



Pearson

Mark scheme

Summer 2018

Pearson Edexcel
GCE History (8HI0/2D)
Advanced Subsidiary

Paper 2: Depth study

Option 2D.1: The unification of Italy,
c1830-70

Option 2D.2: The unification of
Germany, c1848-71

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors

Section A: Questions 1a/2a

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

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.

Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

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.

Section B

Target: 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.

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.

Section A: indicative content

Option 2D.1: The unification of Italy, c1830-70

Question	Indicative content
1a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for Garibaldi's success in Sicily in 1860.</p> <ol style="list-style-type: none">The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">It claims that his success was due to his ability to make the right decisions in the heat of battle ('the major secret of his victories was his rapid, firm decision-making')It provides evidence of his inspirational leadership during the campaign ('You would rush joyfully to face death under his gaze.')It implies that his success may have been fuelled by his determination to take Sicily in spite of Cavour ('he was pitiless against the men who had ceded his native Nice to France.').The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">As a member of the 'Thousand', Bandi had taken part in the expedition and had witnessed Garibaldi's leadership in actionBandi's purpose in writing is to explain the impact that Garibaldi had on those who fought with him and the consequent reasons for his successBandi is writing in 1903; the reverential tone of the writing is indicative of the 'romantic' view of Garibaldi's role in Italian nationalism that many of his supporters held and later wrote about.Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">Garibaldi and his '1000' landed on Sicily in May 1860 and, bolstered by Sicilian support, succeeded in defeating a Bourbon force of over 20,000 troops by the end of JulyGaribaldi blamed Cavour for the cessation of Nice to France in the aftermath of the Second War of Independence (1859); he carried out the invasion of Sicily despite Cavour's reluctance to support himGaribaldi had proven to be an inspirational and successful leader on previous occasions, e.g. Rome in 1848-49, against Austria in 1859.

Option 2D.1: The unification of Italy, c1830-70

Question	Indicative content
1b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the significance of Piedmont's involvement in the Crimean War.</p> <ol style="list-style-type: none">1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:<ul style="list-style-type: none">• As Prime Minister Cavour was instrumental in making the decision to involve Piedmont in the war and played a vital role in subsequent events affected by Piedmont's involvement, e.g. Congress of Paris• Cavour is providing a public explanation for his government's decision to commit Piedmont to involvement in the war• Cavour's tone, both flattering ('Your conduct...has shown') and persuasive ('It is now up to us'), suggests that he was using the Italian cause to justify Piedmont's involvement to the Chamber.2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:<ul style="list-style-type: none">• It claims that involvement in the war would advance Italian unification greatly ('the improvement of Italy's fortunes')• It claims that military involvement in the war would be more beneficial to the cause of Italian unification than the ideas of Italian nationalism ('will benefit the fortunes of Italy more than all the efforts of... writings.')• It suggests that Cavour may have been more interested in advancing the cause of Piedmont than that of Italian unification; throughout the source he equates Piedmont with Italy.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:<ul style="list-style-type: none">• An alliance with Britain and France in the Crimean War opened up opportunities for Piedmont to both strengthen its own position as an individual state and to advance the cause of Italian nationalism• Many Italian nationalists believed that involvement in the Crimean War was a diversion from the nationalist cause• Involvement in the war resulted in Cavour being invited to the peace congress in Paris and subsequently led to French involvement in the Second Italian War of Independence (1859).

Option 2D.2: The unification of Germany, c1840-71

Question	Indicative content
2a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the impact of urbanisation on the social classes in Germany in the 1840s.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none">• It provides evidence that, in the public arena, urban life brought the social classes into greater contact with each other ('rich and poor: no one is limited by the others.')• It provides evidence that it affected the poor most acutely ('shacks next to the factories'; 'chains of poverty are bound to crime')• It suggests that the middle-classes have benefited the most from urbanisation ('share these with the powerful middle-class'). <p>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none">• Dronke is writing an account of his own experiences in Berlin during the 1840s• As a social investigator the purpose of his book was to provide an insight into urban life• As a socialist he had a particular interest in the effects of urbanisation on social class. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none">• Berlin, as capital of Prussia, was one of the largest cities in German and reflected the major changes which were taking place as a result of urbanisation• The growth of German towns and cities brought people of all classes together in their daily life, work and in recreational activities; people became more aware of the lives of other classes• A shortage of housing, poor conditions and low wages meant that the working classes were often marginalised within urban areas resulting in increased crime rates and a life of extreme poverty.

Option 2D.2: The unification of Germany, c1840-71

Question	Indicative content
2b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the reasons why Bismarck was appointed Minister-President of Prussia in 1862.</p> <ol style="list-style-type: none">1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:<ul style="list-style-type: none">• Bismarck is writing his own personal account of the events in which he was involved• Bismarck's purpose in writing his memoirs was precisely to provide a record of events from his own perspective• Bismarck is using the advantage of hindsight, and particularly his knowledge of subsequent events, to explain why William appointed him.2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:<ul style="list-style-type: none">• It provides evidence for the constitutional crisis which necessitated Bismarck's appointment ('opposition to the majority in parliament'; 'I shall not abdicate.')• It provides evidence that Bismarck was willing to deal directly with the problems facing William I ('argue for the reorganisation of the army.')• The language used throughout the source implies that Bismarck engineered his own appointment ('readiness', 'no doubt' 'persuading').3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:<ul style="list-style-type: none">• In 1862 William I was faced by a constitutional crisis which threatened his position as ruler of Prussia• William I disliked Bismarck and it was von Roon who persuaded William to consider the appointment of Bismarck• As Minister-President, Bismarck tackled the problems brought about by the constitutional crisis; he enabled the King to defy the Prussian Diet, introduce military taxes without its consent and reform the army.

Section B: indicative content

Option 2D.1: The unification of Italy, c1830-70

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the most significant challenge to the restored order in Italy, in the years 1830-1847, was the growth of nationalism.</p> <p>Arguments and evidence that the growth of nationalism was the most significant challenge to the restored order in Italy in the years 1830-1847 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Nationalism, in all its forms, promoted the unification of Italy and was, therefore, a threat to the existence of the separate sovereign states• Mazzini's development of Young Italy was a threat to hereditary rule; he created an organisation devoted to the promotion and establishment of a united Italian republic• Nationalist ideas, such as those of Balbo, encouraged criticism of Austrian power and influence in Italy• The cultural <i>Risorgimento</i> was a threat to regional traditions, emphasising a shared Italian culture and encouraged Italian patriotism. <p>Arguments and evidence that the growth of nationalism was not the most significant challenge to the restored order in Italy in the years 1830-1847 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Nationalist politicians were divided in their aims and objectives and support for nationalism was relatively small scale• The growth of liberal democratic opposition to conservative and reactionary government posed a threat to individual rulers• Economic growth brought calls for economic reform, e.g. an end to restrictive Austrian influence and economic co-operation between states• Declining living standards amongst the poor, combined with harvest failures, led to social unrest and resentment. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that Pope Pius IX was responsible for the failure of the 1848-49 revolutions in Italy.</p> <p>Arguments and evidence that Pope Pius IX was responsible for the failure of the 1848-49 revolutions in Italy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The failure of constitutional government in the Papal States and the creation of the Roman Republic undermined moderate support for revolution • The Papal Allocution (April 1848) undermined the 1st Italian War of Independence and strengthened Austria • The Pope's request for international help to overcome the Roman Republic resulted in French intervention in Rome • After his initial support, the Pope's complete rejection of <i>Risorgimento</i> ideals and his threats of excommunication fundamentally undermined the revolutions in Italy. <p>Arguments and evidence that Pope Pius IX was not responsible for the failure of the 1848-49 revolutions in Italy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Divisions between revolutionary groups and local rivalries prevented co-operation between the states, e.g. support for Charles Albert against Austria • Failure to accept the support of the peasantry, e.g. in Milan and Venice, made revolutionary governments susceptible to counter-revolutionary forces • The resurgence of Austria after the success of Radetzky at Novara (March 1849) • In 1848, Piedmont was limited in its ability to lead a war of independence. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the establishment of the Kingdom of Italy in 1861 brought unity to Italy.</p> <p>Arguments and evidence that the establishment of the Kingdom of Italy in 1861 brought unity to Italy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Kingdom of Italy encompassed the majority of the geographical territory of the Italian peninsula • The Kingdom of Italy was ruled by a single ruler, Victor Emmanuel • The Kingdom of Italy was united politically and administratively with the intention of creating a common legal system and military force • Common economic and financial measures were introduced, e.g. the standardisation of currency, customs duties and weights and measures. <p>Arguments and evidence that the establishment of the Kingdom of Italy in 1861 did not bring unity should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • <i>Irredenta</i> areas existed, most notably Venetia and Rome • The Pope refused to accept the existence of the Kingdom of Italy and prevented Rome from becoming the official capital of the new state • The political and administrative system introduced was an extension of that of Piedmont; this process of 'Piedmontisation' caused much resentment • Cultural, economic and linguistic differences within Italy, and particularly between north and south, continued to exist. <p>Other relevant material must be credited.</p>

Option 2D.2: The unification of Germany, c1840-71

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the course of events during the revolution in Prussia, in the years 1848-49, was dependent on the actions of Frederick William IV.</p> <p>Arguments and evidence that that the course of events during the revolution in Prussia, in the years 1848-49, was dependent on the actions of Frederick William IV should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The initial success of the revolution was aided by Frederick William's withdrawal of troops during the March Days in Berlin• Frederick William established constitutional government through his proclamation 'to my people and the German nation' (21 March 1848)• At the end of 1848, Frederick William replaced his liberal ministers with conservatives, dissolved the new Prussian Assembly and brought Prussian troops back into Berlin• Frederick William's rejection of the offer of the German crown from the Frankfurt Assembly in 1849 extinguished revolutionary hopes in Prussia. <p>Arguments and evidence that the course of events during the revolution in Prussia, in the years 1848-49, was not dependent on the actions of Frederick William IV should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Success was dependent on the strength of the Austrian Empire; in a weakened position in March 1848 Austria regained strength by late 1848• The strength of the revolutionary forces in Berlin during the March Days was so great that Frederick William was forced to react or lose his throne• The ineffectiveness and growing radicalism of the Prussian Assembly weakened the authority of the newly established constitutional government so allowing Frederick William to regain control• The failure of the new constitutional system to address the economic and social causes of the March Days weakened the support of industrial workers. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which Austrian influence in Germany declined in the years 1852-65.</p> <p>Arguments and evidence that Austrian influence in Germany declined in the years 1852-65 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • After the death of Schwarzenberg in 1852, the Austrian political leadership was less self-assured in its dealings with the German states, e.g. the attempt to reform the German Confederation (1863) • After 1857, Austria influence was adversely affected by the impact of economic depression at home and nationalism in the wider Empire • Austria's economic influence declined across the period; from the failure of the <i>Mitteleuropa</i> plan to complete rejection from the <i>Zollverein</i> • After 1862, Bismarck's manipulation of the international situation significantly eroded Austria's political influence in Germany, e.g. the war with Denmark and the Gastein Convention. <p>Arguments and evidence that Austrian influence in Germany did not decline in the years 1852-65 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Austria retained its post-Olmütz political influence across the period; Austria was the leading state in the German Confederation • In 1865, the majority of German states were ready to support Austria in a military conflict against Prussia • Austria's political power was balanced by Prussia's growing economic power • Austria had the largest military force in the German Confederation. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the significance of the Ems Telegram in the outbreak of the Franco-Prussian War.</p> <p>Arguments and evidence that the Ems Telegram was significant in the outbreak of the Franco-Prussian War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Ems Telegram was the key trigger event in the outbreak of war; war broke out five days after the release of the amended telegram • Bismarck purposefully used the telegram to create tension/deliberately provoke war between France and Prussia; it brought to a head rivalry which had emerged after the Prussian defeat of Austria in 1866 • The publication of Bismarck's amendments to the original version led to a popular clamour for war in both Prussia and France, so creating an unstoppable momentum towards war • The French declaration of war on Prussia, as a direct response to the publication of the Ems Telegram, brought the southern German states into the war on the side of Prussia. <p>Arguments and evidence that the Ems Telegram was not significant/had limited significance in the outbreak of the Franco-Prussian War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Ems Telegram was not the fundamental cause of the outbreak of the war; there were more fundamental causes, e.g. the European balance of power, Prussian aggrandisement • The underlying cause was the long-term enmity between Prussia and France stretching back long before 1866 • Bismarck's use of the Ems Telegram was merely opportunistic; he could/would have used any favourable situation to increase tension at the time • It was the French who chose to be offended and Napoleon III's responsibility for the declaration of war. <p>Other relevant material must be credited.</p>