



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Advanced
A Level in History (WHI04/1A)

Paper 4: International Study with
Historical Interpretations

Option 1A: The Making of Modern
Europe, 1805-1871

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General Marking Guidance

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

Generic Level Descriptors for Paper 4

Section A

Targets: AO1 (5 marks): 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.

AO3 (20 marks): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts. • Judgement on the view is assertive, with little supporting evidence.
2	5-8	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Mostly accurate knowledge is included, but lacks range or depth. It is added to information from the extracts, but mainly to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given with limited support, but the criteria for judgement are left implicit.
3	9-14	<ul style="list-style-type: none"> • Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • Attempts are made to establish criteria for judgement and discussion of the extracts is attempted. A judgement is given, although with limited substantiation, and is related to some key points of view in the extracts.
4	15–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them. • Sufficient knowledge is deployed to explore most of the relevant aspects of the debate, although treatment of some aspects may lack depth. Integrates issues raised by extracts with those from own knowledge. • Valid criteria by which the view can be judged are established and applied and the evidence provided in the extracts discussed in the process of coming to a substantiated overall judgement, although treatment of the extracts may be uneven. Demonstrates understanding that the issues are matters of interpretation.

5	21–25	<ul style="list-style-type: none">• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.• Sufficient knowledge is precisely selected and deployed to explore fully the matter under debate. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.• A sustained evaluative argument is presented, applying valid criteria and reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.
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Section B

Target: AO1 (25 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5-8	<ul style="list-style-type: none"> • There is some 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 support 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	9-14	<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 some mainly 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 or precision.
4	15-20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • 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 or precision.

5	21–25	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.• Sufficient knowledge is precisely selected and 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.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Section A: Indicative content

Option 1X:

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 are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the impact of the failure of the Russian campaign (1812) was mainly responsible for the downfall of Napoleon in 1814.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Defeat in the Russian campaign had a detrimental effect on Napoleon's overall ability to maintain his power and Empire • The retreat from Moscow, combined with the effects of the Russian winter, had decimated Napoleon's experienced military forces and devastated his military resources • The defeat in Russia significantly undermined Napoleon's Continental System and allowed Britain to underwrite the Russian land campaigns of 1813-14 • The defeat in Russia gave Napoleon's allies the confidence to break away from his control. <p>Extract 2</p> <ul style="list-style-type: none"> • Napoleon's military campaign in 1814 was evidence that as a general he was still able to fight as effectively as at any time in his career • By 1814, Napoleon had lost the support of a broad spectrum of the French population, including military age men, civilians and imperial officials • Napoleon was frustrated in his efforts to mobilise French resistance to the invasion due to the attitude of the civilian population • Napoleon was unable to defend Paris and lost the support of the civilian and military authorities. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the impact of the failure of the Russian campaign (1812) was mainly responsible for the downfall of Napoleon in 1814. Relevant points may include:</p> <ul style="list-style-type: none"> • The Russian campaign and the retreat from Moscow saw the loss of over 300,000 of Napoleon's most experienced soldiers in the <i>Grande Armée</i>, including much of the Imperial Guard • The loss of resources, particularly horses, during the retreat of 1812 had a significant impact of Napoleon's ability to fight in the 1813-14 campaign, e.g. at Lützen a lack of cavalry, at Leipzig a lack of cannon shot • The Russian defeat enabled Napoleon's European allies to ignore the trade strictures enforced by the Continental System and empowered Britain's Lord Castlereagh to negotiate subsidies in Europe to fight a land war

Question	Indicative content
	<ul style="list-style-type: none">• The failure in Russia encouraged the formation of a Sixth Coalition against Napoleon, which included Sweden (led by one of Napoleon's former generals) and Austria (led by his father-in-law). <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the impact of the failure of the Russian campaign (1812) was mainly responsible for the downfall of Napoleon in 1814. Relevant points may include:</p> <ul style="list-style-type: none">• Napoleon managed to regroup and win some notable victories in the close run 1813-14 campaigns, and there was no guarantee that the Sixth Coalition would remain united for long, as each ally had their own aims• War weariness and economic hardship meant that by 1814 increasing numbers were looking for an alternative to Napoleon, e.g. Talleyrand was courting the Bourbons, the Bordeaux region barely resisted occupation• In 1814, Napoleon's attempt to mobilise the civilian population was undermined by a widespread failure to pay taxes, hostility towards requisitioning and the refusal to be conscripted• Other significant factors, e.g. the Peninsular Wars, the Continental System, the contribution of Britain, the reform of the German & Austrian armies.

Section B: Indicative content

Option 1X:

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.</p> <p>Candidates are expected to reach a judgement on the statement that the main reason for the slow progress of Italian unity in the years 1815-49 was a lack of popular support for Italian nationalism.</p> <p>Arguments and evidence that the main reason for the slow progress of Italian unity in the years 1815-49 was a lack of popular support for Italian nationalism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A lack of popular support for Italian unity was evident during the revolutions of 1820-21 and 1830-31, when initial successes might have led to co-operation between revolutionaries in different states • Many nationalist organisations were secret societies, which in their nature did not encourage mass participation and support; attempts by groups in the mid-1830s to incite revolution were met with apathy • Mazzinian nationalism was essentially elitist and Mazzini was vocal in his mistrust of populist sentiment, particularly peasant support • The Italian <i>Risorgimento</i> was rooted in Italian high culture, which limited its popular appeal and limited its accessibility at a time of widespread illiteracy • Popular support for change tended to focus on localism and separatism, e.g. there was strong popular support for Sicilian nationalism • During the 1848-49 revolutions, Charles Albert found it difficult to maintain popular support for the First War of Independence; popular support was more anti-Austrian than pro-Italian unification. <p>Arguments and evidence that other factors caused the slow progress of Italian unity in the years 1815-49 was a lack of popular support for Italian nationalism should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Vienna Settlement of 1815 did not favour unity; it purposefully organised the political geography of the Italian peninsula into a multi-state configuration of restored conservative monarchies • Austrian domination of the Italian peninsula was particularly resistant to attempts to encourage Italian unity; Metternich was contemptuous of Italian nationalism, calling Italy merely a 'geographical expression' • The conservative rulers of Italy were determined to retain their own power at the expense of any attempts at national unity; even Charles Albert's appeal to unity in 1848-49 was centred around Piedmontese power • The nationalists were divided amongst themselves in their aims and objectives, e.g. Balbo's support of Charles Albert, Mazzinian republicanism, Gioberti's advocacy of a Papal-led federation • Revolutionary politics was often torn between the desire for liberal reform and nationalism; revolutionary activity was disorganised and lacking in unified aims, e.g. Mazzini's Roman Republic did little to promote unity. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which Austria maintained its position as the leading German state in the years 1849-64.</p> <p>Arguments and evidence that Austria maintained its position as the leading German state in the years 1849-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The counter-revolution in Austria ensured the defeat of the 1848 revolutions in Germany and Austria's pre-eminent position as a German state was assured throughout the period by the 'humiliation of Olmütz' • Austria remained in political control of Germany in its role as the nominal leader of the German Confederation with the Austrian Empire at its head • Austria maintained its pre-eminence diplomatically as one of the four major European powers alongside Russia, France and Britain; the German Confederation was represented by Austria in international matters • In 1864, most of the German rulers still viewed the Austrian Emperor as the unconditional authority in Germany, despite increasing challenges from Prussia, e.g. resistance to reforms to the Confederation (1863) • In 1864, Austria was still militarily strong, as evidenced by its achievements in the war against Denmark (1864) and could deploy more troops than any other German state. <p>Arguments and evidence that Austria did not maintain its position as the leading German state in the years 1849-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Olmütz restored Austrian political power over the German states but, in the longer-term, Austrian pre-eminence had been weakened by Russian intervention in 1849 and continuing challenges internally from Hungary • Austrian attempts to create an extended Confederation, i.e. including its eastern lands, and a <i>Mitteleuropa</i> customs union, was resisted by the other German states in the early 1850s • Weaknesses in the Austrian economy meant that Austria was increasingly unable to fund economic developments or invest in infrastructure to consolidate its superiority • Austria suffered some international setbacks that weakened its authority over Germany, e.g. its attempt to raise troops from the German states for the Crimean War, the impact of the 1859 war in Italy • Prussia's leadership, and development, of the <i>Zollverein</i> gave it enhanced economic leadership over the period; international trade deals were completed without Austrian involvement • By the end of the period, Austria was increasingly being challenged by Prussia, e.g. William I's refusal to attend the Assembly of Princes (1863). <p>Other relevant material must be credited.</p>