



Pearson

Mark scheme

Pearson Edexcel
GCE History (9HI0/2D)
Advanced

Paper 2: Depth study

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

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

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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: Section A

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 | 1–3 | <ul style="list-style-type: none"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. |
| 2 | 4–7 | <ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3 | 8–12 | <ul style="list-style-type: none"> • 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification. |
| 4 | 13–16 | <ul style="list-style-type: none"> • 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, although treatment of the two sources may be uneven. • 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. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |
| 5 | 17–20 | <ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |

Section B

Target: A01: 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 | 1–3 | <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 | 4–7 | <ul style="list-style-type: none"> • 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 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 substantiation 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 | 8–12 | <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 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 and precision. |
| 4 | 13–16 | <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, although treatment of issues may be uneven. • 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 and precision. |
| 5 | 17–20 | <ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained 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 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

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

| 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 must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the causes of the revolutions in Italy in 1848.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • Settembrini is writing in hindsight about the events he witnessed personally and was involved in actively • Settembrini is writing from the viewpoint of a moderate nationalist who believed in constitutional reform rather than radical revolution • Although focusing on events in the Kingdom of the Two Sicilies, Settembrini also refers to wider political events in Italy. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the causes of the revolutions in Italy in 1848 :</p> <ul style="list-style-type: none"> • It suggests that poor leadership was an underlying cause ('the King did nothing'; 'could a government last long which knew...?') • It provides evidence that the actions of some Italian rulers were encouraging discontent ('Pius IX, whose reforms had disturbed the hornet's nest') • It suggests that Italian nationalism was becoming influential ('Long live Italy'; 'students...full of new ideas'). <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • After his election, Pope Pius IX had introduced reforms into the Papal States which encouraged liberals and nationalists who followed the ideas of Gioberti • Young Italy was a radical nationalist group that encouraged young students to take up the cause of Italian republicanism • The Kingdom of the Two Sicilies was criticised for its weak leadership and many on the island of Sicily wanted separation from Naples; in November 1847 the King made some ministerial changes in response to criticism. <p>Source 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • Torelli is writing a private letter to a friend outlining the events he had witnessed in Milan in early 1848 • As a moderate nationalist with links to Balbo, Torelli is likely to have been anti-Austrian and in favour of a united Italy under Charles Albert • Torelli is possibly writing to drum up support from nationalists in Piedmont; he is potentially risking arrest by sending the letter. |

| Question | Indicative content |
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| | <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the causes of the revolutions in Italy in 1848:</p> <ul style="list-style-type: none"> • It provides evidence of Austrian repression ('brutality of the police'; 'army of spies has been doubled') • It provides evidence of anti-Austrian feelings ('we can turn the Austrians out'; 'everyone hopes for him to commit some idiocy') • It suggests that events in Piedmont are encouraging nationalism elsewhere in Italy ('Charles Albert's name is now known even in country districts.'). <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • Lombardy had been placed under Austrian control as part of the 1815 restoration settlement • The Metternich System of police brutality, censorship and spy networks was used against Italian nationalists in areas of Austrian control • In 1847–48, Charles Albert began to introduce reforms in Piedmont and to speak of Italian independence from Austria. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources concentrate on the underlying political causes rather than economic and social causes such as poverty and poor harvests in 1847 • Both sources suggest Italian nationalism as a cause; together they also highlight several different types of Italian nationalism • Both sources suggest that as well as general underlying causes within Italy there were also causes specific to different regions. |

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

| 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 which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate relations between Austria and Prussia in the early 1850s.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • It is an official report written by a Cabinet Minister to the head of the Austrian government • It outlines candidly attitudes towards Prussia and the wishes of the Austrian trade ministry • It is being written in the midst of negotiations to sign an Austro-German Customs Union before the imminent renewal of the Prussian <i>Zollverein</i>, and would be expected to reflect the Austrian position. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about relations between Austria and Prussia in the early 1850s:</p> <ul style="list-style-type: none"> • It provides evidence that Austria's ambition is to reduce Prussia's economic power within Germany ('renewal would bind all German states for twelve years longer to Prussia's will, in all national economic affairs.') • It suggests that Austria is concerned about the potential power the renewal of the <i>Zollverein</i> would bring to Prussia but listing the benefits of its own Customs Union • It implies that Austria still feels superior to Prussia within Germany ('rather than endanger...Prussia would then prefer to share that supremacy with Austria.') <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • Prussia had established and consolidated the <i>Zollverein</i> from 1834 but the agreements were due for renewal by 1852 • Austrian worries over the potential political power of the <i>Zollverein</i> were not new; Metternich had expressed concern in the 1830s • After Olmütz (1850), the Austrians were determined to consolidate their political power, and re-establish their commercial power, over Germany at the expense of Prussia. <p>Source 4</p> <p>2. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • It was published in 1852 when negotiations for both the Austro-German Customs Union and the renewal of the <i>Zollverein</i> had yet to be agreed • It reflects the viewpoint of Prussian National Liberals whose favoured position with regard to German nationalism was, if possible, a |

| Question | Indicative content |
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| | <p><i>Kleindeutschland</i> solution under Prussia</p> <ul style="list-style-type: none"> • Its purpose is to persuade readers that Prussia could consider political as well as commercial independence from Austria within Germany. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about relations between Austria and Prussia in the early 1850s:</p> <ul style="list-style-type: none"> • It suggests that Prussia gave up very little power in 1850 with the reassertion of the German Confederation under Austria (‘nothing more than an international association...Prussia...able to assert its independence.’) • It provides evidence of a strong resentment of Austria by some Prussians (‘can never agree to Austrian demands...would mean denying...political position Prussia has held up to now’) • It argues that there is some ambition in Prussia for greater independence from Austria (‘prefer a north-German, but independent, <i>Zollverein</i>’; ‘however painful Prussia may find separation from the Confederation.’). <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • Prussia had been forced to give up its attempt to increase its political power within Germany with the failure of the Erfurt Union • It became increasingly obvious in the 1850s that Prussia was developing economically more rapidly than Austria; the 1848–49 revolutions had left Austria short of money while Prussia had tax surpluses to invest • After the failure of the 1848–49 revolutions in Germany the National Liberals increasingly looked to Prussia to fulfil nationalist hopes. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources suggest that the political agreements of 1850 had not brought Austrian-Prussian rivalry to an end • Both sources provide evidence that the key to future relations between Austria and Prussia was the outcome of the battle for commercial power 1850–52 • Both sources suggest that there were elements of resentment and dislike within the relationship. |

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 about whether the Roman Republic was so short-lived because of a lack of strong leadership.</p> <p>Arguments and evidence that the Roman Republic was so short-lived because of a lack of strong leadership should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The establishment of the Roman Republic, in the aftermath of the failure of Papal constitutional government, was unplanned and had no clear leadership • The radical republican leader, Mazzini, only arrived after the republic had been announced and so his decisions were often reactive rather than proactive • Mazzini quickly lost support when he was forced to make compromises, e.g. moderate social and clerical reforms in order to maintain control • Mazzini, as leader of the Triumvirate, and Garibaldi, as commander of the defences of Rome, failed to work with each other effectively • Both Mazzini and Garibaldi eventually left Rome to face invasion by French troops. <p>Arguments and evidence that counter the statement that the Roman Republic was so short-lived because of a lack of strong leadership should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mazzini and the Triumvirate had little chance of dealing successfully with the multitude of social, political and financial problems facing them • The failure of Charles Albert at Novara dampened the spirits of the nationalists in Rome • Continued Papal opposition and the principles underpinning the Allocution undermined moderate support for the republic in Rome while the actions of Garibaldi's troops alienated many peasants • The success of Pope Pius's appeal to the Roman Catholic powers for military aid was immediate; by April, French, Austrian and Neapolitan troops were advancing on Rome • Garibaldi was able to put up a determined fight but was overwhelmed by the strength of Louis Napoleon's French forces. <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 whether the process of Italian unification, in the years 1859–70, resulted in the creation of an enlarged Piedmont rather than a unified Italy.</p> <p>Arguments and evidence that the process of Italian unification, in the years 1859–70, resulted in the creation of an enlarged Piedmont should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Lombardy was handed over to Piedmont by France as part of the French-Austrian negotiations at Villafranca • The Central Duchies and the Papal States were annexed by Piedmont through encroachment and the device of 'fixed' plebiscites • Garibaldi 'handed over' southern Italy to Victor Emmanuel at Teano before the creation of the Kingdom of Italy • Victor Emmanuel II retained his Piedmontese regnal number as King of Italy • The governance and the administration of the Kingdom of Italy was based mainly on the institutions and principles of the state of Piedmont leading to much local resentment, particularly in the south, e.g. Brigands War. <p>Arguments and evidence that the process of Italian unification, in the years 1859–70, resulted in the creation of a unified Italy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The majority of the geographical peninsula of Italy was politically united • The Kingdom of Italy was recognised diplomatically as a nation-state • Garibaldi 'handed over' the south in order to unify the Italian peninsula and the people of the south voted to accept this unification • Victor Emmanuel became the King of Italy, the nationalist tricolour was adopted as the Italian flag and the ideals of the <i>Risorgimento</i> promoted • By 1870, there was an Italian legal code, Italian administrative organisations and an Italian military structure • In 1861 it was the declared aim of the new Kingdom to have Rome as its capital and this was achieved in 1870. <p>Other relevant material must be credited.</p> |

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

| 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 whether it was the weaknesses of the revolutionaries rather than the revival of the forces of conservatism that caused the failure of the 1848–49 revolutions in Germany.</p> <p>Arguments and evidence that the weaknesses of the revolutionaries caused the failure of the 1848–49 revolutions in Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Frankfurt Assembly was unable to make quick or effective decisions leading to a power vacuum that was easily challenged, e.g. differences of opinion over <i>Grossdeutschland</i> or <i>Kleindeutschland</i> unification • The Frankfurt Parliament was unable to organise an effective military force to enforce decisions or to defend itself • Revolutionaries across Germany, in both Frankfurt and the individual states, were not unified in their aims or objectives leading to easily exploited division • There was a lack of genuine leadership amongst the revolutionaries • Most of the 'revolutionary governments' were moderate in nature and unprepared for government or for the demands of radicals. <p>Arguments and evidence that it was the revival of the forces of conservatism that caused the failure of the 1848–49 revolutions in Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In many of the states, e.g. Prussia, rulers were able to reposition and take control of the counter-revolution as quickly as they had granted constitutional government • In most states the armed forces remained loyal to the hereditary rulers • The revival of Habsburg power in Austria from late 1848 encouraged the counter-revolution in the German states • Frederick William IV's rejection of the offer of an Imperial title by the Frankfurt Assembly (March 1849) was bolstered by the Habsburg revival • The rump of the Frankfurt Assembly was forcibly broken up by Prussian soldiers in June 1849. <p>Other relevant material must be credited.</p> |

| 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 whether the process of German unification, in the years 1862–71, resulted in the creation of an enlarged Prussia rather than a unified Germany.</p> <p>Arguments and evidence that the process of German unification, in the years 1862–71, resulted in the creation of an enlarged Prussia should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The process of unification was achieved through a series of Prussian military victories, particularly against Austria (1866) and France (1870–71) • Bismarckian diplomacy carried out in the years 1862–71 was carried out in the name of Prussia rather than Germany • The North German Confederation was essentially created through the forced annexation of the northern states during the Austro-Prussian War • In 1871, the new German state was a <i>Kleindeutschland</i> solution to German unification which excluded the large German-speaking state of Austria • The army remained essentially the Prussian Army organised by the Prussian General Staff • The new German state was dominated in all aspects of its governance and administration by Prussia; the German Emperor was always to be the King of Prussia. <p>Arguments and evidence that the process of German unification, in the years 1862–71, resulted in the creation of a unified Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The majority of the German-speaking, and German identifying states, made up the new German Empire in 1871 • At each stage of the process, there was a 'legal' union of German-speaking states with the federation increasing in size • Bismarck promoted the forces of German nationalism during the process, e.g. war with Denmark (1864), political compromise post-1866, war with France (1870) • The new German state had a common language and German nationalists emphasised common historical and cultural markers, e.g. Frederick Barbarossa, folk tales • The new German Empire was organised as a federal structure with a German Emperor, in which each individual state had significant rights; it was not intended to be an extension of Prussia. <p>Other relevant material must be credited.</p> |