



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY1
PERIOD STUDY 7

ASPECTS OF THE HISTORY OF EUROPE
c.1815-1917

1231/07

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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>

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>
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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 relations between the Great Powers deteriorated between 1815-1830.

Candidates are expected to show understanding of the inter-relationship of the reasons why relations between the Great Powers deteriorated between 1815-1830. Some of the issues to consider may include:

- the Treaty of Vienna did not resolve all the differences between the powers and created others
- differences over the application of the principles of the Congress System and the Holy Alliance
- the threat from France had subsided
- autocratic rule
- the outbreak of revolution
- the Great Powers held few permanent common interests
- individual national aspirations led to the emergence of divergent views regarding the future of Europe

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 the Papacy hindered unification in Italy in the period 1848-1871.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Papacy hindered unification between 1848-1871. Some of the issues to consider may include:

- the decline in the Papacy's temporal power
- the Pope's conservative response to the events of 1848-1849
- the reluctance to lead one Catholic power against another
- the relationship between the Pope and nationalist leaders
- the relationship between Rome and France including the French garrison
- Syllabus of Errors and Papal infallibility

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 there was rivalry between Austria and Prussia after 1848.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was rivalry between Austria and Prussia after 1848. Some of the issues to consider may include:

- the different nationalist solutions for German unification
- Austria's leadership of the Confederation
- Austria and the Zollverein
- the growing economic and military power of Prussia
- the Schleswig Holstein crisis 1863-1864
- the Austro-Prussian War 1866

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 Crimean War broke out.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Crimean War broke out. Some of the issues to consider may include:

- the general context of the Eastern Question and the underlying conflict of interests
- the desire to contain Russian expansion
- the individual interests of the great powers in the fate of Turkey and the need to protect the Ottoman Empire: Britain's commercial interests in the near East; concern to maintain the freedom of the Straits and the route to India; France's North African ambitions
- disputes over the Holy Places
- Russia's occupation of Moldavia and Wallachia and the sinking of the Turkish fleet at Sinope

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>

		<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 were the 1848 revolutions the most significant threat to the stability of Europe in the period 1815-1851?

Candidates are expected to reach a substantiated and supported judgement about whether the 1848 revolutions were the most significant threat to the stability of Europe in the period 1815-1851.

The significance of the 1848 revolutions should be analysed and evaluated in relation to issues such as:

- the threat to autocratic rule and the old order
- the fear of escalation
- the threat to the balance of power
- the threat posed by nationalism and liberalism
- the influence of 1848 on other social and political developments

The significance of the 1848 revolutions should be evaluated against other issues that affected the stability of Europe in this period. Some of the issues to discuss may include:

- the Vienna Settlement
- the concept of the Concert of Europe and the Congress System
- national self-interest which led to the growth of divergent views amongst the Power
- the nature of autocratic rule
- the revolution of 1830

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 did Cavour make the most significant contribution to Italian unification in the period 1830-1871?

Candidates are expected to reach a substantiated and supported judgement about whether Cavour made the most significant contribution to Italian unification in the period 1830-1871.

The significance of Cavour's contribution to Italian unification should be analysed and evaluated in relation to issues such as:

- his influence as the leading Piedmontese politician
- his modernisation of Piedmont
- his relationship with France
- his diplomacy and opportunism
- his raising of the national consciousness of Italy
- the influence of the Piedmontese constitution

The significance of Cavour's role should be evaluated against other factors that were also significant in the process of Italian unification. Some of the issues to discuss may include:

- the roles of key personalities like Victor Emmanuel, Mazzini and Garibaldi
- the impact of the growing nationalist movement in Italy
- diplomatic, political, economic and social developments in the peninsula
- the contribution of foreign aid from Britain and France
- the changing nature of the international situation
- military events which impacted on the process of unification

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 Prussian military power mainly responsible for German unification in the period 1830-1871?

Candidates are expected to reach a substantiated and supported judgement about whether Prussian military power was mainly responsible for German unification between 1830-1871.

The importance of Prussian military power in the process of German unification should be analysed and evaluated in relation to issues such as:

- the reforms of Von Moltke
- the Prussian and general staff
- the army and the railways
- Von Roon and his reform and modernisation of the Prussian army
- Prussian military victories

The importance of Prussian military power should be evaluated against other factors in the process of German unification in this period. Some of the issues to discuss may include:

- lessons learnt from the failure of the German Confederation and the Frankfurt Assembly
- Bismarck
- the favourable international situation
- Austro/Prussian rivalry leading to Austrian decline and exclusion
- the influence of nationalist movement in Germany and the different solutions for the future of Germany
- the economic strength of Prussia

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 Russia mainly responsible for tensions over the Eastern Question between 1815-1856?

Candidates are expected to reach a substantiated and supported judgement about whether Russia was mainly responsible for tensions over the Eastern Question 1815-1856.

The importance of Russia in causing tension over the Eastern Question should be analysed and evaluated in relation to issues such as:

- the desire of Russia to extend her spheres of influence in the Balkans at the expense of Turkey
- Russia's opportunistic approach to extending her influence
- the Greek revolt; Unkiar Skelessi, the Straits Convention; the Crimean War
- Great Power apprehensions regarding Russian ambitions
- the reorientation of Russian policy under Nicholas I
- Russian designs on the Straits; the Mediterranean and Constantinople
- Russian influence through guardianship of the Orthodox Church

The importance of Russia in causing tensions over the Eastern Question 1815-1856 should be evaluated against other important factors. Some of the issues to discuss may include:

- the general decline of the Ottoman Empire
- territorial, economic and strategic interests affecting national self-interest
- the outbreak of revolts
- Unkiar Skelessi and the Straits Convention
- the Crimean War
- factors particular to individual countries which led to a conflict of interests
- commercial rivalries