



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (9HI02) Paper 2D
Advanced

Unit 2: Depth study

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

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 9H10_2D_1706_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Generic Level Descriptors: Section A

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	1–3	<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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none">• Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<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 utility 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 but with limited justification.
4	13–16	<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, although treatment of the two sources may be uneven.• 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"><li data-bbox="402 197 1372 310">• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.<li data-bbox="402 321 1372 468">• 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.<li data-bbox="402 478 1372 619">• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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	1–3	<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	4–7	<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 focus of the question. • Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.

Level	Mark	Descriptor
		<ul style="list-style-type: none"><li data-bbox="402 195 1279 249">• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	<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 sources to consider the role of the Papacy as an obstacle to Italian unity in the years 1861-70.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• The Cardinal is making the protest officially on behalf of the Pope and so it almost certainly reflects the views of the Pope himself• It was publically released only in April 1861 when negotiations between the Papacy and the new Kingdom had broken down irrevocably• It reflected the view of the Pope as Head of the Catholic Church and in doing so would have attempted to influence the attitude of all Catholics to the Kingdom of Italy. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of the Papacy as an obstacle to Italian unity in the years 1861-70:</p> <ul style="list-style-type: none">• It asserts that the Papacy will not relinquish temporal rule of Rome ('The Pope's right to govern Rome is an incontestable right')• It states that the Papacy will not recognise the position of the King of Italy ('can never recognise the title of King of Italy') and so implies that the Kingdom of Italy has no right to exist• By referring to the Pope as Head of the Catholic Church and in criticising Victor Emmanuel's 'religious principles', the implication is that all Catholics should reject the Kingdom of Italy. <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none">• The Papacy maintained its position with regard to Piedmont's illegitimate claim to the Kingdom of Italy throughout the period• In 1864 Cardinal Antonelli also issued, in the name of Pius IX, the Quanta Cura and Syllabus of Errors which outline Papal objections to the political and social policies established in the Kingdom of Italy• Papal objections to the Kingdom of Italy undermined its stability and put up obstacles to the incorporation of irredenta lands such as Venetia• After the traumatic events of the 1848-49 revolutions, Pope Pius IX had left most of the government of the Papal States to Cardinal Antonelli.

Question	Indicative content
	<p>Source 2</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • Gregorovius was a foreigner and an eye-witness to events in Rome during some of the most significant years in the process of Italian unification • Gregorovius wrote his diary contemporaneously but published them in 1907; he may have edited the extracts in hindsight or to make a particular impression • Gregorovius was an historian and the tone of his comments suggest they may have been made with a view to using them for future publication ('it is merely an insignificant episode in a great world drama') • As both a Prussian, and a Protestant known to be hostile to the Papacy, Gregorovius probably did not have had an objective viewpoint on the events of 1870 in Rome. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of the Papacy as an obstacle to Italian unity in the years 1861-70: <ul style="list-style-type: none"> • It implies that the continued hold over Rome and the Catholic Church by an aging Pope has had a negative effect ('that men such as he...should continue to cast shadows') • It suggests that Papal control of Rome depended on the presence of French troops ('The French are leaving') and claims that French defeat in the Franco-Prussian war will lead to the fall of Rome ('...as soon as Napoleon is overthrown') • It suggests that once the Pope had lost control of Rome the majority were willing to accept unity with Italy ('...flags are hung out and demonstrations made...') • It provides evidence that the Pope remained an obstacle to unity even with the fall of Rome ('...made himself a prisoner and has issued protests'). 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 content. Relevant points may include: <ul style="list-style-type: none"> • The unavailability of Rome as a national capital was a major weakness in the development of the Kingdom of Italy in the years 1861-70 • Under the protection of the French garrison in Rome and with the support of Napoleon III, the Pope was able to maintain his opposition to the Kingdom of Italy until 1870 • Despite growing tensions in Italy and Europe, between March-July 1870 the doctrine of Papal Infallibility was accepted by the First Vatican Council • In October 1870 Roman citizens voted in favour of annexation to Italy and the Pope withdrew to the Vatican so further preventing full unification.

Question	Indicative content
	<p data-bbox="326 226 532 252">Sources 1 and 2</p> <p data-bbox="326 289 1206 315">The following points could be made about the sources in combination:</p> <ul data-bbox="370 352 1351 588" style="list-style-type: none"><li data-bbox="370 352 1351 436">• The dates of the events covered in the sources, 1861 and 1870, indicate that the Papacy remained a major obstacle to Italian unity throughout the period<li data-bbox="370 441 1351 499">• Both sources show that the Pope believed that he had the God given right to rule Rome<li data-bbox="370 504 1351 588">• Both suggest that the Pope believed that as Head of the Catholic Church he had the right to influence the views of all Catholics in Italy with regard to unification.

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

Question	Indicative content
2	<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 sources to consider the importance of Prussia in the <i>Kleindeutschland</i> solution to German unification.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• The writer is a participant in the discussion and, as heir to the Prussian crown, has a vested interest in the outcome of the debate• It is unclear whether the diary was intended for publication or was a private record of events; if private it provides evidence of the perceived importance of Prussia from both its own rulers and from other states• The tone suggests that the Crown Prince is writing a generally dispassionate account. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of Prussia in the <i>Kleindeutschland</i> solution to German unification:</p> <ul style="list-style-type: none">• It suggests that Bavaria did not want the new German unified state to be seen as a Prussian Empire ('Bavarian representatives had not wished to permit the title of 'Emperor of Germany')• It indicates that Bismarck understood that Prussia could not claim outright to be the dominant force in Germany ('He showed that the expression...signified... power that we did not in any way possess')• It provides evidence that the Prussian king, and to some extent the Crown Prince, was dissatisfied with the role which Prussia would have to accept ('...displeased the King...'; 'So, alas, we had to submit'; '...only a shadow empire...')• It indicates that the King was determined that Prussia would maintain control over the army ('...he would not hear of an 'Imperial Army'). <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none">• Bavaria had been instrumental in suggesting that Prussia lead the newly proposed unified German state but was determined that the role of the southern states in the ongoing Franco-Prussia war would be acknowledged• Bismarck, with the support of William, from 1862 had been working towards a Prussian-dominated <i>Kleindeutschland</i> solution• It was the Prussian king who proclaimed the new 'German Empire' but it did not appear to bring Prussia the prestige associated with previous rulers of a 'united' Germany, e.g. Barbarossa or the Holy Roman Emperor• A single 'Imperial Army' was not created with the Prussian army becoming the dominant force and owing allegiance to the Emperor, as King of Prussia, not the Empire, in time of war; an Imperial Navy was established.

Question	Indicative content
	<p data-bbox="326 201 440 226">Source 4</p> <p data-bbox="370 228 1325 317">2. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul data-bbox="370 348 1357 590" style="list-style-type: none"> <li data-bbox="370 348 1357 407">• The Constitution was the official ratification document of the newly formed German Empire <li data-bbox="370 409 1357 497">• It was produced by the ministers of the twenty-five founding states of the German Empire (a <i>Kleindeutschland</i> solution) and outlines the agreements made through negotiation <li data-bbox="370 499 1357 590">• The Constitution outlined the political structure, along with the rules and regulations, by which an agreed <i>Kleindeutschland</i> solution would be governed. <p data-bbox="326 621 1344 709">2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the importance of Prussia in the <i>Kleindeutschland</i> solution to German unification:</p> <ul data-bbox="370 741 1357 1104" style="list-style-type: none"> <li data-bbox="370 741 1357 829">• It indicates that the German Empire was perceived as a <i>Kleindeutschland</i> solution rather than a Prussian expansion by its reference to the North German Confederation and the 4 major southern German states <li data-bbox="370 831 1357 919">• It provides evidence that the Prussian ruler held a great deal of power despite his nomenclature (...the head of the federation shall be the King of Prussia...represent the Empire in international affairs...) <li data-bbox="370 921 1357 980">• It provides evidences that Prussia was the dominant state ('Prussia, 17 votes') <li data-bbox="370 982 1357 1041">• It indicates that Prussia had to work within the confines of the federal organisation ('imperial laws take precedence over state laws') <li data-bbox="370 1043 1357 1104">• It hints that Prussia might be able to use the Constitution to further its own interest ('with the exception of a response to an attack'). <p data-bbox="326 1167 1305 1255">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 content. Relevant points may include:</p> <ul data-bbox="370 1287 1357 1650" style="list-style-type: none"> <li data-bbox="370 1287 1357 1375">• The negotiations for the creation of the German Empire were dominated by Prussia and the southern German states; by 1871 the North German Confederation had in reality become subservient to Prussia <li data-bbox="370 1377 1357 1465">• In reality as German Emperor the Prussian king was head of the imperial government, the civil service and the armed forces and behaved as an Emperor of Germany <li data-bbox="370 1467 1357 1556">• Prussia covered two-thirds of the federation territory and made up 60% of the population; Prussia and the Empire shared government ministers including Bismarck as Prussian Foreign Minister and Imperial Chancellor <li data-bbox="370 1558 1357 1650">• In the years 1862-1871, Bismarck had been able to use the aggression of other countries to engage in a defensive war to further Prussian expansion e.g. Franco-Prussian War 1870-71.

Question	Indicative content
	<p data-bbox="326 222 529 252">Sources 3 and 4</p> <p data-bbox="326 285 1206 315">The following points could be made about the sources in combination:</p> <ul data-bbox="370 348 1308 617" style="list-style-type: none"><li data-bbox="370 348 1308 436">• At the time of Source 3 the Franco-Prussian War was still being fought out, so Prussia was still reliant on the southern states, by the time the constitution was finally agreed a peace treaty was being negotiated<li data-bbox="370 436 1308 525">• Neither source makes any mention of Austria as a potential member, indicating that by 1871 Germany would be united under a <i>Kleindeutschland</i> solution with Prussia as the most important state<li data-bbox="370 525 1308 617">• Source 4 is the official articulation of the debates being referred to in Source 3; it is clear that Prussia was forced to accept the concept of a German Empire but that William gained more power than he expected.

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 about the suggestion that Mazzini and his nationalist supporters achieved very little in the years 1830-56.</p> <p>Arguments and evidence that Mazzini and his nationalist supporters achieved very little in the years 1830-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Young Italy failed to gain large-scale popular support even amongst the social classes targeted by Mazzini• Attempts by Young Italy supporters to foment revolution failed a number of times in the 1830s and 1840s e.g. Garibaldi's uprising in Genoa (1834)• The revolutions in Italy in 1848-49 were localised events which failed to encourage Italian unification• The Roman Republic established in the Papal States in 1849 was short lived and highlighted Mazzini's weakness as a leader• By 1856, prominent Mazzinian nationalists were working, through the National Society, not for a unified Italian republic but for a united Italy under the leadership of the kingdom of Piedmont. <p>Arguments and evidence that Mazzini and his nationalist supporters achieved some success in the years 1830-56 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Young Italy movement spread nationalist ideas throughout the Italian peninsula in the 1830s and 40s• Mazzini's journal, Young Italy, was particularly influential in Piedmont and its readership grew throughout Italy• Many of the revolutions in Italy in 1848-9 were inspired by the Mazzinian ideals including the republican activity in Rome, Milan and Venice• Republican government was established in Rome with Mazzini as a leader of the triumvirate and in Venice under the leadership of Manin• It took the might of France to overcome the Republic in the Papal States and Manin in Venice held out against the Austrians until August 1849• The National Society was heavily influenced and supported by 'converted' Mazzinians, including Manin and Garibaldi; in the 1830s and 40s Mazzini himself suggested using Piedmont as a short-term solution to unification. <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 about the statement that Cavour was the driving force behind the events leading to the outbreak of the Second Italian War of Independence (1859).</p> <p>Arguments and evidence that Cavour was the driving force behind the events leading to the outbreak of the Second Italian War of Independence (1859) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The cause of Italian freedom from Austrian domination was furthered in the 1850s by Cavour's foreign policy e.g. taking Piedmont into the Crimean War (1854) and his participation in the Congress of Paris (1856) • Cavour maintained close diplomatic relations with Napoleon III in the late 1850s following the Congress of Paris • Cavour met with the leaders of the Nationalist Society and Garibaldi in 1856 to prepare the way for future support in a war against Austria • Cavour made a vital contribution to the secret meeting at Plombières, and the consequent Pact (1858) • It was Cavour who engineered the Piedmontese military mobilisation in 1859, against an increasing climate of reluctance in Italy and from Napoleon III in France, which provoked war with Austria. <p>Arguments and evidence that Cavour was not the driving force behind the events leading to the outbreak of the Second Italian War of Independence (1859) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Cavour was unable to make the leading international powers consider the continued Austrian presence in northern Italy at the Congress of Paris • It was Napoleon III who maintained the close diplomatic relations between Piedmont and France in the years from 1856 • It was Napoleon III who arranged the meeting at Plombières, dictated the terms of the Pact and whose moves towards a possible peaceful solution to the situation with Austria prompted Cavour to mobilise in 1859 • Victor Emmanuel played a leading role in persuading Cavour to commit Piedmont to the Crimean War and attend the meeting at Plombières, and in provoking war in 1859 through his speech in Parliament • It was the impact of the nationalist Orsini's attempt to assassinate Napoleon III which triggered his desire to 'do something for Italy' and start the chain reaction of events leading from the Plombières meeting. <p>Other relevant material must be credited.</p>

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

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 about the statement that the revolutions in the German Confederation states in 1848 had no single underlying cause.</p> <p>Arguments and evidence that the revolutions in the German Confederation states in 1848 had no single underlying cause should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There was a different trigger in each state where revolution occurred e.g. a political scandal in Bavaria, a revolt against the Metternich System in Baden• The timing of the outbreak and immediate impact of the revolution in each state was different e.g. February disturbances in Bavaria led to abdication while the March revolution in Austria saw the resignation of Metternich• Underlying political influences were varied in nature including radical demands, communist and socialist influences, and moderate liberal constitutionalism• Underlying causes were intertwined e.g. short-term economic and social grievances combined with the long-term political grievances in 1848 to create a revolutionary situation• Nationalist hopes of a united Germany and the Frankfurt Assembly developed parallel to the events in the individual states. <p>Arguments and evidence that suggest that there was a single underlying cause of revolution in the German Confederation states in 1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The revolutions were part of a wider European political upheaval which were primarily triggered by the February revolution in France• Political challenge: the autocratic rulers of the German Confederation states faced widespread political unrest in 1848 with many being forced to grant political reforms• Nationalism: the nationalist-inspired meeting at Heidelberg took place before the general outbreak of revolution, this led to the calling of the Vorparlament and to the creation of a 'united' assembly at Frankfurt• The revolutions were caused by underlying economic and social problems across Germany in 1848; the recent economic downturn and widespread harvest failures led to poverty and hunger which fuelled unrest. <p>Other relevant material must be credited.</p>

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 about the significance of Bismarck's contribution to the Prussian victory over Austria in 1866.</p> <p>Arguments and evidence that suggest Bismarck contributed significantly to the Prussian victory over Austria in 1866 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bismarck's contribution was as the engineer of a master-plan going back to 1862 by which Austria was drawn into war with Prussia e.g. use of the Polish Revolt (1863-4), war with Denmark (1864) and Gastein (1865) • Bismarck used his political skills to take advantage of the opportunities afforded him, in the years 1862-66, both to build Prussian strength and fundamentally undermine Austria • Bismarck used diplomacy to isolate Austria from potential allies in a war against Prussia e.g. the Biarritz meeting with Napoleon III (October 1865) • Bismarck determinedly laid the groundwork for war in 1865-66 by provoking Austria into aggressive actions, thus allowing Prussia to enter the Austro-Prussian war as the offended nation • It was Bismarck's insistence on moderate peace terms with Austria that brought the Seven Weeks' War to a swift end, and led to the complete withdrawal of Austria from German political affairs in the Treaty of Prague. <p>Arguments and evidence that counter/limit the significance of Bismarck's contribution to the Prussian victory over Austria in 1866 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Prussian victory over Austria was the result of long-term underlying economic and political factors of which Bismarck merely took advantage e.g. Austrian relative decline going back to 1848-49 • Bismarck was unsuccessful in either persuading or pressurising many of the north German states to side with Prussia against Austria, so widening the initial conflict and providing Austria with allies • Austria's diplomatic isolation was as the result of a favourable international situation e.g. Britain's non-interventionist policy • It was the quality of the leadership, planning and armaments of the Prussian army that secured such a swift and decisive victory over the Austrians. <p>Other relevant material must be credited.</p>

