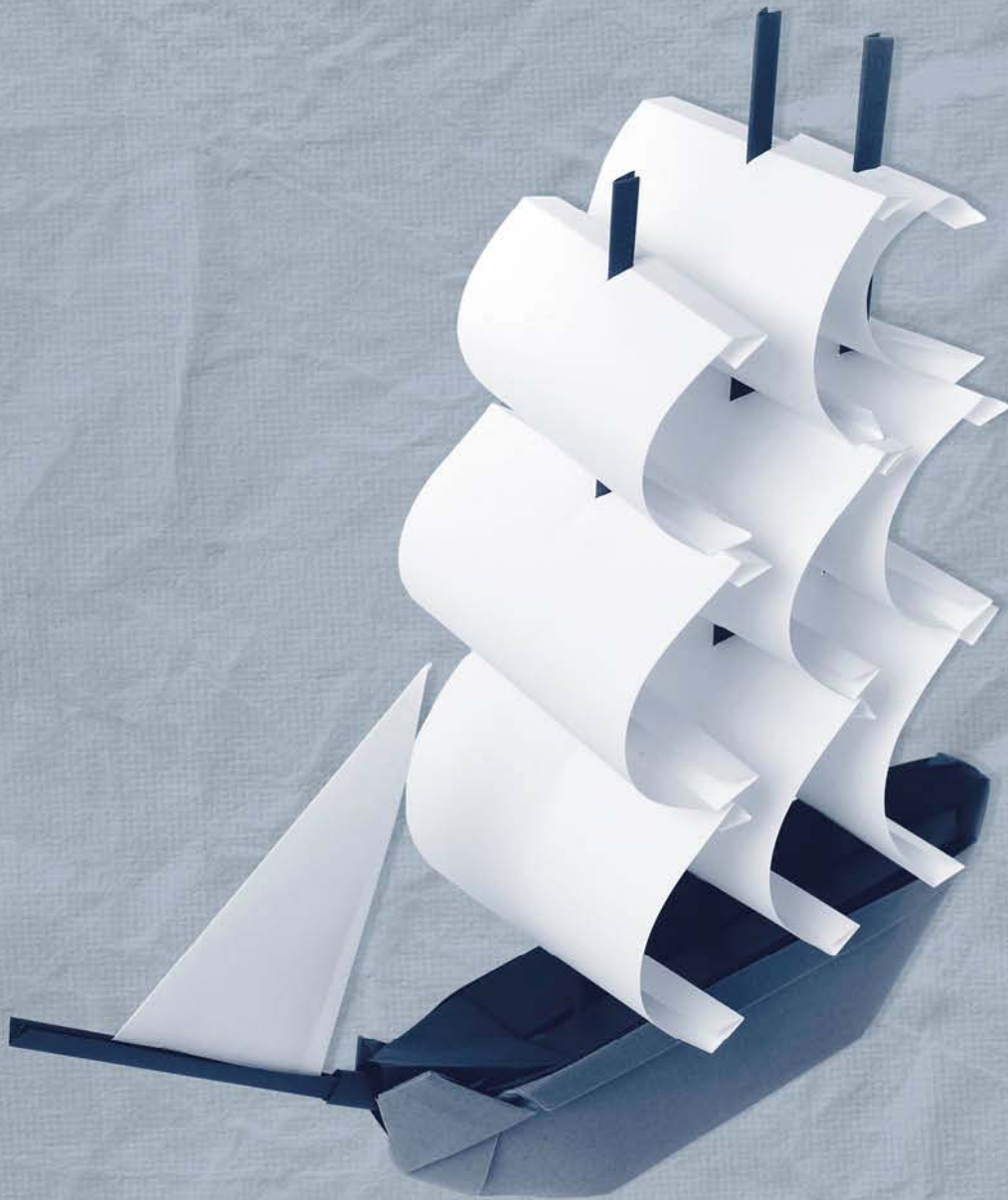


Pearson Edexcel AS History



**STUDENT ANSWERS
EXEMPLARS PACK 2**

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About this exemplars pack

This pack has been produced to support History teachers delivering the new AS History specification (first assessment summer 2016). Existing exemplar packs for both AS and A Level can be found on the [Edexcel website](#) and further packs will be published as centres progress through the course.

The pack contains exemplar student responses to AS History:

- Paper 1 Section B
- Paper 1 Section C
- Paper 2 Section A
- Paper 2 Section B

It shows real student responses to the questions taken from the sample assessment materials. All responses are the students' own work but some exemplars may not have been completed under examination conditions.

The questions covered in this pack address Assessment Objectives 1, 2 and 3.

Students must:		% in GCE
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	60
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	20
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	20
Total		100%

Following each question, you will find the mark scheme for the band that the student has achieved, with accompanying examiner comments on how the levels have been awarded, and any ways in which the response might have been improved.

Paper 1 Section B

AO1 AS mark scheme

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question 4

To what extent did the structure of British society change in the years 1650-85?

Exemplar script A

Between 1650 and 1685 there were many changes in England. The aspect that changed the most is the structure of society, however other factors, such as the role of women and religion, also changed in this period.

The structure of society changed the most in this period. The gentry for example increased by approximately 300 percent, with numbers reaching around 25,000. The number of merchants in England also increased from around 34,000 to about 64,000 merchants in 1688. The number of professionals was also increasing, however this came at a cost to the nobility, which dropped slightly in power and significance. It can be argued that as a whole the structure of society changed very little, as the nobility were still the overall most powerful group and the gentry still kept a large amount of power and land, etc, however many of the groups within society were gaining more power, showing that whilst maybe at this point the groups were still insignificant, in the future they could grow in power even further and become much more important and powerful, where the groups with the power at this point later become less significant and powerful.

The role of women also changed in this period. Firstly, some groups, such as the Levellers began to rely on women much more and gave them more of a say in the group's activities. There were also adultery acts passed, which were intended to give women more power than they had before and reduce the control of men (although the actual effectiveness of this is arguable), which shows that women were beginning to be seen as equal to men and they were beginning to gain more power. Women took on the roles of men who had left to fight during the civil war and, because of this, they felt they had more power and respect. This, however, did not last long and, as soon as the war was over and the men came home, this newfound respect and power for women was lost and they reverted back to having little importance furthermore, women were still accused of being witches in many cases.

Marker's comment

There is some relevant comment on change with specific illustration, although there some confusion initially about the question focus. The response runs out of time with only half an essay completed. There is an attempt to deal with aspects of change, but has insufficient focus on 'structure of society' and the extent to which it changed to advance a convincing argument. There is no overall judgement as to the extent of change.

Level 2

2	5-10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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Exemplar script B

In this essay I will be discussing whether society changed between the period 1650–85 and what extent the structure changed to. Despite Acts being put forward, most had a limited impact and as a result didn't change much. However although there was a minor change, the social classes shifted which allowed the poorer people to move up the hierarchy. Overall it is clear that there was very little overall change in this time period, because changes were very brief or weren't beneficial.

Throughout the period 1650–85 there were extremist groups such as the Levellers, Puritans and Quakers. These groups were believed to have a bad effect on society, because their views were very strong and due to groups living closely, e.g. Levellers, their opinions easily spread. Between this time period these groups sought out for changes for women. There was a high demand for women to be educated so that they could read prayers and hymns to their children. For example, rich Puritans advocated a widespread in education so that women could learn how to read and teach their own children. However this spread was limited, because there was only a small percentage of women who were rich enough to learn how to write and read. This disappointing growth led to Leveller women petitioning, because they believed that they were also created by God, therefore they should be treated like men do. This resulted in a petition of 10,000 signatures, although nothing more occurred after. In Church Quakers believed that women should speak in Church. In 1680, Quakers made up 1% of the population which allowed for the Quakers Act in 1662 to take place, resulting in that women were allowed to speak in Church to give their opinions as well as in meetings with men. This meant that religion was no longer to be dominated by men and that women could now speak their mind without consequences. Overall there were changes within Religion which allowed women to get involved as well as educating them for teaching their children prayers, therefore this impacted on the structure of England's society, but due to the restrictions the impact wasn't substantial.

Women had very few rights and tried to change the social structure for themselves during the civil war, in 1642, however didn't succeed. Instead women were allowed to take charge of household record keeping, which required some women to read and write. This improved the lives of some women, because it meant that they could be educated and could also educate their own children in their homes. However not everyone benefited, because those who didn't have the money, had little time to read and write. Agricultural wives had no choice but to do physical work. Although due to the spread of education and grassroots it meant that the religious structure, where the family home was at the heart of worship; it made it necessary for women to be educated. The Quakers also founded 4 out of 15 schools that would educate women. This had a big impact on women, because it meant that the belief for women to be educated and treated equally was growing.

However the Adultery Act 1650 which was created to punish adulterers by execution was supposedly created to protect women from violence. Instead 24 women and 12 men were executed in the 1650s in Devon through the Adultery Act. This indicates that instead of benefiting women, it was instead brought against them which therefore diminishes their power. The Marriage Act was later passed by the National Assembly in 1653 which allowed civil marriage to take place. It allowed women to have slightly more freedom, but was unpopular, because men had fewer rights over their wives. Therefore it had a limited impact. As a result women's structure didn't change, because the attempted changes were either very limited or unsuccessful. Due to the nobility being 2% of the population, not enough women could afford an education, therefore their power was still left weak, despite minor changes (e.g. 1660 Charles allowing women to perform on stage) being made.

The social classes managed to change society's structure in England 1650–85, because due to inflation and the expectation of heavy spending meant that the nobility class had decreased. The nobility were the highest class with the smallest population of 2%. This meant that it was extremely difficult to be a nobleman,

because you had to be very rich. In contrast to this, poverty grew from 2.5 million to 5 million, making the divide even greater. Despite this, due to the Navigation Act in 1660 it meant that the merchants grew, because foreign ships were banned, therefore merchant ships got more business. This resulted in merchants increasing and benefiting from the work, because some were rich enough to buy the class a life of gentry. Over the years, merchants in trading increased by 30,000, from 34,000 to 64,000 in 1688. The Gentry also increased by 300%, resulting 15,000. The Gentry varied from owing 50 acres to 5000, revealing how wealthy they were. As the health care and living standards increased it meant that professionals, such as teachers, doctors and lawyers grew, because education was more popular and needed to become successful. As a result the social scale had changed quite a bit and allowed lower classes to grow and become successful. There wasn't a major change, although they did impact on society's structure with finance and education/health care.

In conclusion there was a very limited change in society's structure, because there wasn't a large impact on beneficial changes and women's lives didn't improve. Religion had changed briefly, but only enough to allow women to become involved. There overall there was a very small amount of change in England's structure between 1650 to 1685.

Marker's comment

The introduction identifies a good range but it could be developed. The subsequent paragraphs reveal a sound, general understanding but the response lacks the specific illustration required to facilitate a substantiated judgement based on clear criteria. More precision is needed in analysing the nature of change. The framework of a high level answer is there but not the development.

Level 3

3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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Exemplar script C

The structure of society changed massively during this period especially class, religion, government and women however the extent of that change was rather restricting as while there was change nothing significant enough to bring down social structure completely, the nobility were still the nobility and the poor still the poor.

Class/social structure changed largely in this time regarding the influence of each class mainly due to inflation, trading and consumer booms. It was easy to see (and understand why) that the nobility were losing wealth due to the inflation of everything but also the cost of living a nobilities lifestyle. However, the 2% of the population which made up the nobility and Gentry were by no means poor (or losing power) which can be seen by the donations of certain earls giving over £9000 away to charity annually. This therefore while showing a waver does not make any change to the structure of society significant.

On the other hand the gentry were also doing quite well with 15,000 of them during this time period controlling an incredible amount of wealth and land in comparison to how many of them there are. For example Yorkshire has a population of 300,000 only 579 of which are Gentry.

Nevertheless the fastest increasing class (which helps to disrupt the structure of society) were the merchants going from 30,000 in 1580 to 64,000 in 1688. One of the main reasons for this had been urbanisation as it allowed both their status and numbers to increase. The trading conditions improving changed the social structure because it caused a consumers boom in London forcing the government to pass the Navigation Act which also increased the Merchants money. One of the largest signs of society changing during the period 1650–1688 was the fact that not only could merchants buy earldoms but that knighthoods were commonly being handed out due to commercial success rather than family background. Despite these changes the extent to the structure of British society during 1650–1685 was small which can be seen in the fact that 90% of the 1700 students sent to university were sons of nobility and gentry showing that Britons society has not changed to a large extent. However social class was not the only factor towards changing the structure of society but also how people were looked at e.g. women.

Before the Civil War women had absolutely no rights belong to their husbands and were seen as a "threat to society" unless married. The only things they were 'created' to do were 'help' the men e.g. raise the children, do housework (run an estate) and perhaps depending on class some manual labour. However, women played a key role in changing the structure of society between 1650–1685 by the fact that they were given more rights and freedoms. A key example of this would be women such as Brilliana Haney who directed forces to defend her estate or Mary Brooks who directed troops during the civil war. It could also be argued that as soon as husbands, fathers and brothers returned that these hopes and fancies were destroyed only leaving a taste of what they could have had behind. While the structure of society did not change due to the women in 1650–1685 in a large extent it did change however mainly due to how religions decided to support the women.

During 1650–1685 religions helped to adapt the structure of British society by giving more rights to women. Puritans encouraged the education of women however only enough so that could teach and passed down to their children about religion. Quakers were the most forward in encouraging women's right creating 15 schools. however, only 4 of these schools were willing to teach women before 1671. None the less it was the Levellers who allowed women to demonstrate and protest to the point where one woman organised a petition to free her husband from jail. This petition failed as the government believed women were inferior and felt that they did not have to listen to them. This implies that the changes while there and growing did not to a large enough extent between 1650–1685 to make any significant changes to the structure of Britain's society.

The government itself went through many changes during 1650–1685 going from a commonwealth, to a Protectorate to a conservative and back to a monarch began to lose its influence over the structure of society as the citizens began to work around the constantly changing government and laws. However, the government did pass a few laws which helped the structure of society between 1650–1685 to change in the Marriage Act 1653 and the Adultery Act of 1650 which (potentially were supposed to) benefit women extensively. On the other hand the Marriage Act was hardly used as it gave less rights to men over their wives. On top of this the Adultery Act (while supposedly equal for both men and women) was incredibly one sided which can be seen by the fact that in Middlesex only 10% of the 225 charged during 1650–1660 were male. Overall, the extent to which the government changed British society structure during 1650–58 was limited and incredibly one sided suggesting the only thing they did that could have affected society (to a small extent) was passing laws and acts which happened so rarely from the Rump that the only act they passed (with any significance) was the Hail commission.

In conclusion, while society made plenty of changes the extent and significance of these changes were (while growing) very small. Despite the fact that nobility were losing money and the lines were beginning to blur slightly between gentry and the

merchants the nobility were still the nobility and the poor the poor making the extent of change to the structure of British society very small.

Marker's comment

Key issues are explored and analysed. There is a clear attempt to include a range of aspects and detailed knowledge is deployed to support and substantiate arguments. There is good discussion of the changes affecting all classes and particularly the changing position of the merchant class and the role of women. There is some confusion about the focus and whether the answer is dealing with why elements changed or how far aspects changed (the focus should be on 'how far'). Nevertheless, the overall judgement is sufficiently well supported in the body of the work.

Low Level 4

4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Exemplar script D

There are a number of ways in which British society changed from 1650 to 1850. There was significant change in the merchant class as well as the role of gentry but less of a change in the nobility, role of women and impact of agricultural development on society. Overall, there was some change though largely the known social structures were not disrupted.

The merchant class gained significant influence in this period. By 1688 there were 64,000 merchants – and increase of 30,000 merchants since 1580. This was aided by the growth in urbanisation as towns that grew became involved in trade and ports such as Bristol and Liverpool became international centres of trade. This, as well as improved trading conditions which led to a consumer boom in London, led to the growing influence of the merchant class in society as more people relied on them to produce and sell goods. The Navigation Acts of 1651 and 1660 also restricted foreign imports and trade, favouring English vessels. This meant owners of large, international trading companies became as rich as the nobility. This shows a change in society as many merchants could now buy their way into the gentry and earn knighthoods for commercial success and public service as opposed to hereditary titles as it previously had been exclusively to. This shows a movement away from control by the aristocracy and the beginnings of the mixing of some social classes.

There was also some change to people's lives amongst the aristocracy, though less so amongst the nobility. The nobility's influence remained largely unchanged. Preceding 1650, the nobility commanded the highest status below the monarch, owning much land, titles and property. Despite some decline in the lives of the nobility due to inflation and increased spending, by 1685 many still lived comfortable lives. The influence of the gentry, however, increased greatly. After a dramatic increase in number before 1650 (300% increase between the early Tudor period and 1650) the gentry began to take more of a role in politics. This was, in places, to such an extent, that some could control the politics of an entire county.

Key figures also began to emerge from the gentry such as Cromwell, Pym and Wentworth, who would play a key role in changing people's lives in this period through religious and social changes. Most MPs during the republican rule were also from the gentry and these MPs had more influence since the House of Lords had been abolished in 1649. This shows the extent of which the lives of the gentry changed, some argue, due to the decline in the lives and influence of the aristocracy.

Improvement in agricultural techniques also had some impact on people's lives in rural areas. The introduction of specialised farming led to an increase in the number of wage-dependent agricultural labourers with an estimated 1 million labourers employed in this way by 1685. This, along with capital investment led to 53.6% of land in the South Midlands being owned by the higher gentry and nobility. This, as a result, shows how the development of new techniques contributed to the wealth of the aristocracy, whilst reducing the profits considerably of small landowners. National markets, which were developed as a result of more efficient farming techniques also had this effect as the prices of basic commodities went up, reducing the standard of living of lower classes in rural areas. However, despite some changes to people's lives due to agricultural development, the existing social structures remained largely intact. The structure was, however, accentuated.

The changes in the lives of women is another important factor. Up until the start of the civil war, women had a strictly domestic role. They were poorly educated and some even saw women as a threat to the good functioning of society. However, republican rule and the Stuart restoration saw some changes in the roles of women. Puritanism advocated education for women by promoting the idea that women should teach religious ideas to their children at home. This led to some improvements in women's education. There were also some legal changes such as the Adultery Act of 1650 under which both men and women could be sentenced to death for committing adultery. Also, after 1650, the Quakers were tolerated and held separate meetings for women and allowed women to speak in mixed meetings. Despite this only 4 of the 15 schools the Quakers set up in this period were willing to teach women. Also, general opinion remained largely unchanged, most still seeing women's role as in the home. To some extent the legal changes made were used against women such as the Adultery Act which was unfairly enforced. This shows the limited change to women's lives between 1650 and 1685.

In conclusion, there were some changes to people's lives between 1650 and 1685 but the main social structures remained intact. The merchants and nobility gained influence in this period as towns and cities grew and many became more intune with the politics of the time. However, the nobility remained wealthy, owning much land and property and the role of women saw little overall change as some people still saw them as a threat to society, limiting the education available to them. This demonstrates how there was some change to people's lives but overall, the existing social structure remained the same between 1650 and 1685.

Marker's comment

A good range of aspects included with some effective deployment of specific detail, notably agriculture, to support and substantiate arguments. The answer retains a secure focus on assessment of the extent of change and the measures used to judge change reveal a secure grasp of period and context. The overall judgement is well supported and the criteria for judgement are made clear.

High Level 4

4	17–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Paper 1 Section C

AO3 AS mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Question 5

Historians have different views about the reasons for the fall of the Soviet Union. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the collapse of the Soviet Union came about because of the failure of Gorbachev's reform programme?

Extract 1: From Martin McCauley, *The Soviet Union, 1917–91*, published 1993.

When Gorbachev took his leave of the Soviet people on 25 December 1991, he did so a saddened man. The Soviet Union, which he had tried so bravely to reform, was about to pass into history.

Gorbachev had a clear agenda before he took office. In a speech in December 1984, he spoke of the need to make 'deep transformations in the economy and the whole system of social relations'. His intention was to set in motion a revolution, controlled from above. His reforms quickly reached their limits. Gorbachev's intention was not to achieve fundamental changes but to make the existing structures function more efficiently. The state created by Lenin and the centrally planned economy were to remain. He rejected Stalin's legacy and searched for a more humane socialism. However, he never had a clear vision of how political, economic and social reform would interact and allow the USSR to progress. Unfortunately for Gorbachev, public, social and political forces, awakened by *perestroika*, could not be regulated from above.

Extract 2: From Robert Service, *The Penguin History of Modern Russia*, published 1997.

Nowhere was Gorbachev's complacency more harmful [to the Soviet Union] than in relation to the 'national question'. Gorbachev was not a pure Russian: he was born to a couple consisting of a Russian and a Ukrainian. He was comfortable with his dual identity, and this produced casualness that gave much offence. For example, when he visited Ukraine in 1986, he spoke about Russia and the USSR as if they were one and the same. Ukrainian national sensitivities were outraged.

The nationalist resurgence in Latvia, Lithuania and Estonia had become more defiant by 1988. Not all the dissenters were calling for outright independence, but the degree of self-government demanded by them was rising. Their example stimulated national movements elsewhere.

Exemplar script A

Sources 1 and 2 highlight the detrimental consequences of Gorbachev's reforms. McCauley stresses the fact that his reforms 'quickly reached their limits', and Service describes the 'national resurgence' that occurred in Baltic states due to this new found freedom as a result of Glastnost. McCauley also talks of the awakening of 'forces' by perestroika that were unsuppressable. These sources show that Gorbachev's failed reforms played a significant part in the fall of the Soviet Union, however had the government and state that he inherited had been in a better condition, maybe the forces McCauley talks of wouldn't have existed – or at least wouldn't have been so powerful.

Perestroika was implemented in phases, beginning with acceleration, then partial market reform, and final transition. This reflects the point McCauley makes in source 1 that his policies quickly reached their limits, as Gorbachev was continuously altering his direction to deal with unforeseen problems. Although McCauley claims Gorbachev had a 'clear agenda' before he took office, this agenda was a plan about what needed to be fixed, rather than exactly how to fix them. By

reducing the alcohol production of state run businesses by 50%, Gorbachev lost 9% of the GDP of the USSR. Surley had he looked into that previously he would have tried to find other ways to strengthen the economy rather than weakening it further. The 12th 5 year plan made a little more sense, concentrating on science and engineering in an attempt to improve efficiency of factories and businesses, which had proved to costly under this predecessors. Although any economic gains were thwarted by the drop in global oil prices, resulting in the USSR borrowing money from their ideological enemies, the West. McCauley also mentions the attempts to make existing structures 'function more efficiently', but that Gorbachev lacked the 'clear vision' of how the USSR could progress under these reforms. The subsequent laws passed on co-operatives and state enterprizes resulting in factory owners gaining more power over setting prices for production. However this backfired again, as they simply increased the prices, so much so that Gorbachev was forced to cap those prices, as it was sending the economy down the spiral of decline even further into debt.

Both McCauley and Service refer to problems caused by Gorbachevs policy of Glasnost, Service criticises Gorbachevs complacency about the 'national question', which under more totalitarian leaders such as Stalin, wouldn't have mattered, however in the context of increased expression and freedom under Glasnost, nationalist took the opportunity to voice their opinions and want for greater autonomy. Glasnost was a policy designed by Gorbachev to allow greater freedom of speech to intellectuals, more open debate within the Party and allow people more access to information. Maybe nievely, Gorbachev hoped this would make people come forward with solutions to problems faced by the USSR; however the policy in fact opened up old wounds that proved to be impossible to tend to from above. McCauley talks of 'public, social and political forces', possibly referring to the outrage of the people of the USSR after hearing the true atrocities that ocured under Stalin for the first time. In addition, people were able to see the prosperity of the capitalist West for the first time in their lives, making them feel fools for ever believing the propaganda material that boasted the superiority of communism. As well as that, people began to question the very foundations of communism, which is why they could not be 'regulated from above', as Marx and Lenin had never previously been criticized, so once they were, the very existence of socialism was questioned. The 'nationalist resurgence' Service speaks of is directly linked to the criticizms of socialism due to Glastnost. By undermining the states of the USSR by talking as though Russia was the same thing, Gorbachev gave nationalists and ordinary citizens in the USSR very little reason to want to stay part of the Union. Its economy was in total collapse, the truth of the terror under Stalin shocked everyone, and the very foundations of its existence questioned.

The replacement of the Brezhnev doctrine with the 'Sinatra Doctrine' gave Eastern European countries the right to have free elections, which 'stimulated national movements elsewhere' as Service mentions, as they were now allowed to 'follow their own path to socialism, although many decided to leave this path altogether. This is what Service refers to in the Baltic states calling for outright independence in Lithuanias case, or in other cases a 'greater degree of self-governing'. This contributed to the collapse of the Soviet Union as the increased calls for republics national identities enabled Yeltsin to co-ordinate nationalists within Russia, which was the eventual cause of Yeltsin becoming the first leader of Russia.

Marker's comment

The debate is entered at a simple level: the response shows some analysis of the extracts, but there are also lengthy passages of description unrelated to interpretation, and it fails to come to an overall substantiated judgement about the role of Gorbachev in the collapse of the Soviet Union in comparison with other factors. A 'best-fit' judgement here would have to balance the low performance in strand 3 against stronger performance in the other strands.

Borderline Level 2/3 response

2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.

Paper 2 Section A

AO2 AS mark scheme (Levels 1-3)

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Question 1(a) / 2(a)

Why is Source 1 valuable to the historian for an enquiry into the nature of fascist support in Italy in 1922?

Source 1: From Benito Mussolini's article *Fascism and the countryside*, which was published in *Gerarchia* (a fascist journal) in May 1922. Here, Mussolini considers rural support for the Italian fascist movement.

Economic motives have drawn masses of rural populations to Fascism in impressive numbers. But this alone is not enough to explain the 'liking' of the new rural lower middle class for Fascism. Psychological factors also played a role. It is certain that most political secretaries of the small rural Fasci are military veterans or officers used to exercising command. It is therefore undeniable that rural Fascism gains much of its moral strength from the war and from victory. At the same time Fascism keeps alive this moral force. Now Fascism is transforming rural inactivity into active participation for the nation. 5

Exemplar script A

Firstly, Source 1 is valuable to the historian because of whom it has been written by. The article "Fascism and the Countryside" was written by Benito Mussolini, the founder, and leader of the Fasci di Combattimento, the spearhead party of the Italian Fascist Movement. Due to the fact he is in charge of the party, the historian can take value from this because he, a leader, will know what is going on in the party, and this movement.

Furthermore, the article has been published in the *Gerarchia* in 1922. The purpose of an article is to inform, and thus any event written in the article is less likely to have exaggerated or fabricated. On top of this, due to the fact it has been written in May 1922, it would seem to suggest that all information is up to date and corresponding of the time. These factors add value to the article.

Additionally, Benito Mussolini writes, "political secretaries of small rural fasci are military veterans," and this adds value of many of the returning World War One veterans returned to their farms to find landowners had taken their land. They would have supported Mussolini because Fascism was "founded on the battlefields" and aimed to support those who had fought. This accuracy of the writing adds to value as it shows little sign of falsification.

Finally, Mussolini writes, "motives have drawn masses... in impressive numbers." This gives the source huge value to the historian as it is another sign of accuracy. By 1922, the Fascist Party had more than 200,000 members. The fact that Mussolini has written with signs of objectivity on both accounts would suggest a thorough, well argued article, and this makes it valuable to historian as an enquiry into the nature of Fascist support in 1922.

Marker's commentary

The response demonstrates some understanding of the source and attempts analysis. The answer makes some interesting points about WWI veterans and their attitude to loss of land. Some contextual knowledge is employed to indicate value, but the comments on provenance are based on questionable assumptions.

Mid Level 2

2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
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Exemplar script B

Source 1 was written in the time that Fascism was increasing in popularity. This makes it valuable to the historian as at the time, the support for Fascism was on the rise. The source is clearly propaganda. In nearly every sentence, 'Fascism', 'Fascist' or 'Fasci' can be seen. This could be seen as valuable as this article would have brought in more supporters because of this. It is speaking about the 'rural population', more commonly known as peasants. The war meant that many peasants would have volunteered for money, or conscripted. Many will have died, and the veterans would have believed in the 'mutilated victory' idea. As the Fasci was formed by veterans, Fascism would have appealed to them. They would have the same mindset as Mussolini, about fighting for the people in trenches next to you. This is valuable as it shows that the Fasci had the support of the 'rural population' because of the war.

The author is Benito Mussolini, leader of the PFI, and the publisher is the fascist journal, Gerarchia. As both author and publisher are fascist, it is unlikely that they will talk about anti-fascist groups, such as the socialist, nationalists or the Catholic Church. They have specifically chosen to talk solely about people who are almost certainly in support of the fascists. This isn't valuable to historians as it is only telling one side of the story.

Overall, the source is very valuable as the author is the Fascist leader, and the publisher is a fascist journal. Although it has been written in the time that Fascism was getting more popular and even though it is propaganda, it does correctly explain that many peasants are in favour of the PFI. However, it only states one faction that are in support, the 'rural population', and doesn't mention anything about other factors like the Socialists, Nationalists and the Catholic Church, who opposed Fascism.

Marker's commentary

The response shows a clear understanding of the source and a sound understanding of the provenance. There is some explanation of why fascism would have appealed to the rural classes and awareness of other factors.

Level 3

3	6–8	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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Exemplar script C

The source can be seen as valuable for an inquiry into the nature of Fascist support in Italy in 1922 as it expresses how the rural population saw the PNF as appealing to them, moreover it is clear that the article, written by Mussolini, is valuable for an inquiry into the exact nature of the Fascist support due to the way in which it portrays the economic factors of PNF as being a Primary factor in drawing rural support as well as the war effort. On the other hand key words such as "Impressive" and "certain" appear to be quite boastful on Mussolini's behalf and consequently reduce the value of the source as he uses these sort of words [certain] in situations where the thing is not factual or at least not completely factual.

The source labels economic motives as having "draw(n) masses of rural populations to fascism", this is valuable to an enquiry into the nature of Fascist support as I can infer that he is both taking a sort of 'dig' at his political opponents, particularly the Socialists in this instance, as well as advertising the popularity of the PNF. I know that there was not in fact a hatred for the taxes that the PSI were imposing or proposing to impose on land owners and workers and the fact that Mussolini's party, after having adopted the Fascist new policy in 1920, supported business and it likely that a great deal of the population would benefit from a PNF government as opposed to a PSI. This makes the source more valuable as I am able to confirm the validity of the information it is offering. In addition to this another statement made by Mussolini is that "rural Fascism gains much of its moral strength from the war and from victory", this is valuable as it gives me the actual nature of where the support came from as it asks in the questions and in this case it is, according to Mussolini, coming from victory in the war effort. I know that this is not entirely true as the State of Italy in the aftermath of their victory had nothing that would be considered of high morale. So it is unlikely that rural support came from victory but more likely that it stemmed from looking for a fresh alternative after what was considered widely as a "mutilated victory". This both adds and reduces the value the source offers me, the latter is due to the fact that the nature of the support that Mussolini states is un-true, however value is added as a result of it being true to the overall source in the sense that the war did contribute to increased support for Fascism in rural areas.

The authorship of the source can be considered to add and reduce the value of the source depending on which viewpoint you look at it from. The useful information that exists within the source is coming from a place that is trustworthy in the sense that Mussolini holds a strong position in the party and so is almost certainly going to know about the goings-on of said party, so overall this adds value to the source. On the other hand the way in which the source is published in a Fascist Journal leads me to believe there is going to be a tiny amount of bias in it and it is likely going to be used as propaganda to show the Fascist Party in a good light which consequently reduces the value of the source. Overall I see the source as partially valuable for an enquiry into Fascist Support and the nature of said support in Italy in 1922, as it is mostly the authorship and Propagandistic outlook I am forced to have that reduces its value however the fact that the information contained is predominantly true does increase the value too.

Marker's comment

The response engages with the source and argues confidently with some very effective deployment of own knowledge to link up with points emerging from the source. There is a clear attempt to weigh up and sound discussion of provenance. There is a tendency to look at weaknesses – this time could have been used to usefully develop other points.

High Level 3

3	6–8	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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Why is Source 3 valuable to the historian for an enquiry into the reasons for the 1905 Revolution?

Source 3: From a petition to Tsar Nicholas II, drawn up by striking industrial workers. Protesters carried the petition in a huge procession to the Winter Palace in an attempt to deliver it to Tsar Nicholas II on Sunday 9 January 1905. The event became known as Bloody Sunday.

We working men and inhabitants of St. Petersburg, have come to You to seek truth, justice and protection. Our first request was that our employers should discuss our demands with us but this they refused to do. They regarded as illegal our other demands: reduction of the working day to eight hours, the fixing of wage rates in consultation with us, and investigation of our grievances against the factory managements. We have been in bondage* with the help and cooperation of Your officials. Anyone who dares to speak up in defence of the interests of the working class and ordinary people is jailed or exiled.

*bondage – slavery

Exemplar script D

Source 3 is fairly valuable as an enquiry into the motives behind the 1905 revolution. The workers, led by Father Gapon and carry a petition to the Tsar to petition the "8 hour working day" – this information is accurate. The industrial workers at the time had to work long hours for very little pay. This provides a useful insight into the motives of the workers, causing them to take action.

The event did become known as "Bloody Sunday" – during what was a seemingly peaceful protest, the Army fired into a crowd containing not just men, but also women and children. 200 died, and 800 were injured. This is the day Nicolas lost his 'little Father' image for good. This is used to show the reasons for the revolution – the citizens of Russia were angered – they now knew Nicolas did not care about them like they thought he did. This led them to take action.

The petition states that they had been "in bondage with the help and cooperation of [The Tsar's] officials" – this is true. The government saw the desperation of the poor and exploited it– having them work long hours for little pay and housing them in poor conditions. "Anyone who dares to speak up" is treated harshly in an attempt to get rid of any threat to autocratic rule. This provides a reason for the 1905 revolution – the workers felt their one chance was a large protest in large numbers.

However, this source has its limitations – for example, nothing is mentioned on the working conditions of the workers – this was a large factor for the workers – the cramped conditions meant that diseases spread like wildfire – not to mention the complete lack of privacy.

This source also does not give a full enquiry into the reasons – the peasants played a role in the revolution and their motives had nothing to do with the workers – all they wanted was food and land.

The roles of other opposition groups were also not taken into account – many, such as the socialist revolutionaries just used the revolution to further their own political agenda – they couldn't care less about the plight of the workers.

In conclusion, despite the source's flaws, this source is fairly valuable. It may be possible to argue that since it doesn't account for all reasons it is useless, but for the reasons it does give it is highly accurate, making it useful to historians.

Marker's comment

A response which demonstrates some understanding of source content and that desperation was a key reason for the 1905 revolution, but the answer is largely mis-focused. Contextual knowledge is mainly used here to put the source in a context of events that followed – and that is not appropriate in this task. Contextual knowledge should be applied to consider what the content of the source can contribute to the stated enquiry. The response tests for limitation are not required in this task, but there is sufficient comprehension of what the source can contribute for Level 2.

Level 2

2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
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Why is Source 3 valuable to the historian for an enquiry about the aims of education for black South Africans?

Source 3: From a statement made by Hendrick Verwoerd in the South African Parliament, 7 June 1954. Verwoerd was Minister of Native Affairs from 1950–58. Here he is describing the government's education policy.

The school must equip the Bantu pupil to meet the demands which the economic life of South Africa will impose upon him.

The Bantu teacher must be integrated as an active agent in the process of the development of the Bantu community. He must learn not to feel above his community, with a consequent desire to become integrated into the life of the European community. My department's policy is that education should stand with both feet in the reserves and have its roots in the spirit and being of Bantu society. The Bantu must be guided to serve his own community in all respects. There is no place for him in the European community above the level of certain forms of labour. Within his own community, however, all doors are open.

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Exemplar script E

This source is valuable because it gives the views of Hendrick Verwoerd who was a member of the National Party, also known as the architect of apartheid. The source reflects the views of that Party in that he is completely for segregation and wants separation in all aspects of South African life, including education. He was talking to the South African Parliament which would consist of almost all whites. This is important to consider because he will not try to soften anything: he will be telling his plan blatantly.

Verwoerd states that the school must help the pupil 'meet the demands' of economic life in South Africa. This suggests that they need the skills to obtain a job, despite the fact that only limited roles could be offered to them, such as factory work, working under the whites. Verwoerd was keen to get blacks educated in Afrikaans, the language of the oppressor, and English, for instance, as he believed that this would result in a better work force. The source indicates that improvements needed to be made. Only 24% of blacks were literate as reported in the 1951 census which supports the fact that the education system was inadequate and why Verwoerd needed the schools to equip them better.

The source tells us that education would stand with 'both feet in the reserves' where blacks stereotypically lived. This is a valuable reflection of Verwoerd's views on separation: he did not want black and white schools to have anything to do with one another. Many government approved textbooks showed images of blacks in reserves, which supports the stereotypical view of the blacks given here.

The source states that the 'Bantu must be guided' which suggests that blacks must be supervised by whites. The indication is that they are incapable of doing anything without white guidance. Furthermore it states that 'being guided' will help blacks serve their own community, but there was 'no place' in the European one, apart from some forms of labour. This suggests that Verwoerd only wanted to educate blacks to help them stay separated from whites and remain in their own black communities and to better serve whites.

This source is very valuable because, as Verwoerd was a nationalist, it can be assumed that his views are representative of the whole party, especially as he was the leader, which adds to the source's value. The view expressed here is supported by statistics and so accurately portrays the education policy at this time. The statement was made a year after the Bantu Education Act came into place so a separation in schools had already begun. The source therefore offers a valuable insight into the aims of and justification for that Act.

Marker's comment

The answer identifies points of information from the source and attempts to draw out and support some inferences. This is more successful in the paragraph on 'meet the demands' than in the paragraph on the 'Bantu must be guided'. In the latter paragraph, the answer tends to paraphrase the source rather than develop it. The answer demonstrates a secure understanding of the historical context and it confirms a number of details, for example, references to the role of Verwoerd, literacy levels and government textbooks. The response shows an awareness of the audience and thus the purpose of the source. Despite the fact that it provides the information that Verwoerd was Minister of Native Affairs, the conclusion refers to him as the party leader, but the general point of evaluation is valid. Overall, although there are some elements of the response that could be developed, the quality of the response is sufficient to access Level 3.

Level 3

3	6-8	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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AO2 AS mark scheme (Levels 1-4)

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	10–12	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Question 1(b) / 2(b)

How much weight do you give the evidence of Source 2 for an enquiry into support for the Italian regime in the 1930s?

Source 2: From a lecture given in Moscow in 1935 by Palmiro Togliatti, the Italian Communist Party leader. Togliatti, a prominent opponent of Mussolini's regime, lived in exile in the Soviet Union for most of the 1930s. Here, he recognises the appeal of the *Dopolavoro* to Italian workers.

What do the local Dopolavoros do? They carry on a whole series of activities. The benefits the workers have are many. They get special terms, reductions for theatre and movie tickets, discounts on food and clothing bought in certain department stores, and on outings. Then they also have some form of welfare. In some cases, the Dopolavoro tends to take on a mutual aid role and assists, for example, needy families of disabled workers, etc. 10

It's time to stop thinking the workers shouldn't engage in sports. Even the smallest advantages are not scorned by the workers. The worker also looks for the smallest thing he can find in order to improve his lot. Just being able to sit in a room and listen to the radio in the evening is something that brings pleasure. We cannot be critical of the worker who agrees to enter this room for the mere fact that the Fascist symbol is on the door. 15 20

We must remember that the Dopolavoro is fascism's broadest organisation.

Exemplar script A

This source is a lecture given by the communist leader, Togliatti. In this source he is talking of the benefits that the OND has on the workers. I will analyse this source on the content and provenance and show the weight for an enquiry into support for the Italian Fascist regime in 1930s.

Togliatti describes what the OND is in the part of his lecture. He states what the workers got such discounts on food, clothing, etc and that it provides great benefits for them. This is accurate because this is what the OND did and partly what it was made for. The OND was established shortly after Mussolini's dictatorship started, it was an organisation that helped the workers, gave them benefits and a place to go. Although the OND was made for the purpose described in the source it was also propaganda to make the people like Mussolini more. This shows that there was a high support for the Fascist regime and therefore gives the source considerable weight.

The fact that Togliatti is a communist and an opposer of the Fascist regime this shows that support for the Fascists must be high. If someone who opposes the party speaks this highly of it it shows that they are more popular for it. This gives the source weight because it is not the expected thing for an opposer of Mussolini to say, the source is given considerable weight.

Togliatti had been in the Soviet Union for most of the 1930s and was in Moscow when he made this speech so he may not have seen what the OND is actually like, he would've just heard about it. This gives the source less weight because he would know less and therefore could not speak on behalf of the Italian people as to whether they support the regime or not. Therefore this gives the source a limited weight.

In balance, the source is mixed, both the content and the fact that it is the unexpected thing to say does give weight. The content is all accurate and a Mussolini opposer talking highly of the regime shows that it is popular. Togliatti

may not know completely about it thought since he is not in Italy to witness it. Therefore overall I would say this source has a partial weight.

Marker's comment

The response extracts some information from the source on the range of work of OND. Contextual knowledge is included, but not used securely in relation to source content. There are some general points made on provenance that need specific development to push it into a higher mark.

High Level 2

2	3-5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
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Exemplar script B

Palmiro Togliatti, being a Communist Party leader and an exiled citizen at that, has written this article. He was a "prominent opponent," and due to this, the Source loses weight because it could be politically biased.

However, despite being on a different end of the political spectrum to the Fascist regime, he seems to be very open minded, and fair. This is seen when he writes, "the benefits the workers have are many," and this was accurate. Many members of Opera Nazionale Popolavoro went on holidays organised by the Fascist Party, and enjoyed sporting events hosted by the State. The mere fact that such an iconic figure has not tried to tarnish the Fascist reputation would suggest considerable weight in the article as it manifests the balanced, objectified way in which Togliatti writes.

Although, it must be taken into consideration that Togliatti could have been fed false information. He was exiled, and lived in the Soviet Union through the 1930s. It is unlikely he will have witnessed Italian life under such circumstances, and his only source of information will have been the media, of which was entirely under the Fascist censorship. Therefore, Togliatti could simply be repeating falsified information. This would decrease the weight of the article.

On the contrary, Togliatti brings a side to the lecture that implies that workers do not support the regime, but simply join the OND to "better their lots," and this could be the case as the Fascist Regime highly supported business owners and worker unions, aside from Fascist ones, were abolished on 2nd October 1925. Therefore, we could assume they supported the Fascist solely for their own gain. Although, this is inferred from the Source and therefore, bears weight, albeit the weight is minimal.

To conclude, I feel the source is balanced, as is manifested in the writer's open mind, despite being such an opposing figure. What is written appears to be fair and just of the time, and takes in to consideration the benefits those workers had. Although one must take into account that this individual did not live in Italy himself so must therefore rely on the words of others, which on their own could be biased. This source also bears no sign of a counter argument making it unbalanced. However, it does not need a counter argument for it is already an accurate representation of the times. It is for these reasons that the source has considerable weight as an enquiry into the fascist regime in the 1930s.

Marker's comment

The response opens with general points on provenance but then begins to address the source directly, commenting on 'open mindedness'. There is a range of points on the work of OND. In the final section the response is a bit confused, but does try to comment on the source with some justification for judgement.

Level 3

3	6-9	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
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Paper 2 Section B

AO1 AS mark scheme

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question 3-6

How far was Italy's economic weakness responsible for her poor performance in the First World War?

Exemplar script A

Italy's economic weakness was partly responsible for her poor performance in the first world war as the military conditions the soldiers had to cope with were immensely disturbing as they didn't have the right equipment for the soldiers and this led to soldiers catching disease in the trenches easily and getting pneumonia from the cold wet conditions that the war brought as the weak economy led to cuts in everything, from the right clothing to weapons to food and water.

Italy's poor economy also led to people starving in the trenches and being dehydrated due to lack of food and water supplies and this made the soldiers weak and more likely to die in war not just from the opposition but from starvation.

Italy's poor economy wasn't the only reason for her poor performance. In the First World War, as there was a lack of proper training for the soldiers and so they were sent out to their nearly immediate deaths. Peasants of Italy were all subscribed to the army whether they wanted to or not and these peasants could not read or write or speak proper Italian so they were already really weak as they were peasants and they couldn't understand their officer in the army so they didn't actually know what to do when they went off into the war, so there was a lack of communication so most plans they had made to try and defeat the enemies had failed due to lack of communication.

Also all the soldiers didn't actually know what they were fighting for as they couldn't understand they were going to war in the first place so there was a lack of enthusiasm to actually succeed in the war as people didn't know the cause.

In conclusion I believe that Italy's weak economy was partly responsible for her poor performance in the First World War as they didn't have the correct equipment or the right food and water to sustain a healthy diet but other factors played a part such as lack of skills, lack of communication and not having enthusiasm to win the war.

Marker's commentary

The essay offers a limited analysis in response to the question. A range of points are included but they lack development and exemplification. There is, for example, little evidence or illustration, to reinforce the candidate's comments on Italy's economic weaknesses. The other factors (problems within the army, lack of enthusiasm for the war) are discussed briefly and also in an unsupported manner. The conclusion offers a judgement but with little substantiation, mirroring the limitations of the main analysis.

High Level 2

2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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Exemplar script B

Italy at first did not want to be a part of world war I (1914 – 1918), they later joined in the war so they could gain allies and more land. They wanted to expand borders and create an empire like they did in Libya in 1911 when Giolitti was in charge. During Italy's fighting in the war some businesses were thriving but the war effort was not going well. This is mainly due to poor leadership, low motivation and lack of equipment.

When world war I began the declaration of neutrality was signed. This caused divide between the liberal politicians because some thought should've fought but others did not. This also caused unrest with the people because the nationalists wanted to fight in the war whereas the socialists agreed with the government. This divide was not good for Italy because they needed the people to be together if they were to go to war. Also the divide between the north and the south played a part in the poor performance of the war. Since the unification in 1871 the people of the south didn't feel like they were part of one whole Italy so they didn't want to fight for the country. This had a huge effect when fighting because the Italian army had many deserters and would often just give up on battle and be taken prisoner. This was one of the reasons that Italy performed poorly in the war and it wasn't due to the economy at the time, more to do with the weak government and people not feeling willing to die for their country.

Italy were not in a financial situation where they should've entered the war. They had to get loans from the Allies and they also printed much more money. Even with this they could not afford to properly equip or train the soldiers, not every soldier had a gun or 'proper gear' for the conditions. This lack of money and skill in the soldiers showed at the battle of Caporetto which was the most humiliating defeat for Italy throughout the whole of the war. The austrians had 15 guns for every two that the Italians had. This was meant to be a battle that the Italians would easily win but they were overrun by the Austrians. By the end of the battle they had most soldiers imprisoned and many had deserted to go back home. This defeat was a sign they could not afford to go to war and therefore was due to the economy.

Italy was not considered a great power so they could not negotiate as much with the likes of Britain or France, this meant they were unable to get as much money or land in return at the end of the war. This was agreed in the treaty of London. Due to this they didn't have the money or the motivation to carry out the war, this therefore was due to the economy and the fact they weren't a great power, which could also be put down to money.

Overall many of the reasons for Italy's poor performance in the first world war was due to the fact that they didn't have enough money. This was especially apparant when they could not supply sufficient training or equipment for the soldiers. The failure was also due to the low morale of the soldiers though and that was due to the fact that they didn't feel like they were part of one unified Italy, most of the soldiers were from the south and felt that they were treated differently to the northerners with higher taxes. This created a resent for the government so they didn't want to fight for a cause they didn't believe in. In balance the failure of Italy in the first world war was partly due to their economic weakness but also partly the governments poor relations with the south

Marker's commentary

There is a fair range of knowledge on the overall topic but insufficient discussion and exploration of issues to move beyond low level 3, although the answer does attempt analysis of the reasons for poor performance. The response establishes a very decent list of other factors and addresses the stated factor, making valid points on impact on equipment, etc. It largely maintains the focus on reasons for poor performance, but needs more discussion of the relative significance of the factors and application of criteria for judgement.

Level 3

3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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Exemplar script C

One reason economic weakness was responsible is because of lack of industrialisation in comparison to other countries. In the 20th century Italy had only just begun industrialisation as the country was poor. Additionally, industry developed in the North as the South was still living in poverty, so very few factories were located in the South. 50% of Italys industry was located in the 3 Northern cities know as the industrial triangle. The lack of factories and industrialisation meant Italy could not produce tanks or weaponry at the same pace or magnitude as other European countries. I believe this impacted heavily and was a key reason for Italy's poor performance in the First World War.

I believe that other battles such as the invasion of Libya and Ethiopia meant Italians did not feel ready for war. In 1911, Italy invaded Libya and won. Within 3 weeks their navy had sized the ports of Tripoli and eventually took Libya. However, this victory left many Italians dead and newspapers such as Avanti! described how the war had murdered both workers in Libya and Italy. Furthermore, the invasion of Ethiopia left Italy with a humiliating defeat as they lost the battle of Adwa where 5000 Italians died. This of course brought National humiliation to Italy and its people. I believe this affected the people's feeling into entering war and played a large role in their poor performance in the First World War.

Another reason for why Italy performed poorly is because of the North-South divide and lack of morale and unity. Men were conscripted into the army in both the North and the South. Northern Italians were educated whereas Southern Italians were not so already there was a split in the army. Additionally, higher commanding officers were Northern and passed orders to those fighting on the frontline. The southerners had problems understanding the orders written as some vocabulary was used that they did not understand. This obviously led to confusion and turmoil amongst the conscripted peasants and affected the war effort. Also, the conscription meant that morale was lacking as soldiers felt they had been forced into the war. In fact, around 200,000 Italian troops deserted in World War I, which further weakened morale and demonstrated the lack of pride Italians had. I believe this was a major reason as to why Italy fought poorly in the First World War.

A reason as to why economic weakness and strike action that took place in reaction to World War 1. Socialists were heavily against the war and felt it was a terrible idea due to previous experiences (Libya, Ethiopia). This mainly consisted of vital factory workers that aided in making munitions. The lack of industry was already a

large problem but was worsened by strike action, which delayed Italy's production of weapons. I believe this greatly halted the war effort and played a big role in Italy's poor performance.

In conclusion, I believe economic weakness was a major factor in explaining Italy's poor performance in the First World War, but other factors such as lack of identity and morale played a bigger part in Italy's weakness in the war as the people did not feel any sense of pride for Italy. The mutilated victory of the First World War reflects this and I think previous wars and battles such as Ethiopia greatly disheartened the people in the fear of another national humiliation.

Marker's comment

The essay offers a focused and relevant response to the question posed. The analysis considers the stated factor confidently, backing up the argument with supporting evidence of Italy's relative economic weakness. A reasonable range of other factors (the legacy of Libya and Abyssinia, the North-South-Divide, and the lack of morale/unity) are also discussed with some support and some linking of the factors. The arguments are clearly structured/communicated and the conclusion offers a judgement that links to the main analysis.

Low Level 4

4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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To what extent did church-state relations improve in fascist Italy in the years 1929-39?

Exemplar script D

Previous to 1929, Fascist Italy in the years 1929–1939? Church–State relations had been relatively weak. It wasn't until 1920, when the New Programme was drawn up, that the fascist movement had dropped all anti-clerical policies. However, the death of Pope Benedict XV in 1922 meant that the relationship between Church and State could improve. Between 1929 and 1939 it is arguable whether the relationship truly improved or whether it simply maintained the relationship established in 1929.

Firstly, I would argue that in 1929 the relationship between church and State was improving due to the Lateran Pacts being signed on 11 February 1939. The Lateran Pacts solved the Roman Question that had plagued the country since unification in 1870. The Lateran Pacts agreed on three items. Firstly, the Vatican was given 45 hectares of land to form its own state with full diplomatic rights. Secondly, there was an agreement that the Vatican would be paid an amount in lire and state bonds to compensate for the land lost in 1870. Lastly, Mussolini agreed that the State would recognise catholicism as Italy's only religion. This showed that the relationship was becoming increasingly stronger. Evidence of this was that for the plebiscite that Mussolini called for that same year Pope Pius XI called on the Catholic public to openly support Mussolini and the fascist party. By establishing a formal relationship there was no reason for the church and state to be drawn into new conflicts, they effectively had a fresh start.

However, within the Lateran Pacts it was agreed that Catholic Action would refrain from incorporating sports or activities that excluded the teaching of religion. This brought the church and State into conflict in the early 1930s as Mussolini was informed that Catholic Action was not only introducing sporting activities but also using PPI members as youth leaders. As a result fascist violence ensued on Catholic Action which led to a heightening tension between the two parties. The matter was resolved in 1933 when it was agreed that the Church required to uphold all aspects of the Lateran Pacts, however there was an underlying tension following the agreement. It demonstrated to the Church that the Lateran Pacts wouldn't protect the Church from fascist violence.

The Church and State came into conflict again in 1938 when anti-Jewish legislation was introduced. Key to the Church's ideals it was made law in 1938 that Jewish Italians were forbidden from marrying 'pure' Italians; this conflicted with the church's goals. The church hoped to spread the word of catholicism through converting people, if Jews were forbidden from marrying Catholics it made it impossible to convert 45,000 people within Italy. Consequently, the Church condemned the anti-semitic laws. However, Pope Pius XI's letter condemning the new anti-Jewish policies failed to be published before his death in 1939. Therefore on the surface Church–State relations seemed at ease. Most historians would argue that Church–State relations had completely deteriorated but the death of Pope Pius XI meant that Mussolini was able to maintain an outward image of calm.

In conclusion, I would argue that realistically before 1929 and 1939 church state relations deteriorated. Up until 1929 and the Lateran Pacts the relationship had been improving. But with Mussolini's introduction of anti-Jewish policies, his evergrowing relationship with Germany and the violence against Catholic youth groups, Mussolini slowly lost the support of the Vatican.

Marker's comment

A structured and well informed response with a good range and, in the introduction, a sense of context. Develops a balanced argument with specific evidence and relevant issues are explored. The significance of the Lateran Pact is well explained despite the slip with the date. Valid criteria for a judgement (related to 'improvement') are established and applied.

Level 4

4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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To what extent was Mussolini's foreign policy successful in the years 1935–39?

Exemplar script E

Benito Mussolini relied on foreign policy as a means to proving that Italy could be just as dominant as the rest of the European powers. It was therefore key he used his policies effectively.

One way in which he did this was with the invasion of Abyssinia in October 1935. In order to achieve his aims of a dominant image, Mussolini decided that an expansive empire in Africa was necessary. His choice to invade Abyssinia stemmed from his need to conjoin his current colonies of Libya and Eritrea. Benito Mussolini put Marshall Bagdolio in charge of the invasion as a means of assuring victory. Bagdolio shocked the rest of the world with a brutal war using dirty tactics. Italy dropped Chemical bombs on civilians, and killed prisoners; men, women and children all perished. This was successful on its own as it proved to the League of Nations just how strong Italy was, and how weak they were in stopping the Fascists. It asserted Italy's dominance as a force, and they captured the capital of Adi Ababa on 22nd October 1935.

Despite this however, fighting was slow and almost 200km remained uncaptured by Italian forces. Furthermore, when Italy officially claimed Abyssinia as its own, only around 199,000 Italians moved there, which served as a flop to Mussolini's campaign of rehoming Italians, and showed to the world how little faith there was in Mussolini's domestic campaigns. It also didn't help foreign trade as the Italians who moved there produced little export, and this was not enough to aid Italian trade, again proving the weakness of the invasion. Overall, the Abyssinian invasion was somewhat successful, but had very minor impact on scaring the European superpowers as Italy struggled for almost 3 months to capture a poor and weak African country. It also made no difference to Italy's position on the global markets.

However, during 1935 to 1939, Nazi Germany and Italy's relationship grew exponentially. After Hitler's appointment as German Chancellor in 1933, he promised Italy that Germany would become a fascist state, of which came true. Adolf Hitler and Mussolini exchanged many letters during the years 1935–39, and Mussolini taught Hitler how to be a great leader. This relationship grew strong, however it was noted that after Mussolini's trip to Germany in 1937, he said Hitler was 'boring', and he did not like the man. Mussolini further disagreed with Hitler in

1938 when Nazi Germany the Non-Cominform Pact with the Soviet Union, of which promised pacificism between the two powers. Mussolini was in disarray at this as a Fascist power had now refused to fight the ideology of which Mussolini had hope to crush since 1919.

On the contrary, the Signing of the Pact of Steel in July 1937 was a huge success in terms of foreign relations with Germany. Italy and Germany would now share resources whilst Hitler continued to secretly build his army against the will of the Treaty of Versailles between the two should war in Europe break out, and this only further benefitted the Fascist Italians in terms of foreign policy.

Despite the Pact of Steel, foreign relations grew weaker when Germany declared war on Poland in September 1939. Hitler had promised Mussolini that he would not fight until Italy were ready in 1943. This promise was broken, and Italy had to pull out of the agreed terms.

Italy now had weak relations with most European countries, especially after the Spanish Civil War. Mussolini had hoped he would take out the British Naval bases that encompassed the Mediterranean Sea. However, this did not happen, and only made British relations poorer. Not only this, but Italy proved to Hitler, and Spanish fascist leader, Francisco Franco, how weak the Italian Army was after losses to minor liberation forces in Spain, despite 60,000 men it sent to help and 200 bombers sent with them. However it did prove Italy's willingness to aid Spain and strengthened ties between Spain and Italy.

To conclude, Italy's foreign policy had some very minor successes. It proved to her allies just how quick Mussolini would assist its allies, and in such strong ways, ie chemical warfare and the slaughter of innocents. However, as an outcome of this, only Germany saw this as great. The League of Nations were quick to shun Italy and placed trade embargos on oil. They were also not intimidated by this "powerful" Italy as it struggled to defeat a poor Abyssinian people. Even strong ties between Germany and Italy were often broken, as seen by the start of World War 2, and the pact made with Russia. It is for these reasons that extent of Italy's foreign policies were weak, and hindered by the key issues Italy faced.

Marker's comment

Some relevant issues are explored although their treatment is uneven. There is good material re Abyssinia and an awareness of the outcome and significance of the campaign. Touches on a fair range of other points but with some drift into description. Needs additional specific illustration/explanation to be an assured Level 4. The judgement relates to criteria for 'success' that are established and applied.

Low level 4

4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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To what extent did Russia change under the Tsarist regime in the years 1906–14?

Exemplar script F

It can be argued that throughout the period 1906–14, there was significant changes introduced into the tsarist regime such as the allowing of legal opposition and introduction of the dumas. However, it can also be argued that despite these new additions to the regime, nothing actually changed.

Pre 1906 there was a revolution across Russia, which marked the need for political change. Tsar Nicolas II produced the October Manifesto, this made terms which meant there would be the introduction of Dumas and therefore a legal nominative assembly in which could advise the tsar. This means that in 1906, legal opposition groups were allowed. The Dumas were a radical change in Russia because pre 1906, opposition parties were forbidden and so the fact that they were now allowed meant that the tsar had to consult with the dumas. However, despite the dumas being introduced, the tsar still held all the power. The fundamental laws passed in July 1906 meant that Nicolas, while still abiding to the policies set out in the October Manifesto had found loop holes which meant that he could dissolve the duma at any given time and he could still pass laws without the duma's consultation. This showed that throughout 1906–14, the tsarist regime didn't change to that big of an extent because all the power still lay with the tsar Nicolas.

Throughout the period, there was several attempts to overthrow the tsar and allow the dumas more influence. After the dissolution of the first duma, the members of the dissolved duma tried to convince the general public to have an uprising, this became known as the Vyborg Manifesto. However, the peasants of Russia didn't listen and the manifesto failed, this meant that the tsar remained in power.

The tsarist regime changed because there was now free press allowed. This meant that the political groups could publish leaflets and fliers which openly criticized the regime. This meant that people were now aware of other political ideas, which was revolutionary for Russia as pre 1906, only the autocratic system was in place.

Despite the fundamental laws meaning that the tsar could rule without the dumas, they still arguably had some success. Throughout the 4 dumas, they did manage to make various reforms to change Russia, the most successful being the land reforms that they made.

Stolypin, the tsars chief minister made some reforms that changed Russia. His reforms gave the peasants more rights concerning land. Under his policies, peasants could convert strips of land into small farms and also house owners could get shares of land. This changed the tsarist regime because it gave peasants more freedom with their land as they had rights to own it. However, Stolypin's land reforms didn't change the tsarist regime to that much of an extent because by 1914, only 20% of all peasants were actually legal land owners.

Overall, by 1914, Russia's tsarist regime had not changed to that much of an extent due to the fact that the dumas didn't have any real power and the tsar still could rule without consulting them. However the regime did appear to be much more democratic as political opposition parties were allowed as pre 1906, they were banned. Other parties could also openly criticize the regime, and free press was allowed.

Marker's commentary

The response is largely analytical with some overall judgement. Some contextual knowledge is employed but the response needs more specific illustration/explanation to add depth. The response deals with the impact of the Fundamental Laws and Stolypin's land reforms but not his repression.

Level 3

3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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Exemplar script G

Between 1906–14 there was limited change to Russia under the Tsarist regime. The Fundamental Laws of 1906 ensured the Duma was purely a sitting body with no real power and Stolypin's policies of repression ensured there was little peasant unrest or opposition from revolutionary parties. This viewpoint can, however, be challenged by the very presence of the Duma and the legal freedoms of speech and association which were introduced after the October Manifesto.

The Fundamental Laws of 1906 were created to reduce the powers of the Duma as far as possible, according to the wording of the October Manifesto. This principle in itself demonstrates the Tsar's unwillingness to undergo any major constitutional changes in Russia. Article 87 of the Fundamental Laws stated that the Tsar could make laws whilst the Duma was not in session. This was extended by his privilege to dissolve the Duma if and when he pleased. This, as a result, severely restricted the power of the Duma in making laws in order to introduce changes in Russia. This argument can be substantiated by the fact that the Fundamental Laws in making defence and foreign affairs the sole concern of the Tsar, had already limited the Duma to making laws. This demonstrates how the restrictions placed on the Duma through the Fundamental Laws, ensured that they would have very little power in government and would be unable to enforce long-term changes to Russia under the Tsarist regime in this period.

This viewpoint can, however, be challenged by the very existence of the Duma. Some would argue that the presence of an elected national legislative body demonstrates a significant change in Russia and how it was governed. Nicholas himself and his attitude towards the Duma would suggest he saw the Duma as a significant change because he refused to meet the Duma when asked; he thought its very existence was an affront to autocracy. There were also four Dumas in total across this period, the latter two of which lasted for the five year term. The third Duma, in fact passed 200 pieces of legislation. This would, therefore, suggest that the Duma had more of an impact, to the extent that it made legal changes and caused Nicholas to feel threatened. However, the ability of the regime to control who was elected into the Duma such as Stolypin's amendment of the 1905 law would suggest otherwise. More right-wing conservative Duma's would naturally agree with the Tsar and implement few changes that opposed him.

Stolypin's repression of revolutionary parties and repression in the countryside suggests there was little change in Russia under the Tsarist regime in this period. By 1914, revolutionary parties were said to be weakened and demoralised. Most leaders such as Trotsky, who had been exiled and escaped abroad, were following events in Russia from western Europe. The Bolsheviks had also been involved in

'expropriation' and were therefore associated with criminal activities. This meant there were few changes as a result of revolutionary parties, who had been repressed by Tsarist authorities. Stolypin also introduced Field Court Martials that repressed peasant unrest in the countryside. More than a thousand people were killed and Stolypin exiled thousands to Siberia to the extent that the trains that transported them became known as 'Stolypin's wagons'. This demonstrates, through the success of Stolypin's repression, that the regime kept its authority throughout this period. As a result, Russia saw little change between 1906–14.

Others would argue that the fact that other political parties were legalised and there was a free press, demonstrates significant improvement in the individual rights of Russian citizens. Previously, before 1906, other political parties had been deemed illegal, meaning the Social Revolutionaries and Social Democrats (who then divided into the Bolsheviks and Mensheviks) had to exist discreetly underground. This was enforced by repression through the use of the Okhrana and other Tsarist forces. By 1914, however, there was essentially a free press and political parties remained legal, according to the terms of the October manifesto. This shows a significant improvement in the opportunity for other political parties and opposition to seek change in Russia. However, this viewpoint can be criticised as Stolypin's repression meant there was little opportunity to utilise these legal privileges.

In conclusion, there was limited change to Russia under the Tsarist regime in the years 1906–14. Whilst some would suggest that the very existence of the Duma demonstrates significant constitutional change in Russia, the role of the Duma was suppressed to such an extent that it meant there was no limit to the Tsar's authority. The Duma, as a result, was manipulated to create a right-wing, conservative body and given little opportunity to introduced any legal changes. Also, whilst political parties were legalised and there was a free press, Stolypin's repressive policies ensured there was no opportunity for opposition to challenge the regime. Nicholas remained firmly an autocratic leader and, with the help of Stolypin, regained authority after the 1905 revolution and prevented any significant change before the eve of World War 1.

Marker's comment

The response discusses a good range and depth of key issues. The focus on change is sharply analytical, measures used to examine change are made explicit and extent is discussed. There is a good awareness of the nature and the significance of the Fundamental Laws, with precise detail, e.g. article 87. The response discusses the significance of the setting up of the Duma with some well deployed detail such as the Third Duma. Goes on to cite evidence of emerging political groups and of the nature of Stolypin's repression. The overall judgement is supported and well argued.

Level 4

4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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