



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY1
PERIOD STUDY 6

ASPECTS OF THE HISTORY OF EUROPE
c.1696-1815

1231/06

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Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-3 marks | 1-5 marks | 8 |
| Level 2 | 4-6 marks | 6-10 marks | 16 |
| Level 3 | 7-8 marks | 11-16 marks | 24 |

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

| Level | Mark | Descriptor |
|--|------|---|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-8 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p> |
| 2 | 9-16 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |

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|---|-------|--|
| 3 | 17-24 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |
|---|-------|--|

INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Russia became involved in conflict in the Baltic during the reign of Peter the Great.

Candidates are expected to show understanding of the inter-relationship of the reasons why Russia became involved in conflict in the Baltic during the reign of Peter the Great. Some of the issues to consider may include:

- challenge Swedish dominance of the Baltic
- expand and develop Russian trading interests
- further Peter's policy of westernisation
- establish Peter as a major military and political figure within the European context
- discussion of why Russia became specifically involved in the Great Northern War

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Silesia was important for Prussia up to 1748.

Candidates are expected to show understanding of the inter-relationship of the reasons why Silesia was important for Prussia up to 1748. Some of the issues to consider may include:

- the acquisition of rich new mineral resources.
- by challenging the Hapsburg domination within the Holy Roman Empire, Prussia had struck a significant blow against the hitherto dominate state in the German speaking world
- other European powers were compelled to take note of the emerging power of Prussia and her strong tradition of militarism.
- gaining a significant additional boost to the population of Prussia

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Charles VI was successful during his reign.

Candidates are expected to show understanding of the inter-relationship of the reasons why Charles VI was successful during his reign. Some of the issues to consider may include:

- carefully constructing the pragmatic sanction to try and ensure agreement over the succession of his daughter
- sending out a message that the Hapsburg Empire was keen to improve its image and develop its economy
- his initial foreign policy successes against Turkey
- establishing foreign trading companies to try and compete with Britain and when necessary using this to acquire influence with Britain

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Treaty of Utrecht affected relations between the European powers.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Treaty of Utrecht affected relations between the European powers. Some of the issues to consider may include:

- the territorial settlement created friction between Britain, Austria and Spain
- dealing with issues of French power and hegemonist traits
- left France feeling thwarted in her ambitions to possibly create a powerful dynastic family block
- confirming Britain's arrival as a major European power, while creating a sense of envy among other rival powers

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

| | AO1a | AO1b | Total |
|----------------|-------------|-------------|--------------|
| Level 1 | 1-4 marks | 1-8 marks | 12 |
| Level 2 | 5-8 marks | 9-16 marks | 24 |
| Level 3 | 9-12 marks | 17-24 marks | 36 |

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

| Level | Mark | Descriptor |
|--|-------|--|
| Award 0 for incorrect or incomplete answers. | | |
| 1 | 1-12 | <p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p> |
| 2 | 13-24 | <p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> |

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| | | <p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p> |
| 3 | 25-36 | <p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> |

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the policy of westernisation the most important change during Peter the Great's reign, 1696-1725?

Candidates are expected to reach a substantiated and supported judgement about whether the policy of westernisation was the most important change during Peter the Great's reign, 1696-1725.

The importance of the policy of westernisation during Peter the Great's reign, 1696-1725, should be analysed and evaluated in relation to issues such as:

- modernising the state
- opening up a window to the west to facilitate greater trade and commerce supporting the policy of westernisation
- securing for Russia a central role in the Baltic

The policy of westernisation should be evaluated against other changes that were important during the reign of Peter the Great. Some of the issues to discuss may include:

- military and territorial developments and expansion
- social legal and economic changes
- the reform of the nobility
- the effect of religious changes and developments

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were Frederick the Great's military successes the most important achievement of his reign, 1740-1786?

Candidates are expected to reach a substantiated and supported judgement about whether Frederick the Great's military successes were the most important achievement of his reign, 1740-1786.

The importance of Frederick the Great's military successes should be analysed and evaluated in relation to issues such as:

- improving the security of the state against potentially hostile rivals
- enabling territorial expansion with the likelihood of a successful outcome
- enhancing Prussia's status as a significant European power
- challenging Hapsburg power within the German speaking lands

The importance of Frederick the Great's military successes should be evaluated against other important achievements in his reign. Some of the issues to discuss may include:

- the growth and expansion of the state via Frederick's foreign policy - wars and alliances
- the impact of political stability
- legal, religious, educational and administrative reforms
- enlightened policy regarding immigration

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Diplomatic Revolution the most important development in the Hapsburg Empire during the period 1711-1780?

Candidates are expected to reach a substantiated and supported judgement about whether the Diplomatic Revolution was the most important development in the Hapsburg Empire during the period 1711-1780.

The importance of the Diplomatic Revolution within the broader context of the Hapsburg Empire during the period 1711-1780 should be analysed and evaluated in relation to issues such as:

- seeking to recover a lost and valuable province
- dealing with the issue of a neighbour who had seized an important part of the Empire in an act of outright aggression
- ensuring that the status and power of the Empire was preserved in the eyes of the international community and that no other power would be tempted to act in a similar manner
- adopting a pragmatic approach to international relations

The importance of the Diplomatic Revolution should be evaluated against other important developments in the Empire during this period. Some of the issues to discuss may include:

- issues with Hungary, and the first Partition of Poland 1772
- the attempt to carefully construct the Pragmatic Sanction to ensure the succession of Maria Theresa
- the loss of Silesia
- Maria Theresa's foreign policy

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the rivalry between Austria and Prussia the most significant development in international relations between 1710-1756?

Candidates are expected to reach a substantiated and supported judgement about whether the rivalry between Austria and Prussia was the most significant development in international relations between 1710-1756.

The significance of the rivalry between Austria and Prussia in the development of international relations between 1710-1756 should be analysed and evaluated in relation to issues such as:

- how the rivalry impacted on neighbouring countries and other great powers
- the consequences of the war in central Europe
- the impact the rivalry had on diplomacy in the 1740s and 1750s
- territorial changes resulting from the rivalry

The significance of the rivalry between Austria and Prussia between 1710 and 1756 should be evaluated against other developments in international relations in this period. Some of the issues to discuss may include:

- the Diplomatic revolution
- Britain and her relations with the continental powers
- the impact of other wars such as the Great Northern War, War of Spanish succession
- changes in the balance of power