministry of 1841–1846, and Disraeli, added to Conservative problems. The Whigs capitalised and dominated politics. Palmerston focused on foreign affairs, and his aggressive stance was in keeping with the public mood. He earned the credit for winning the Crimean War, and was one of the first politicians to “manage” the press. Moreover, he was an extremely professional politician with unequalled administrative experience.

AO1b

[22]

Option 3

AVAILABLE
MARKS

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30

(Answer **one** question)

- 1 (i) This question targets AO1a:** the candidates ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about why Spain had lost many colonies by 1830. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons why Spain had lost most of its colonies by 1830, e.g. the effects of the Monroe Doctrine. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the main reasons why Spain lost the majority of its colonies in this period. Good responses could refer to some of the following points: the declining influence of Spain as a major power, the role of Canning and the role of the Monroe Doctrine in the American continent. There will be some gaps in knowledge or the answer may lack development at times. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main reasons why Spain lost the most of its colonies by 1830. During this period the British Navy was dominant and the Spanish were militarily weak after the Spanish Revolutions of 1820–1823. Between 1824 and 1825 Britain recognised the independence of many former Spanish colonies and Spain was too weak to intervene to regain control of the lost colonies by 1830. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Concert of Europe and the major powers in this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of how successfully the Concert of Europe secured co-operation between the major powers in the period 1823–1856. They could refer to the role of the major powers over problems in this period such as the Greek revolt and Mehemet Ali Crisis. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to reach a judgement about the success of the Concert of Europe in securing co-operation between the major powers in this period. Good responses could refer to some of the following points: how the powers dealt with the Eastern Question, the Belgian revolt and the Mehemet Ali crisis of 1839–1841. Such issues tended to be settled by conference and diplomacy and the Straits Convention of 1841 is a good example of this. The great powers also co-operated to suppress the revolutions of 1830 and 1848 to a certain extent, and in 1833 Austria, Russia and Prussia promised to help each other to suppress revolutions. Metternich dominated the Concert of Europe until 1848. Subsequently, relations deteriorated between the major powers which led to the Crimean War. This failure of diplomacy led to the first major European War since 1815. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation of the success of the Concert of Europe in securing co-operation amongst the major powers across the whole period. Good responses will be aware of the importance of the dominance of the Holy Alliance of Russia and Austria, whilst Britain and France often worked together as part of a more liberal alliance. Some candidates may argue that Europe was lucky to avoid another major war until the Crimean War, which was primarily caused by a shift in position of some of the major powers over the Eastern Question. This had already threatened to cause a major war over Greece and the Mehemet Ali problem between 1823 and 1856. The best responses will cover the whole period and come to a sustained conclusion about the success of the Concert of Europe in securing co-operation between the major powers across the whole period.

AO1b

[22]

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- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and often vague and unclear descriptions about the response of the Concert of Europe to the revolutions of 1830–1831. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to identify in what ways the Concert of Europe responded to the revolutions of 1830–1831, e.g. the role played by Britain and France over Belgian independence. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the main ways the Concert of Europe responded to the revolutions of 1830–1831. They could refer to some of the main revolts in France, Belgium, Italy and Poland and how the major powers responded to them. The three eastern powers also worked together at this time to sustain the 1815 treaties. There will be some gaps in knowledge and they may focus more on one revolt than another. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers will be well informed and show a clear awareness of in what ways the Concert of Europe responded to the revolutions of 1830–1831. They could refer to specific examples about how the major powers worked together and co-operated to overcome the revolutionary threat and help preserve the old order as much as possible. Some of the major powers worked together to give Belgium independence, but Russia was allowed to crush the Polish revolt and Austria the Italian revolt. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about some of the events in the Crimean War.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of the factors which were responsible for Russia's defeat in the Crimean War by 1856. They will refer to Russia's weaknesses and some of the strengths of France and Britain but there will be gaps in knowledge.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to reach a judgement about the importance of Russian weaknesses in relation to the strengths of its opponents. Although Russia had a large army, it was badly organised and lacked adequate military leaders, as well as satisfactory supplies. It lost more than 300 000 men in the war. One of the strengths of these British and French opponents was their control of the sea, while the Russians experienced great difficulties in transporting supplies over the steppes. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation about whether Russia was mainly responsible for its defeat in the Crimean War. Good answers may question how strong their British and French opponents were during the war. They were ill-prepared for war and allied commanders displayed ineptitude at the siege of Sebastopol. British troops were led by Lord Raglan but, though brave, he was not a good strategist. The allied campaign was also hampered by the need to secure agreement between British and French commanders before action was taken. The British and French made no adequate provision for the winter campaign of 1854–1855 and many died due to illness. In fact, answers may conclude that the outcome of the war was determined by the fact that the British and French were “less weak” rather than “stronger” than the Russians. The best response will assess Russia's weaknesses in relation to their opponent's strengths in relation to their defeat.

AO1b

[22]

30

- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about population growth in this period. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the main causes of population growth in Europe during this period, e.g. more medical knowledge. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the main causes of population growth between 1823 and 1856. They could refer to some of the following reasons such as changes in industrial production which could support an increased urban population, improvements in agriculture and no major wars in this period. There will be some gaps in knowledge at times. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main reasons why Europe experienced an increase in population growth during this period. Europe's population rose from 230 million (1830) to about 270 million (1850). Candidates could also refer to how some of the states experienced population growth, e.g. Britain and Prussia, whilst other states did not, e.g. France. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a limited narrative about transport development in Europe.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of developments in transport, e.g. railways and how they affected the European economy in this period. Answers will be mainly narrative with gaps in knowledge, and development of the question will be limited.

Level 3 ([12]–[17])

Answers at this level will be more comprehensive and start to reach a judgement about the significance of transport developments upon the economy in Europe during this period. Good responses could refer to the spread of railways and how this was linked to industrial growth and the spread of urbanisation. Candidates could also start to discuss other factors which affected the economy such as commercial developments, population growth and the role of government in some states, e.g. Prussia. Answers may lack balance at times with some gaps in knowledge or argument, or they may omit part of this period.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation of the significant effects of transport developments upon the economy of some European states during this period. The best responses will cover the whole period and be aware of the significant effects of developments in transport upon the European economy in this period.

AO1b

[22]

30

AVAILABLE
MARKS

- 4 (i) **This question targets AO1a:** the candidates ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about the Carbonari during this period. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the features of the Carbonari in this period. The answer will have frequent lapses in accuracy, organisation, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be better informed and identify the main features of the Carbonari during this period. They could refer to some of the following points such as: their demands for liberal reforms, their secret meetings with elaborate rituals, special passwords and handshakes. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main features of the Carbonari in this period. Candidates may also be aware that, although they shared common nationalistic and democratic ideas, there were great regional differences within the Carbonari which was strongest in Italy, but it did have branches elsewhere. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

(ii) This question targets AO1b: the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Romantic Movement in Europe during this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of the Romantic Movement as an expression of cultural change in Europe during this period. Answers will have gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more comprehensive and start to reach a judgement about the importance of the Romantic Movement as an expression of cultural change during this period. Good responses could refer to some of the following points: the belief in free expression and the glorification of individuality. Candidates may refer to how music, arts and literature were the main means of expressing these ideas which were part of the Romantic Movement in Europe. Responses could argue that the importance of the Romantic Movement as an expression of cultural change varied from country to country, e.g. they may refer to France, Italy and Germany. Candidates may discuss the role of other expressions of cultural change, e.g. liberalism, nationalism and secret societies. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about the importance of the Romantic Movement as an expression of cultural change during this period. Some candidates could argue that by 1823 the Romantic Movement was past its heyday and that other expressions of cultural change were more important by 1856, e.g. the influence of secret societies. Answers at this level will support their conclusions with specific relevant evidence drawn from a range of countries across the whole period.

AO1b

[22]

AVAILABLE
MARKS

30

Option 4

30

(Answer **one** question)

- 1 (i) **This question targets AO1a:** the candidate’s ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about the fall of the Provisional Government in October 1917. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the reasons for the failure of the Provisional Government, e.g. Dual Authority and the problems caused by the war. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the reasons why the Provisional Government fell from power in October 1917. They could refer to some of the following points, such as the role of Lenin and the Bolsheviks who offered easy solutions to the problems of Russia. Candidates could also refer to the mistakes made by the Provisional Government such as the decision to stay in the war, delays to elections and land reforms. They also shared power with the Soviets which undermined their authority. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main reasons why the Provisional Government fell from power in October 1917. Good responses could refer to the role played by individuals such as Kerensky, Lenin and Trotsky in 1917. Answers at this level will be aware that the Provisional Government was weakened by the scale of the problems facing Russia. Economic problems were worsened by the effects of war, whilst it also lacked authority and was undermined by Dual Authority which the Bolsheviks exploited by October 1917. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility. Answers could also refer to the July days and the importance of the Kornilov affair.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the Tsar and his downfall in 1917.

Level 2 ([6]–[11])

Answers will start to assess in general terms how Tsar Nicholas II was responsible for his own downfall in February 1917, e.g. his poor leadership during the war. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more detailed and start to make a judgement about the extent to which the role of Tsar Nicholas II was responsible for his own downfall in February 1917. Good responses should start to refer to points such as his decision to enter the First World War which led to heavy defeats, shortages of weapons and food, whilst inflation was to become a major problem by 1916. In 1915 the Tsar appointed himself as Commander-in-Chief of the armed forces, which made him even more unpopular by 1917 as he was blamed for Russia's poor performance in the war. In his absence Russia's government came under the influence of his German wife, the Tsarina, and her advisor Rasputin. The Government lacked authority and ministers were changed frequently, which further discredited the Tsarist regime. The Tsar ignored all advice and continued to refuse demands for political reforms after suspending the Duma in 1915. Candidates may refer to the fact that the war only worsened the economic and political problems that Russia was facing before 1914 as well as turning the army and even more the aristocracy against the Tsarist regime. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their argument with specific evidence and present a sustained evaluation about the extent to which Tsar Nicholas II was responsible for his downfall in February 1917. Candidates should be aware of the role played by the Tsar and his weak personality, as well as the importance of other factors such as the harsh winter of 1916–1917 which intensified economic problems in the main cities. These problems led to political unrest and the Tsar was blamed for Russia's poor government during the war, which led to the February revolution. The Tsar's decision to enter the First World War accelerated the end of Tsarism, undermined its authority and power and contributed to his downfall by February 1917.

AO1b

[22]

30

- 2 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear responses about the economic problems facing the Bolsheviks between 1918 and 1924. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to identify some of the economic problems facing the Bolsheviks in this period such as the land problem and the lack of industrial development. The answers will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the problems facing the Bolsheviks in this period. They could refer to some of the following problems which they had inherited in 1918 such as – the problem of inflation, economic disruption caused by World War I and the problem of the peasants and industrial workers. Good responses could also refer to the food shortages in 1918 and after, which were not helped by a transport system crippled by World War I and then the Civil War. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main economic problems facing the Bolsheviks between 1918 and 1924. Good responses could claim that the Bolsheviks' new economic policies intensified existing economic problems and created new problems particularly before 1921. The Land Decree and the Worker's Decree encouraged peasants to seize their own land whilst many workers took over their own factories as part of State Capitalism. Good responses could point out that this policy along with War Communism did little to solve Russia's economic problems. Finally, candidates could refer to the NEP of 1921–1924 and how it appeared to solve some of Russia's economic problems. The best answers will identify specific economic problems selectively across the whole period. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Lenin’s role between 1918 and 1924.

Level 2 ([6]–[11])

Answers will start to assess in general terms some of the aspects of how the leadership of Lenin was used to establish the Bolshevik dictatorship in Russia between 1918 and 1924, e.g. his use of “Red Terror”. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more detailed and attempt to reach a judgement about the extent to which Lenin’s leadership was the most important reason for the establishment of the Bolshevik dictatorship between 1918 and 1924. Good responses could refer to some of the following – the Civil War, Kronstadt rising and the Treaty of Brest-Litovsk as examples of how Lenin could act ruthlessly to keep the Bolsheviks in power. By 1921 Lenin’s government had pulled Russia out of the war and defeated foreign intervention, as well as dealing with the threat from both left and right inside Russia. Lenin had removed the problem of the Constituent Assembly in January 1918 as the first step towards the creation of the one-party state Russia had become by 1922 when it became the USSR. After 1921, using the Secret Police (Cheka), set up in 1917, Lenin extended the power of the Communist Party to bring all of Russia under complete Bolshevik control by the time of his death in 1924. Good responses will evaluate not just the role of Lenin but will begin to refer to other factors such as weakness of political opposition in Russia, the role of the peasantry and the influence of key figures such as Stalin and Trotsky. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers will be more comprehensive and well informed and present a more selective and sustained evaluation of the extent to which Lenin’s leadership was the most important reason for the establishment of the Bolshevik dictatorship in this period. Good responses could refer to how the Bolsheviks had hoped for “world revolution” which failed to occur by 1921. The reasons for the victory in the Civil War over the Whites may be discussed where the regime survived due to the tactics of Trotsky more than the leadership of Lenin. Although Lenin ruthlessly suppressed opposition inside Russia, other Bolshevik leaders such as Stalin and Trotsky also used whatever measures were needed to establish the world’s first communist state. Lenin’s economic policies lacked consistency and were not always successful, e.g. War Communism which badly damaged the economy before the change back to capitalism with the NEP in 1921. Finally, good responses will assess not just the importance of Lenin’s leadership but the role played by other factors and figures in the establishment of the Bolshevik dictatorship in Russia between 1918 and 1924.

AO1b

[22]

30

- 3 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about the economic problems facing the Soviet Union in this period. The answer will be characterised throughout by defects in accuracy and organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to identify some of the economic problems facing the Soviet Union between 1924 and 1928, e.g. the problem of the peasants. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and identify some of the economic problems facing the Soviet Union in this period. They could refer to some of the following points: lack of industrial growth, poor agricultural production and the effects of the New Economic Policy which was criticised by Trotsky and other Communists. The New Economic Policy had been a limited success but the USSR could still not produce enough food to feed their industrial workers. The USSR was politically isolated from other states whose technology they could not afford. The answer will be characterised by accuracy, good organisation, the use of vocabulary, spelling, punctuation and legibility, though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the economic problems facing the Soviet Union in this period. Candidates could refer to how the Russian economy had been badly damaged by the effects of the Civil War. The Communist Party was divided over the future of New Economic Policy which had failed to deal with the problems of millions of backward peasants. Whilst industrial production figures improved in this period, France was still producing more coal and steel than the USSR. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

- (ii) **This question targets AO1b:** the candidate's ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about the power struggle between 1922 and 1929.

Level 2 ([6]–[11])

Answers will start to assess in general terms some basic aspects of how Stalin won the power struggle over his rivals in this period. They could refer to his role as General Secretary of the Party or the unpopularity of Trotsky. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more detailed and start to assess specific reasons why Stalin was unable to defeat his rivals in the power struggle between 1922 and 1929. Good answers could start to refer to some of the mistakes made by his rivals, such as the decision to suppress Lenin's testament in May 1924 which condemned Stalin as well as his rivals. The party in 1924 also saw Trotsky as a greater danger than Stalin, who was an "old Bolshevik" unlike Trotsky who was a former Menshevik. Between 1924 and 1929 Stalin was able to exploit divisions and disagreements amongst his rivals to isolate and defeat them. Stalin presented himself as the heir to Lenin which started with Lenin's funeral where Stalin was the main speaker and mourner. Trotsky was strangely absent which increased suspicions of his motives. Stalin had also laid the roots of his political power before 1922 when he became General Secretary of the Party. Under Stalin the party expanded and key posts were filled by his followers. During 1922 and 1924 when Lenin was ill and incapacitated, it was Stalin who was effectively running the USSR. Good responses will start to assess the reasons for Stalin's victory along with the effects of the mistakes of his rivals who misjudged and underestimated his threat until it was too late.

Level 4 ([18]–[22])

Answers will be more comprehensive and well informed and be able to refer to a variety of reasons why Stalin won the power struggle by 1929 and assess to what extent the mistakes of his rivals contributed to his success. Good answers should refer to how Stalin exploited the ban on factionalism which made his policies difficult to challenge within the party after 1924. The party was divided over whether to continue the NEP or go for Socialism in One Country. Stalin outmanoeuvred his rivals (Trotsky, Kamenev, Zinoviev and Bukharin) who were divided into the left which was defeated by 1927 when Trotsky was expelled from the party. By 1929 Stalin had defeated and isolated Bukharin and the Right opposition. Finally good responses will clearly assess the reasons for Stalin's victory such as control over the party, as well as the mistakes of his main rivals such as Trotsky and Bukharin.

AO1b

[22]

30

- 4 (i) **This question targets AO1a:** the candidate's ability to recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner.

Level 1 ([1]–[2])

Answers will typically be inaccurate, superficial and offer vague and unclear descriptions about Stalin's personality cult in this period. The answer will be characterised throughout by defects in accuracy, organisation, a limited vocabulary, poor spelling, grammar, punctuation and legibility.

Level 2 ([3]–[4])

Answers will be better informed and start to refer to some of the features of Stalin's personality cult between 1929 and 1941. The answer will have frequent lapses in accuracy, the use of vocabulary, spelling, grammar, punctuation and legibility.

Level 3 ([5]–[6])

Answers will be more detailed and start to identify some of the features of Stalin's cult of his personality during this period. They could refer to some of the following points: how he was presented as the heir to Lenin, as a national hero and the natural leader of the USSR. During the 1930s he used propaganda more extensively using all forms of the arts and popular culture to praise Stalin and all his actions. The answer will be characterised by accuracy, good organisation, use of vocabulary, spelling, grammar, punctuation and legibility though there may be occasional lapses.

Level 4 ([7]–[8])

Answers should be well informed and show a clear awareness of the main features of Stalin's personality cult during this period. Candidates could point out that the personality cult became more pronounced from the mid-1930s onwards and how he used the arts, media and popular culture to portray himself as an almost god-like figure as the leader of the people, e.g. using paintings and statues. The cult had started to expand between 1929 and 1933, becoming more extensive and widespread after 1933. The answer will be characterised by accuracy, consistently very good organisation, use of vocabulary, spelling, grammar, punctuation and legibility.

AO1a

[8]

(ii) This question targets AO1b: the candidate’s ability to present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements.

Level 1 ([1]–[5])

Answers will typically be characterised by generalisations and poor understanding, giving little more than a narrative about Russian agriculture and industry in this period.

Level 2 ([6]–[11])

Answers will start to assess in general terms some aspects of how Stalin tried to improve Russian agriculture and industry between 1929 and 1941, e.g. Five Year Plans and Collectivisation. Answers will be mainly narrative with some gaps in knowledge and development of the question will be limited or lack balance.

Level 3 ([12]–[17])

Answers will be more detailed and start to reach a judgement about to what extent Stalin had more success in improving Russian industry rather than Russian agriculture by 1941. Good responses could refer to the Five Year Plans and how they transformed Soviet industry, yet this involved moving millions of people by force to build new factories and cities across the USSR. Candidates could also refer to the policy of Collectivisation which radically changed Soviet agriculture in a few years but at the price of millions of people dead from famine, disease and the secret police. Stalin justified these drastic measures needed to introduce his two main economic policies with the concept of Socialism In One Country. He argued that the USSR had to catch up with the hostile Western powers by rapidly modernising Russia and removing those people hostile to change, e.g. Kulaks. Answers may lack balance at times with some gaps in knowledge or argument.

Level 4 ([18]–[22])

Answers at this level will be able to support their arguments with specific evidence and present a sustained evaluation about whether Stalin modernised industry but not agriculture in Russia between 1929 and 1941. Candidates should discuss the impact of the Five Year Plans and Collectivisation upon the people of the Soviet Union. They could discuss how Stalin had transformed the Soviet economy by 1941. Since he launched the Five Year Plan in 1928, Stalin had used Socialism In One Country to justify the ruthless measures used to force the peasants to accept Collectivisation. Many Soviet citizens lost their lives as a result of Stalin’s economic miracle, but after 1939 creating a war economy was his main aim. The best responses will cover both policies and the whole period and clearly evaluate the success/failure of Stalin’s policies towards agriculture and industry.

AO1b

[22]

30

Option 5

30

Total

30

AVAILABLE
MARKS

