

Mark scheme

International Advanced
Level in History (WHI04/1A)

Paper 4: International Study
with Interpretations

Option 1A: The Making of
Modern Europe, 1805–71

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.

Level	Mark	Descriptor
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.

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.

Level	Mark	Descriptor
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.

Section A: indicative content

Question	Indicative content
<p>1</p>	<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 that 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. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the defeat of Napoleonic France was ultimately due to Wellington's success in Spain in 1813.</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"> • Wellington's coordination of allied troops supported by British sea power enclosed the French armies, which were defeated at Vitoria. • The failure of Napoleon's Russian campaign was significant in the downfall of the French Empire. • The allies captured an enormous booty in money and military stores. • The psychological effect of the defeat laid the groundwork for the grand European alliance. <p>Extract 2</p> <ul style="list-style-type: none"> • The Treaty of Teplitz created a force of 450,000 soldiers committed to the defeat of Napoleon. • By acting together for the first time Russia, Austria and Prussia were able to defeat Napoleon decisively at the battle of Leipzig. • The French Army was reduced by over 60,000 and lost a huge amount of military equipment. • Napoleon's physical retreat from the battlefield left troops demoralised and France open to attack. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the defeat of France was ultimately due to Wellington's success in Spain in 1813. Relevant points may include:</p> <ul style="list-style-type: none"> • Wellington's campaign forced Napoleon to commit 200,000 French troops at a time when he needed support in central Europe in the aftermath of the retreat from Russia • Defeat in Spain opened up the Empire to attack from both the south and from British sea power • Wellington's success not only helped to persuade Austria and Russia to challenge Napoleon but also a Russian-Prussian alliance and undermined French influence in the German states • Napoleon himself blamed his downfall on the Spanish war claiming that all of his disasters could be traced back to Spain.

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the defeat of Napoleonic France was ultimately due to Wellington's success in Spain in 1813. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="399 353 1305 418">• Napoleon was still able to muster an army of 500,000 men in 1813 to defend the Empire, winning several major battles including Dresden<li data-bbox="399 434 1321 499">• Most of the French army were able to escape to France and little of the captured booty found its way into Wellington's war chest<li data-bbox="399 515 1369 580">• Despite the French defeat in Iberia, it was only in October that victory was secure enough for Wellington to invade France<li data-bbox="399 595 1358 689">• The heavy losses at Leipzig, combined with Napoleon's decision to retreat to Paris, opened up a war weary France to direct attack from the east for the first time<li data-bbox="399 705 1358 799">• Other factors, for example the consequences of the failure of the Continental system, Napoleon's own miscalculations, the defeat in Russia, the impact of British subsidies on its allies.

Section B: indicative content

Option 1A: The Making of Modern Europe, 1805–71

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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the provisions of the Vienna Settlement (1815) relating to Italy were challenged in the years 1815–49. Evidence of challenge and change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 1820–21 and 1831 revolutions had some success in challenging autocratic rule and Austrian hegemony • In the 1830s the <i>Risorgimento</i> led a variety of nationalist ideas challenging the division of the Italian states agreed in Vienna • In 1848–49 successful revolutionary activity occurred in the Austrian controlled and dominated Italian states; Austrian troops were forced to withdraw from some areas • Republican activity in Venice and Rome brought radical government to Italy • In Piedmont, Charles Albert and his successor agreed to the establishment of a constitutional monarchy; Piedmont's role in the 1st War of Independence gave hope to moderate nationalists. <p>To establish the extent of challenge, evidence of change and continuity should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The revolutions of 1820–21 and 1831 were short lived due to Austrian military actions and deposed rulers were restored • Liberalism and nationalism in the 1830s and early 1840s was undermined by internal division and government repression • 1st War of Independence failed due to the weakness of Piedmont, the strength of Austria and the actions of Pope Pius IX • Austrian counter-revolutionary forces regained control of the Italian peninsular by the end of 1849 • By the end of 1849, apart from in Piedmont, Italy was still ruled by autocrats, under the sway of Papal conservatism and dominated by Austria. <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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the lack of a military force was the most significant factor in the failure of the Frankfurt Parliament (1848–49).</p> <p>The significance of the lack of a military force as a factor in the failure of the Frankfurt Parliament should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Its legitimacy as the government of Germany was undermined by reliance on the armed forces of the German princes to carry out functions such as tax collection • It could not defend the sovereignty of Germany against claims for land from non-German nationalities such as the Poles and the Czech • Unable to defend Schleswig-Holstein from Danish attack, the Parliament had to accept Prussian offers of military intervention and the disadvantageous terms that brought hostilities to an end • The Parliament could not defend itself from internal challenges from radical groups, relying on Prussian and Austrian troops to put down disturbances inside Germany • Ultimately, the lack of a defence force encouraged Austrian and Prussian counter-revolution. <p>The significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The consequences of the swift success of the revolutions in Germany; a lack of planned policy and the machinery of government • Internal disagreements over the nature of German unification and the new Constitution and the consequences of the lengthy deliberations • Internal divisions between middle-class and radical deputies • External challenges from non-German nationalists and working-class protest • The role of Prussia and the Prussian king in undermining the authority of the Parliament • The consequences of the recovery of Habsburg authority by the end of 1848. <p>Other relevant material must be credited.</p>