



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

HISTORY - UNIT 1
PERIOD STUDY 7

REVOLUTION AND NEW IDEAS IN EUROPE
c. 1780-1881

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INTRODUCTION

This marking scheme was used by WJEC for the Summer 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 1
PERIOD STUDY 7
REVOLUTION AND NEW IDEAS IN EUROPE c. 1780-1881

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How effectively did Tsar Nicholas I deal with the problems that he faced in Russia between 1825 and 1855?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Tsar Nicholas I dealt effectively with the problems that he faced. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Tsar Nicholas dealt with the problems that he faced. In order to reach a substantiated judgement about this issue, candidates may argue that Tsar Nicholas did deal effectively with all the problems that he faced. The response might support this proposition by considering issues such as:

- he was the model autocrat who defended Russia from all internal and external threats. He maintained order and contained disorder according to the principles of ‘orthodoxy; autocracy and nationality’
- once the Decembrists had been dealt with no one challenged his power
- between 1825-1833 he established order through press censorship and educational controls
- he established the ‘Third Section’(secret police) which reported on anything which might threaten the security of the autocracy
- he codified the laws of Russia which reminded nobles of their obligations to serfs
- he crushed the Polish revolt. The semi- independent Poland lost its constitution and became fully integrated into Russia
- after the 1848 revolutions in Europe he took measures to halt the spread of revolution in Russia
- the Munchengratz Agreement (1833) was signed with Austria and Prussia. This partnership became the linchpin of Russian foreign policy

Candidates might consider challenging the proposition in the question by arguing that in some respects Tsar Nicholas was a repressive autocrat who prevented change and thereby made Russia’s problems worse so he did not deal with them effectively. The response might consider issues such as:

- he had a defensive negative approach that relied upon the suppression of dangerous ideas. He failed to provide new policies in response to both old and new problems. In standing still he created more problems for his successor. There was little notable reform
- he did not tackle the key issue of Russian life: serfdom and peasant revolts increased throughout his rule. The reign was one of increasing social discontent
- the slow development of industry led to the brutal treatment and dangerous conditions for workers and resulted in a backward economy

- he did little to stimulate the growth of railways. This led to difficulties of supply during the Crimean War
- freedom of thought continued in some shape or form and revolutionaries eventually assassinated Alexander II
- the Decembrist revolt was not the last but the first in a series of challenges to autocracy
- Unkiar Skelessi and developments in Russo-Turkish relations in the 1830s and 1840s were the basis of strained relations between Russia and the West over the Eastern Question and led to war in 1854. Russia's backwardness was highlighted by defeat.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Tsar Nicholas dealt effectively with the problems that he faced between 1825 and 1855.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

‘The unification of Germany between 1834 and 1871 was mainly due to the growth of the Prussian Zollverein’. Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the growth of the Zollverein was mainly responsible for unification of Germany between 1834-1871. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Zollverein was mainly responsible for the unification of Germany between 1834-1871. In order to reach a substantiated judgement about this issue, candidates may argue that the Zollverein was the most important factor because Germany was united mainly by ‘coal and iron’. The response might support this proposition by considering issues such as:

- the Zollverein turned the German states into an economic unit and showed manufacturers what progress could be made if Germany was brought under unified control
- the example of the Zollverein made political union more likely and easier
- it made the Germanic states more economically interdependent
- the Prussian dominated customs union helped to consolidate the position of Prussia because it excluded Austria
- it destroyed the hopes of Austria to reduce Prussia to a secondary power and so set the boundaries for a Prussian dominated Germany
- the Zollverein merely created a visual example of what could be achieved inside Germany through unification

Candidates might consider challenging the proposition in the question by arguing that in some respects the unification of Germany was not mainly due to the growth of the Zollverein. The response might consider issues such as:

- the Zollverein established Prussian economic supremacy but was not the basis for political unification. It was an economic response to Prussia’s internal needs and not a vehicle for unification
- the existence of the German nationalist movement and their different solutions to the future of Germany stimulated the desire for unification
- Germany was influenced more by ‘blood and iron’ than ‘coal and iron’. Prussian military power was the deciding factor in the unification of Germany
- the decline of Austria was already underway and this owed little to their exclusion from the Zollverein
- Austro-Prussian rivalry led to the decline of Austria and her ultimate exclusion
- the role of Bismarck and the favourable international situation enabled a united Germany to develop

Overall candidates will offer a debate and come to a more substantiated judgement regarding the extent to which the unification of Germany between 1834-1871 was mainly due to the growth of the Prussian Zollverein.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing substantiated judgement covering most of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period.
B5L	21	The response begins to show some characteristics of Band 5
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i>
B3L	11	The response begins to show some characteristics of Band 3
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1L	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that Cavour was mainly responsible for the creation of a united Italy in the period 1815-1870?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Cavour was mainly responsible for the creation of a united Italy between 1815-1870. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Cavour was responsible for creating a united Italy in this period. In order to reach a substantiated judgement about this issue, candidates may argue that Cavour was indeed the main architect of Italian unification. The response might support this proposition by considering issues such as:

- Cavour's contribution to the economic modernization of Piedmont.
- Cavour was able to use his skill as a diplomat to shape the Italian nation.
- Cavour's relationship with France and the Plombieres Agreement.
- his raising of the national consciousness of Italy.
- his indirect support for Garibaldi and his reaction to events in the South.
- his annexation of the Central Duchies.

Candidates might consider challenging the proposition in the question by arguing that Cavour was not an Italian nationalist, but a political pragmatist and was not mainly responsible for the creation of a united Italy. The response might consider alternate factors such as:

- Cavour was more concerned with enlarging Piedmont than uniting Italy. The limited nature of the constitution reveals his limited nationalist ambitions.
- the impact of key personalities and their personal and political conflicts: Mazzini, Garibaldi, Louis Napoleon and Victor Emmanuel.
- Garibaldi's significance in turning the unification of the Northern regions into the unification of the whole peninsula.
- the influence of the general Risorgimento.
- the role and impact of foreign powers including Austrian dominance, the influence of Britain and interests of France, Prussia and the undermining of Austrian influence and the balance of power in Europe.

Overall, candidates will offer a debate and come to a substantiated judgement regarding the extent to which Cavour was mainly responsible for the creation of a united Italy 1815-1870.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent did the Congress System have the most significant influence on relations between the Great Powers in the period 1780-1848?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Congress System had the most significant influence upon relations between the Great Powers in the period 1780-1848. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Congress System had the most significant influence on relations between the Great Powers in the period 1780-1848. In order to reach a substantiated judgement about this issue, candidates may argue that the Congress System had the most significant influence on relations because in the minds of most statesmen the fear of domestic political upheavals and the fear of war were more important and affected relations between the powers. The response might support this proposition by considering issues such as:

- the Congress System attempted to create collective security among nations which was of greater priority than anything else and affected international relations
- the spectre of revolution was of direct significance to relations between the powers because it was felt that conflict between states would lead to revolution within states
- the Congresses exposed the continuing underlying rivalries between the powers, e.g. the Greek revolt which raised questions of common ground in international relations
- it was a praiseworthy effort to maintain peace by international co-operation given the alternatives to congress diplomacy
- the Congress System represents a phase in international relations when diplomatic gatherings discussed matters of common concern

Candidates might consider challenging the proposition in the question by arguing that the Congress System was not the most significant influence on relations between the Great Powers. The response might consider alternate factors such as:

- the Congress System created more problems than it solved. It created nothing of lasting value
- the difficulty in ensuring whether a genuinely international peacekeeping system could be made to work due to the conflicting aims of the participants meant that its impact was short-lived
- the Congress of Vienna was more concerned with the maintenance of order within states and the prevention of revolution following the Napoleonic wars;
- the major achievement of the period was that France and Russia appeared contained and a balance of power between the powers had been established
- the Eastern Question had major strategic, economic, religious and cultural implications for the major powers of Europe.

- the progressive decline of the Ottoman Empire and the desire of Russia to make inroads at Turkey's expense was the predominant theme of the early nineteenth century
- the decline of the Turkish Empire and the corresponding expansionist desire of Russia became increasingly an object of anxious speculation and rivalry amongst the powers.
- the ideas of nationalism and liberalism were more of a threat to European relations than the periodic meetings of the powers
- the outbreak of revolution in 1830 and 1848

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Congress System had the most significant influence on relations between the Great Powers in the period 1780-1848.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing substantiated judgement covering most of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period.
B5L	21	The response begins to show some characteristics of Band 5
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised listing of developments, events and/or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i>
B3L	11	The response begins to show some characteristics of Band 3
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1L	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers