



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 1  
PERIOD STUDY 7

REVOLUTION AND NEW IDEAS IN EUROPE,  
c. 1780-1881

2100UG0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the Summer 2018 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 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 far do you agree that Tsar Alexander II was mainly successful in dealing with the challenges he faced in the period 1855-1881?**

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 Alexander II was mainly successful in dealing with the challenges he faced in the period 1855-1881. 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 Alexander II was mainly successful in dealing with the challenges he faced in the period 1855-1881. In order to reach a substantiated judgement about this issue, candidates may argue that Tsar Alexander was a ‘Tsar liberator’ who brought about fundamental social and political reform which improved the lives of the Russian people. The response might support this proposition by considering issues such as:

- The emancipation of the serfs in 1861 led to over 40m released from slavery. Their legal status was transformed in a stroke. The guarantee of land was a major benefit to the peasants. Peasant disturbances died away.
- The important political reforms such as elective local government represented a short sharp burst of radical change. An Imperial decree of 1864 established a series of local government assemblies. The creation of the Zemstvos gave the population a greater say in at least local government.
- The legal, military and educational reforms were largely successful. The legal reforms made the court room the one place where freedom of speech prevailed. The judicial reforms promised equality before the law, independent judges and trial by jury. The military reforms went a long way to humanize conditions in the Russian army. The number of university students were allowed to rise; the lectures were allowed on European government and philosophy and the universities gained more autonomy.
- He abolished an old order founded on slavery and replaced it with civil decency and freedom. Political prisoners were released, censorship was relaxed; tax arrears were cancelled and some of the liberties of Poland and the Catholic Church were restored.
- The reforms went a long way to erecting the framework of a civilised society and the lives of most Russians improved.

Candidates might consider challenging the proposition in the question by arguing that in some respects Tsar Alexander's reforms were not successful as they were confused and sterile and that he and his ministers only partly understood the implications of their actions. The response might consider issues such as:

- Various sections of society either tried to exploit the momentum towards change or recoiled from its implications.
- Russian landowners lost an important part of their property, their serfs. The government's reforms failed to help create a landowning class with funds for substantial agricultural or industrial investment. The compensation for serfs only allowed them to pay off their debts and mortgages
- The impact on the wealth and living standards of the former serfs was not always positive. The changes had to be implemented by the landowners who usually endeavored to serve their own interests first. The process was slow and the land settlement was often unsatisfactory. The peasants were saddled with redemption payments. The inadequacy of peasant land holdings ruled out the rapid rise of a prosperous peasantry.
- The concept of the state embodied in the person of the autocrat had not changed.
- Alexander saw the Zemstva as props for autocracy. Thus the hopes of Russian liberals were dashed before they were raised. They were dominated by the nobility.
- The government could still hold special courts and closed trials.
- Censorship was partly relaxed but since much of the population was illiterate, this had little impact outside a small class of intellectuals. Some of the educational reforms were later reversed.
- By 1880 Alexander was isolated from the Russian people, unpopular with the educated public and cut off from the bulk of society and at Court.
- The reforms raised expectations without satisfying them and led to the growth in opposition. He was ultimately assassinated.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Tsar Alexander was mainly successful in dealing with the challenges he faced in the period 1855-1881.

## 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.*

### **How effectively did Napoleon III deal with the challenges he faced in France in the period 1848-1870?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case how effectively Napoleon III dealt with the problems he faced in France in the period 1848-1870. 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 Napoleon III dealt effectively with the challenges he faced in France in the period 1848-1870. In order to reach a substantiated judgement about this issue, candidates may argue that Napoleon led the French people towards greater prosperity and success as well as maintaining order and security. The response might support this proposition by considering issues such as:

- Napoleon solved the problem of being re-elected President by mounting a coup. He extended his presidential power and took the title of Emperor.
- Napoleon was able to offer order and stability after a period of upheaval. He was able to reconcile order with progress by offering a rule above factions.
- Napoleon took a radical and reforming approach to foreign and domestic policy. After 1859 there was a progressive liberalisation of the regime. His rule spanned a period of considerable economic expansion and rising prosperity. He pursued an expansionist economic policy with the intention of transforming France by bringing about social change. The national railway growth led to an increase in rural prosperity
- His paternalistic social policy was a benevolent attempt to redistribute wealth and the protection of the working classes; the relief of old age, mutual aid societies, low bread prices, provision of hospitals and convalescent homes for injured workers. He sought through public works another means to help the peasant and urban worker. The transformation of central Paris was part of a period of major building construction.
- In his foreign policy he set out to undo the humiliating Vienna Settlement and fulfil the Napoleonic legacy. Just as he wanted to restore harmony within France, he was also anxious to assert her diplomatic pre-eminence in Europe. The Peace Congress of Paris in 1856, which concluded the Crimean War, seemed to confirm France's revived position in Europe

Candidates might consider challenging the proposition in the question by arguing that in some respects Napoleon III failed to deal effectively with the challenges that he faced in France in the period 1848-1870. Napoleon was a bundle of contradictions; conservative and yet radical, authoritarian and yet liberal; skillful and yet inept. The response might consider issues such as:

- The paternalism of the regime was little more than sentiment. There was some protection for striking workers and some small redistribution of wealth, but the strikes of 1869-1870 seemed to indicate that Napoleon had failed to reconcile the masses. Life for the peasantry remained brutal and hard.
- The main direction of his economic policy was away from paternalism and protection and towards free trade and the release of capital. His regime encouraged the release of private enterprise through commercial treaties and a new banking system. In the 1860s France's economic growth slowed down and domestic opposition grew. Many people blamed the free trade treaties for the economic downturn. Economic and financial problems were being accompanied by growing political opposition which were in part linked to the relaxation of controls of the press.
- His attempts to raise the status of France in Europe failed. The truce of Villafranca aroused opposition from both Catholics and Liberals. Napoleon tried to use the issue of the Hohenzollern candidature to score a diplomatic victory and in the end gave way to public opinion and waged war. The French armies were defeated and the Second Empire collapsed.
- Persistent opposition suggests that his regime was both corrupt and repressive eg: the limitation of the powers of the legislative Assembly, the use of prefects and mayors to control elections and to influence public opinion, the cunning exploitation of plebiscites, and press censorship. This suggests that he had no real commitment to liberalism.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Napoleon III dealt effectively with the challenges he faced in France in the period 1848-1870.

## 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.*

#### **‘The impact of war was mainly responsible for the creation of a united Italy in the period 1815-1870.’ 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 impact of war was mainly responsible for the creation of a united Italy in the period 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 the impact of war was mainly responsible for the creation of a united Italy in the period 1815-1870. In order to reach a substantiated judgement about this issue, candidates may argue that war was the catalyst for the nationalist movement and was crucial in completing the process of unification. The response might support this proposition by considering issues such as:

- The first moves for Italian nationalism were sparked off by the Napoleonic Wars which ended in 1815
- The Treaty of Vienna which tried to stabilize post-war Europe led to increased efforts by early groups of Italian nationalists
- The outbreak of revolution and war with Austria in 1848 ultimately failed but many lessons were learnt for the nationalist campaign
- The meeting at Plombieres and the war against Austria in 1859 leading to French support for Piedmont. As a result of the war, Piedmont received Lombardy. War had resulted in the expansion of Piedmont.
- Garibaldi’s successful invasion of Sicily in 1860 led to the problems of how to incorporate Rome and Venetia into the new Italian Kingdom.
- The impact of the Austro-Prussian War of 1866 led to the acquisition of Venetia
- The absorption of Rome due to the Franco-Prussian War of 1870 completed the process of unification

Candidates might consider challenging the proposition in the question by arguing that while war was a constant influence on Italian affairs in this period, the impact of war should be examined within the context of unification also being the result of the endeavour of Italians or external factors. The response might consider alternate factors such as:

- Villafranca ended the war of 1859 with only the acquisition of Lombardy. Venetia was only added as a reward for services rendered. Rome was added as a result of a plebiscite. Unification was more the work of Italians and Italian diplomacy. Some of the work of Italians was opportunistic and driven by a nationalist spirit.
- Garibaldi was seldom concerned with how his actions might affect international relations. It was left to others such as Cavour to take pragmatic actions in the aftermath of Garibaldi's interventions. Cavour's role should be considered within the context of political pragmatism and the Piedmontisation of Italy
- Cavour publically opposed Garibaldi while privately helping him to succeed. Four days following Garibaldi's entry into Naples 30,000 Piedmontese troops invaded the Papal States. Cavour's machinations and diplomacy set the boundaries for the creation of a United Italy. Cavour and Victor Emmanuel manipulated Garibaldi into supporting the Second War of Independence in 1859.
- Mazzini had pursued the politics of insurrection, the founder of Young Italy, he believed that Italy should not only be free and independent but also united. Through his idealism he was able to inspire a generation of revolutionary leaders with nationalist fervor and patriotic fervor. Garibaldi was inspired by Mazzini.
- Victor Emmanuel is also considered one of the heroes of the movement for his leadership.
- The part played by foreign intervention in particular France, Prussia, should also be evaluated.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the impact of war was mainly responsible for the creation of a united Italy in the period 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 Eastern Question have the most significant effect on relations between the Great Powers in the period 1780-1856?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the Eastern Question had the most significant effect on relations between the Great Powers in the period 1780-1856. 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 Eastern Question had the most significant effect on relations between the Great Powers in the period 1780-1856. In order to reach a substantiated judgement about this issue, candidates may argue that the Eastern Question was a recurring issue in Great Power relations throughout the nineteenth century. The response might support this proposition by considering issues such as:

- The Eastern Question, the problem of what to do about the decline and possible disintegration of the Ottoman Empire, had implications individually for each of the Great Powers as well as serious repercussions on the relations between them
- The Eastern Question was a major challenge to the Great Powers acting collectively as the Concert of Europe. The fate of the Ottoman Empire became a source of rivalry and suspicion among the Great Powers because they were unable to agree on a solution to the problem posed by Turkey. In the absence of any such agreement, the Eastern Question took the form of a series of crises which culminated in war in 1854.
- The outcome of the crises threatened the balance of power in Europe. It underlined the conflict of interest between the Powers, particularly the British, French and Austrian apprehensions regarding Russian aims in the area
- Russia had gained influence from the Treaty of Kutchuk Kainardji and the Treaty of Bucharest.
- The Greek revolt underlined the conflict of interests between the powers in this area. The establishment of Greek independence was followed by the Mehemet Ali crisis. The crucial strategic, balance of power question was dealt with by the Treaty of Unkiar Skelessi and the Straits Convention.
- Napoleon III's interest in the holy places and Tsar Nicholas I's claim to the right of protection over the Orthodox minorities precipitated the Crimean War between Russia and the Western Powers in support of Turkey.

Candidates might consider challenging the proposition in the question by arguing that the Eastern Question was part of the wider issue of the balance of power in Europe which was affected by a range of other issues. The response might consider alternate factors such as:

- The French Revolutionary and Napoleonic Wars which began in 1792 lasted until 1814 had a huge effect on relations between the powers. Europe had endured 20 years of upheaval. Virtually every European state was affected and in particular the interests of the Great Powers. During the war diplomatic activity was more prominent at times than military exertion.
- After the defeat of Napoleon the primary task of the Allies was to secure a lasting peace. The Vienna Settlement inaugurated a period of political and social conservatism in Europe. The maintenance of international stability was closely linked to the resistance to revolution within states and the Congress of Vienna. Never before had so many rulers and statesmen met to work out a comprehensive peace settlement
- The continuing underlying rivalries between the Great Powers were clearly displayed through the operation of Holy Alliance and the Congress System. Both were direct results of the revolutionary and Napoleonic wars. The conflicting aims of the participants within the Congress System led to its ultimate failure. The Congress System attempted a system of collective security among nations as opposed to free competition amongst nations in pursuit of their individual interests. Common interest was deemed more important than individual state ambitions.
- The revolutionary threat posed by the ideas of liberalism and nationalism also affected relations between the Great Powers especially through the forum of the Congress System. Liberalism and nationalism emphasized the freedom of nations, the legal and political rights of individuals and constitutionalism.
- The revolutions of 1830 and 1848 widened the rift between the powers and led to the division of Europe into liberal constitutional and conservative blocs.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Eastern Question had the most significant effect on relations between the Great Powers in the period 1780-1856.

## GENERIC MARK SCHEME UNIT 1

### THIS CAN BE USED WITH BOTH QUESTIONS

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 1 also gives the same break down and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of 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 and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the 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 coherent essay with a convincing and substantiated judgement covering nearly all of the set period.

<b>Band 5 CHARACTERISTICS</b>		<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 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. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

<b>Band 4 CHARACTERISTICS</b>		<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 feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.

<b>Band 3 CHARACTERISTICS</b>		<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 is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<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.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers