



Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/2D)  
Advanced Subsidiary

Paper 2: Depth study

Option 2D.1: The unification of  
Italy, c1830–70

Option 2D.2: The unification of  
Germany, c1840–71

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li> </ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	6–9	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target:** AO1: 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• There is limited 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 question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

### Option 2D.1: The unification of Italy, c1830–70

Question	Indicative content
1a	<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 must analyse the source to consider its value for an enquiry about the impact of Garibaldi's expedition to Sicily in 1860.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It suggests that the events on Sicily were of major importance and changed the situation in Italy ('the earthquake')</li> <li>• It provides evidence that the response to the events was perceived to be positive ('everyone is praising Italy')</li> <li>• It suggests it was a step on the road to unification ('there is now a nation').</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• The author is speaking within a month of the events on Sicily happening, suggesting there is widespread interest in these events</li> <li>• The audience to the speech are 'Friends of Sicily' and likely to support the actions of Garibaldi</li> <li>• The author is a 'friend and admirer' of Garibaldi and is therefore likely to speak positively about his actions</li> <li>• The language of the source is emotive in order to emphasise the message ('once a dead body... now a living creature', 'guardian angel called Liberty').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• Military success of the expedition in taking Palermo and the island of Sicily, although aided by the discontent of the inhabitants with the regime</li> <li>• The subsequent surrender of Naples</li> <li>• Garibaldi handed over Sicily and Naples to Victor Emmanuel in October 1860.</li> </ul> </li> </ol>

Question	Indicative content
<b>1b</b>	<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 must analyse and evaluate the source in relation to an enquiry into Garibaldi's reasons for the expedition to Sicily in 1860.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Garibaldi was able to inform Victor Emmanuel of his intentions</li> <li>• Garibaldi would have no expectation of this being a private letter</li> <li>• The purpose of the letter seems to be to absolve Victor Emmanuel of any culpability in the event that things went wrong</li> <li>• This was a direct appeal to Victor Emmanuel over the heads of his advisers.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It suggests a desire to help the people of Sicily against an oppressive ruler ('worst tyranny of our times')</li> <li>• It suggests that there was a desire to bring the unification of Italy closer</li> <li>• It provides evidence of the hope that the process of Italian unification would be led by Victor Emmanuel and that he would do the 'right thing'.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The revolt in Palermo in April 1860</li> <li>• Conflicts that had emerged between Garibaldi and Cavour, especially in relation to Nice (Garibaldi's birthplace) being handed over to the French</li> <li>• Cavour's attempts to prevent the expedition.</li> </ul> </li> </ol>

**Option 2D.2: The unification of Germany, c1840–71**

Question	Indicative content
<b>2a</b>	<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 must analyse the source to consider its value for an enquiry into the reasons why Prussia went to war with Austria in 1866.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It indicates that the reasons for the war were long term ('long foreseen')</li> <li>• It provides evidence that this was a planned war by Prussia to achieve her purposes ('prepared for')</li> <li>• It suggests that the timing was right because of Austrian weaknesses</li> <li>• It indicates the existence of a desire to push forward the process of unification – Prussia's 'centre of gravity' 'lay within' Germany.</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• As the Chief of the Prussian General Staff, the author would have been aware of key aspects of the conflict</li> <li>• There does appear to be some justification of Prussian actions that may be ascribed to the fact the author is Prussian</li> <li>• Overall, the tone of the piece appears quite balanced as it does not directly attach blame to Austria for the conflict.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• Austria had no allies and was economically in a weak position</li> <li>• There is a debate as to whether Bismarck had planned for war or whether he had no clear policy</li> <li>• The secret alliance with Italy in 1866.</li> </ul> </li> </ol>

Question	Indicative content
<b>2b</b>	<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 must analyse and evaluate the source in relation to an enquiry into the reasons why Prussia won the Austro-Prussian War of 1866.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• In theory, the author should be quite neutral in his position as a foreign diplomat</li> <li>• The author had access to high level information in his position as both a diplomat and a friend of Bismarck</li> <li>• The tone of the piece is rather flattering to Prussia; this may be the result of the author's friendship with Bismarck.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• Indicates that improvements were made to the army ('alterations in the army organisation')</li> <li>• Provides evidence of superior weapons, including the needle gun</li> <li>• Suggests that there was effective leadership ('skill of her commanders')</li> <li>• Suggests that the soldiers were effective ('courage and endurance of the soldiery').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The Army Reform Bill 1860</li> <li>• Extensive infantry use of the Dreyse rifle</li> <li>• Effective planning by the army leadership before battle was engaged – the role of von Moltke.</li> </ul> </li> </ol>



## Section B: indicative content

### Option 2D.1: The unification of Italy, c1830–70

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 how accurate it is to say that little progress had been made towards national unity in Italy in the years 1830–48.</p> <p>Arguments and evidence that little progress was made towards national unity in the years 1830–48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The continued strength of the Austrian army in dealing with opposition to its rule, e.g. putting down the 1830–32 revolutions</li> <li>• The end of the carbonari with the failure of the 1830–32 revolutions</li> <li>• The continuation of the power and influence of the papacy, which was generally opposed to national unity in this period</li> <li>• Continuing divisions in the approach towards unity amongst different groups.</li> </ul> <p>Arguments and evidence that progress was made towards national unity in the years 1830–48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Revolutions and risings against the ruling powers in various states, 1830–32 and 1848</li> <li>• The impact of the contribution of Mazzini throughout the period</li> <li>• The founding of Young Italy in 1831 and its subsequent development</li> <li>• The role of Balbo and moderate nationalists in Piedmont in creating a climate for change.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<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 about how far Cavour was responsible for the progress made towards the unification of Italy in the years 1852–59.</p> <p>Arguments and evidence that Cavour was responsible for the progress made towards Italian unification in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As Prime Minister from 1852, Cavour played an important role in the political and economic developments in Piedmont</li> <li>• Ability to draw attention to the needs of Italy, e.g. through the Crimean War</li> <li>• Development of diplomatic relations with Napoleon III at Plombières</li> <li>• The war of 1859 and the acquisition of Lombardy.</li> </ul> <p>Arguments and evidence that Cavour was <i>not</i> responsible for the progress made towards Italian unification in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cavour was only interested in expanding Piedmont, not in unifying Italy</li> <li>• The importance of Napoleon III in providing an army</li> <li>• The role of Napoleon III at Villafranca was more important than that of Cavour.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<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 about the extent to which Italy was unified by 1870.</p> <p>Arguments and evidence that Italy was unified by 1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the aftermath of the 1866 Austro-Prussian War, Italy gained Venetia</li> <li>• When French troops were withdrawn from Rome in 1870, Rome became part of a unified Italy</li> <li>• Rome became the national capital</li> <li>• The establishment of a broadly parliamentary constitution was applied across the peninsula.</li> </ul> <p>Arguments and evidence that Italy was <i>not</i> unified by 1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The dominance of Piedmont and its legal and political systems was disliked by many, especially in the south</li> <li>• Continuing divisions between the north and the south</li> <li>• The position of the papacy – its opposition to the state in a state where many were Catholic was a real issue</li> <li>• Continuing lack of territory that many Italians wanted to be part of their state, such as Nice and Savoy.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2D.2: The unification of Germany, c1840–71

Question	Indicative content
6	<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 about how far economic problems in the German states were responsible for the outbreak of revolution in 1848.</p> <p>Arguments and evidence that economic problems were responsible for the outbreak of revolution in 1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Long-term social and economic problems, such as the rising population, high rents in the countryside and low wages in the towns</li> <li>• The short-term impact of poor harvests in 1846–47</li> <li>• Problems in the countryside impacted on conditions in the towns and cities, causing distress and unrest.</li> </ul> <p>Arguments and evidence that other factors were responsible for the outbreak of revolution in 1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The links between the rise of nationalism and the rise of liberalism with its demands for greater political rights and its appeal to a discontented middle class</li> <li>• Proliferation of the nationalist message to a literate middle class via journals, magazines and papers, e.g. <i>Die Deutsche Zeitung</i></li> <li>• The impact of the first of the 1848 revolutions in France</li> <li>• The role of Baden, whose liberal politicians supported a united Germany.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<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 how accurate it is to say that the political consequences of the 1848 revolutions in the German states were limited.</p> <p>Arguments and evidence that the political consequences of the 1848 revolutions in the German states were limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Since those participating in the revolutions and their aftermath were divided in their political aims, these divisions led to a failure to implement widespread political change</li> <li>• The forms of government that had existed before the revolutions were largely reinstated</li> <li>• The Frankfurt Assembly failed and the German Confederation was re-established</li> </ul> <p>Arguments and evidence that the political consequences of the 1848 revolutions in the German states were <i>not</i> limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An acceptance by the rulers of the German states that there was a need to modernise</li> <li>• The embedding of nationalist ideas</li> <li>• The idea of Prussia leading a move towards unification was created by offering the crown to Frederick William IV, which was reinforced by the creation of the Erfurt Union</li> <li>• The agreement at Olmutz was seen as a humiliation by Prussia, and can be seen as marking the start of Prussia's move towards unification.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<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 how accurate it is to say that Bismarck provoked war against the French in 1870.</p> <p>Arguments and evidence that Bismarck provoked war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It has been suggested that Bismarck was planning for war from 1866 and looking for opportunities to provoke the French</li> <li>• The release of the texts of the secret alliances with the southern German states</li> <li>• The exploitation of the opportunity offered by the Hohenzollern candidature, 1868–70</li> <li>• The publication of the amended text of the Ems Telegram 1870.</li> </ul> <p>Arguments and evidence that Bismarck did <i>not</i> provoke war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Bismarck was prepared to change his policies according to the circumstances</li> <li>• It would appear that in 1866 Bismarck thought that a war with France was likely, but was not necessarily planning to provoke one</li> <li>• Bismarck would not agree to Napoleon III's demands for territory and therefore Napoleon was seeking either a military or diplomatic resolution to achieve his aims</li> <li>• Bismarck did not control all the events surrounding the Hohenzollern candidature.</li> </ul> <p>Other relevant material must be credited.</p>