



GCE MARK SCHEME

SUMMER 2017

HISTORY - UNIT 1  
PERIOD STUDY 7

REVOLUTION AND NEW IDEAS IN EUROPE,  
c. 1780-1881

2100UG0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the Summer 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**UNIT 1**  
**PERIOD STUDY 7**  
**REVOLUTION AND NEW IDEAS IN EUROPE, c 1780-1881**  
**MARK SCHEME**  
**Section A**

**Marking guidance for examiners**

**Summary of assessment objectives for Section A**

Section A questions assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

**The structure of the mark scheme**

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

**Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

**Organisation and communication**

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **How far was Italian unification mainly achieved as a result of foreign intervention in the period 1848-1870?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Italian unification in the period 1848-1870 was mainly achieved as a result of foreign intervention. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which Italian unification 1848-1870 was mainly achieved as a result of foreign intervention. In order to reach a substantiated judgement about this proposition, candidates may argue that Italy in this period did owe her unity more to foreign intervention than any other factor. The response might support this proposition by considering issues such as:

- the 1848 revolutions had revealed the weakness of the cause of Italian unity. Italian nationalists would need some assistance if they were to achieve unity. This came from abroad.
- without foreign support and the course of events working in Italy's favour, it is difficult to see how unity could have been built
- Piedmontese participation in the Crimean War and the Congress of Paris raised the Italian Question. The French and British were grateful for the support and this foreign support would be crucial in the steps towards unity. They became unsympathetic to Austrian presence in Northern Italy
- the support of Napoleon III; including Plombieres and the war against Austria and Villafranca
- the reaction of Britain towards the movement for Italian unity
- the relative decline of Austria aided more towards Italian unity
- the role played by Bismarck and Prussia in shaping the Italian nation.

Candidates might consider challenging the proposition in the question by arguing that in some respects the work of Italians was as important as foreign intervention. The response might consider issues such as:

- Italian unity was the just reward of a few dedicated nationalists including Mazzini, Cavour, Garibaldi and Victor Emmanuel
- the role of Mazzini in trying to make Italy 'united, independent and free'
- Cavour's role in building up Piedmont's strength, Piedmont's participation in the Crimean war and seeking a friendship with France, his relations with the National Society
- Garibaldi's expedition to Sicily and Naples and his influence in shaping the unity of the whole peninsula
- Victor Emmanuel may have played little active part in unity but he allowed it to happen and became the figurehead of Italian nationalism and unity

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Italy owed her unity to foreign intervention in the period 1848-1870.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **To what extent was Napoleon III's foreign policy mainly responsible for the collapse of the Second Empire in 1870?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Napoleon III's foreign policy was mainly responsible for the collapse of the Second Empire in 1870. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which Napoleon's foreign policy was mainly responsible for the collapse of the Second Empire in 1870. In order to reach a substantiated judgement about this proposition, candidates may argue that Napoleon's foreign policy was mainly responsible because Napoleon wanted and was expected to restore to France the glory it had in his uncle's day, but in these respects he failed. The response might support this proposition by considering issues such as:

- the Second Empire was Louis Napoleon's creation. It was clearly military defeat abroad which brought the Second Empire down
- the Peace of Villafranca aroused opposition from both Catholics and Liberals. Catholics feared for the papacy and liberals felt that Napoleon had let the Italians down
- he lost prestige with the ill-considered Mexican adventure
- in 1866 he was persuaded by Bismarck to remain neutral while Prussia defeated Austria. His miscalculation and Prussia's victory left France facing a much more powerful Prussia
- Napoleon's unsuccessful attempt to restore the balance of power by trying to annex Luxemburg as compensation discredited him further
- Napoleon tried to use the issue of the Hohenzollern candidature to score a diplomatic victory and in the end gave way to public opinion and waged war. The French armies were defeated and the Second Empire collapsed

Candidates might consider challenging the proposition in the question by arguing that in some respects foreign policy was but one of a number of factors that contributed to the collapse of the Second Empire in 1870. The response might consider issues such as:

- some aspects of Napoleon's foreign policy were very successful including the Crimean War and the war against Austria in 1859
- Napoleon was a bundle of contradictions; conservative and yet radical, authoritarian and yet liberal, skillful and yet inept. He was a man of destiny who lost his way with the French people
- persistent opposition suggests that his regime was both corrupt and repressive e.g. the limitation of the powers of the legislative Assembly, the use of prefects and mayors to control elections and to influence public opinion, the cunning exploitation of plebiscites and press censorship

- the relaxation of the constitution was a panic response to growing opposition; the paternalism of the regime was little more than sentiment
- his domestic policy was flawed; in the 1860s France's economic growth slowed down and domestic opposition grew. Many people blamed the free trade treaties for the economic downturn. Economic and financial problems were being accompanied by growing political opposition which were in part linked to the relaxation of controls of the press

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Napoleon's foreign policy was mainly responsible for the collapse of the Second Empire in 1870.

## **Section B**

### **Marking guidance for examiners**

#### **Summary of assessment objectives for Section B**

Section B questions also assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

#### **The structure of the mark scheme**

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

#### **Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

#### **Organisation and communication**

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

### INDICATIVE CONTENT FOR QUESTION 3

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **How far do you agree that Bismarck's leadership was mainly responsible for the unification of Germany in the period 1815-1870?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Bismarck's leadership was mainly responsible for the unification of Germany in the period 1815-1870. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which Bismarck's leadership was mainly responsible for the unification of Germany in the period 1815-1870. In order to reach a substantiated judgement about this proposition, candidates may argue that Bismarck was the main architect of German unification and his leadership was crucial. The response might support this proposition by considering issues such as:

- Bismarck's leadership is seen through his cynical and unscrupulous diplomacy. Bismarck planned his wars with unification as his goal. He was a master politician
- unification was achieved through 'blood and iron' and Bismarck's overall master plan for unification excluding Austria
- in the Danish War of 1867 Bismarck showed his leadership by taking the opportunity to present himself as the champion of German interests
- the Convention of Gastein gave Bismarck an opportunity to pick a quarrel with Austria showing his leadership again
- he planned the Austrian War where he made an alliance with Italy and made vague promises to France
- the Hohenzollern candidature and the Ems telegram were further examples of his leadership in practice
- the Franco- Prussian War and the completion of unification were fitting testaments to the success of his leadership

Candidates might consider challenging the proposition in the question by arguing that Bismarck's leadership was important but that the unification of Germany was also reliant on a range of other factors. The response might consider alternate factors such as:

- Bismarck was not a German nationalist: he was more concerned with enlarging Prussia than uniting Germany
- the importance of Prussian military power overcame the hostility of France and Austria. Thus the roles of Roon and Moltke were crucial in building up the Prussian army
- the economic development of Prussia underlay its military power. The development of heavy industry and the railway network gave economic predominance and helped to develop military strength. Unification was achieved through 'coal and iron'
- the Zollverein and the economic strength of Prussia laid the foundation for the unification of Germany

- the economic and military strength of Prussia enabled Bismarck to achieve political unification
- the political struggles of the early 1860s arose from Prussia's awareness of the importance of economic leadership in the face of the challenge from Austria
- the nationalist movement had given Bismarck invaluable aid in achieving political unification. Theories of German unity had flourished in intellectual circles for decades before Bismarck appeared on the scene
- the European context was altered in several respects which facilitated Bismarck: the decline of Austria, the potential threat from France and the ambitions of its leader, Napoleon III, and the growing support from the new Italian state

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Bismarck's leadership was mainly responsible for the unification of Germany in the period 1815-1870.

## INDICATIVE CONTENT FOR QUESTION 4

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **'The growth of political opposition was the main challenge facing the Russian Tsars in the period 1825-1881.' Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the growth of political opposition was the main challenge facing the Russian Tsars in the period 1825-1881. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the question.

Candidates will offer an analysis and evaluation of the extent to which the growth of political opposition was the main challenge facing the Russian Tsars in the period 1825-1881. In order to reach a substantiated judgement about this proposition, candidates may argue that the growth of political opposition was the main challenge facing the Russian Tsars in the period 1825-1881 because Russia was probably the most reactionary state in Europe characterised by autocracy and a backward social structure. The response might support this proposition by considering issues such as:

- even in Russia, liberal ideas had penetrated among some of the educated nobles. These ideas persisted throughout the period and led to the development of opposition thought. When Alexander I died in December 1825, the liberals rose in rebellion demanding a national assembly. This was the first in a series of challenges to autocracy. e.g. in 1830 the Polish nationalist rebellion broke out
- many intellectuals, desperately aware of Russia's backwardness, formed reformist movements which turned into revolutionary groups. Two of the most important were the Narodniki who wanted to educate the peasants to demand reforms and the anarchists who called for armed rebellion
- under Tsar Alexander II opposition to autocracy, far from abating, took more radical forms. Factions began to crystallize within the intelligentsia and in the early 1860s a revolutionary tide fed by Western socialism began to swell. Nihilism became fashionable and later populism and terrorism. By the end of Alexander II's reign 'professional revolutionaries' had evolved
- anarchists made several attempts on the life of Alexander II. They succeeded in 1881

Candidates might consider challenging the proposition in the question by arguing that other challenges to the Tsars were of far more significance and the response might consider alternate factors such as:

- the maintenance of social order and stability was a far more significant challenge facing the Russian Tsars. Nicholas I followed a policy of repression which was based upon the army and the police. Between 1825-33 he established order; between 1833-48 he upheld order and between 1848-55 he contained disorder. Nicholas was trying to make Russia stand still while other nations moved forwards. He wanted to contain the forces of nationalism and liberalism
- despite the reforms of Alexander II, after 1866 Alexander's regime became more repressive. The powers of the Zemstva were reduced. Press censorship was strict and the secret police were active. Political cases were tried without jury. The sixteen years of Alexander's reign were times of increasing unrest and greater attempts to control that unrest

- the backwardness and inefficiency of Russia was more characteristic of the period and despite some attempts at reform especially in the emancipation policies, the Tsarist regime failed to provide the policies that were necessary to prepare Russia for future threats and challenges. Reforms when they did come were intent upon maintaining the autocratic system of government
- by 1881 Russia had developed some of the features of the more advanced nineteenth century society of Western Europe. Parts of Russia were industrial and urban and there was a growing middle class. Western social and economic ideas were affecting Russian society which were a serious challenge to the Tsarist regime

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the growth of political opposition was the main challenge facing the Russian Tsars in the period 1825-1881.

## ASSESSMENT GRID FOR UNIT 1 (SECTIONS A AND B) QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6M	28	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the set period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set especially in Section B question].</i>
<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to most of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the set period. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4.

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured ( <i>mechanistic/formulaic</i> ) series of developments, events and/or factors over the period rather than discussing the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [ <i>the yes/no – for and against – essay</i> ].
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may be a weak focus and imbalanced judgement on the key concept in the question set [ <i>the yes (or no) imbalanced essay</i> ]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3. ( <i>Use if only the provided factor is discussed in terms of the key concept with no debate</i> ).
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [ <i>throwaway / simplistic / bolt-on</i> ] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers.