



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 1  
PERIOD STUDY 6

EUROPE IN THE AGE OF ABSOLUTISM AND  
REVOLUTION, c. 1682-1815

2100UF0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 6**  
**EUROPE IN AN AGE OF ABSOLUTISM AND REVOLUTION c.1682-1815**  
**MARK SCHEME**  
**Section A**

**Marking guidance for examiners**

**Summary of assessment objectives for Section A**

Section A questions assess assessment objective 1. The periods set in the question range between 20 and 40 years. This assessment objective is a single element focused 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 that 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.*

### **To what extent was the reform and expansion of the armed forces the most significant development during the reign of Peter the Great (1696–1725)?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—whether the reform and expansion of the armed forces was the most significant development during the reign of Peter the Great. 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 whether the reform and expansion of the armed forces was the most significant development during the reign of Peter the Great. In order to reach a substantiated judgement about this issue, candidates may argue that the reform and expansion of the armed forces was clearly the most significant development during the reign of Peter the Great. The response might support this proposition by considering issues such as:

- The reform of the armed forces: building up the strength of the army and creating a Russian navy for the first time were essential prerequisites for Peter's ambitious policy of expansion;
- Without reforming his armed forces it is unlikely that Peter would have been successful in the Great Northern War against Sweden—his army suffered a crushing defeat at Narva, but his reforms played a part in his army's triumphant victory at Poltava;
- His military forces also were successful in the Azov campaigns—1695 to 1696—against Turkey, which demonstrated the great value in having a navy;
- As the army expanded there was an increasing role for members of the nobility to serve as officers. This had the additional benefit of channelling some of their more ambitious tendencies away from domestic to foreign fields.

Candidates might consider challenging the proposition in the question by arguing that the reform and expansion of the armed forces was not the most significant development during the reign of Peter the Great. The response might consider the significance of alternate developments such as:

- His policies of westernisation—his Great Embassy—and modernisation were crucial in enabling the country to develop its vast resources;
- The building of St Petersburg during the Great Northern War provided a tangible example of westernisation in practice and enabled him to compete aggressively with other Baltic powers for trade and commerce;
- His policy towards the Orthodox Church in Russia was very significant, and imposed a number of reforms on an institution that was deeply conservative;
- Peter set out to curtail the power of the Russian nobility, which presented a potential threat to his power. He imposed upon them a number of rules and regulations and sought to divert their ambition to supporting his ambitious policies of expansion—particularly against the Ottoman Empire.

Overall, candidates will offer a debate and come to a substantiated judgement regarding whether the reform and expansion of the armed forces was the most significant development during the reign of Peter the Great.

## 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 far do you agree that the rise of Russia was the most important development in Great Power relations during the period from 1721 to 1756?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether or not the rise of Russia was the most important development in Great Power relations during the period from 1721 to 1756. 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 whether or not the rise of Russia was the most important development in Great Power relations during the period from 1721 to 1756. In order to reach a substantiated judgement about this issue, candidates may argue that the rise of Russia was the most important development in Great Power relations during the period from 1721 to 1756. The response might support this proposition by considering issues such as:

- After the Great Northern War, Russia was able to consolidate her position of dominance in the Baltic;
- Russian military power was evident through the reforms of the Russian army and the creation of a navy instituted by Peter the Great and supported by his successors;
- The decline of Sweden was all but sealed by her defeat during the Great Northern War;
- The sheer size and scale of Russia's territory and the potential wealth it had at its disposal in terms of natural and human resources made it potentially a formidable presence.

Candidates might consider challenging the proposition in the question by arguing that in some respects the rise of Russia was not the most important development in Great Power relations during the period from 1721 to 1756. The response might consider the importance of the developments such as:

- The growth in power of Britain during this period was a key factor. Its wealth based on trade, commerce and its overseas territories made it a formidable economic rival to any country;
- Of importance was the emergence of Prussia as a significant military force under Frederick the Great;
- After the minority of Louis XV, French power was again asserting itself as its involvement in the war of Polish succession (1733–1735) demonstrated.
- The changing pattern of alliances and treaties in Europe after 1721 saw the Hapsburg Empire weaken, particularly during the immediate succession of Maria Theresa and the seizure of Silesia by Prussia.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether or not the rise of Russia was the most important development in Great Power relations in the period from 1721 to 1756.

## Section B

### Marking guidance for examiners

#### Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. The periods set in the question range between 40 and 80 years. This assessment objective is a single element focused 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 that 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.*

#### **To what extent was the growth of the bourgeoisie the main challenge facing Louis XV during his reign (1715–1774)?**

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 growth of the bourgeoisie was the main challenge facing Louis XV during his reign (1715–1774). 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 growth of the bourgeoisie was the main challenge facing Louis XV during his reign (1715–1774). In order to reach a substantiated judgement about this issue, candidates may argue that the growth of the bourgeoisie was the main challenge facing Louis XV during his reign (1715–1774). The response might support this proposition by considering issues such as:

- France's economic development and the rise of a mercantile and commercial class that was frustrated by the structures of the *ancien régime*, which to them appeared designed solely to thwart their ambitions and hold them back in the least privileged order of the realm, the Third Estate;
- In the reign of Louis XIV, ambitious members of the bourgeoisie had been able to buy their way into the Second Estate by purchasing offices and titles. This avenue was closed to them during Louis XV's reign;
- The writers of the French Enlightenment, the *philosophes*, were increasingly influential among the bourgeoisie. Their ideas challenged the central pillars of absolutism—the Church and the nobility—and gained wide currency among the more politically aware and frustrated ranks of the middle class;
- As a group, while they may not have been homogenous, they were certainly aware of their subservient position. As well-educated and possibly well-read, they were an articulate group of opponents who were increasing in number.

Candidates might consider challenging the proposition in the question by arguing that in some respects the growth of the bourgeoisie not the main challenge facing Louis XV during his reign (1715–1774). The response might consider other challenges such as:

- Over the course of the reign, the issue of finance was seen as a significant challenge. The government, owing to various exemptions, was unable to secure an adequate income to pay for its many wars (among other things);
- The structure of the Absolutist state was a challenge, especially the privileges of the first two estates regarding taxation;
- Foreign policy was a major challenge, notably in Louis's relations with other great powers. In 1763, France became involved in the Seven Years War with disastrous consequences for her overseas empire. This empire was reduced significantly by the terms of the Treaty of Paris (1763). Both trade and prestige were lost;
- There was an issue of leadership that became quite apparent after the death of Cardinal Fleury, as Louis was unable to find an effective replacement.

Overall candidates will offer a debate and come to a substantiated judgement whether the growth of the bourgeoisie was the main challenge facing Louis XV during his reign (1715–1774).



## 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.*

### **‘The acquisition of Silesia by Frederick the Great created more problems for Prussia than it solved in the period between 1740 and 1786.’ 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 acquisition of Silesia by Frederick the Great created more problems for Prussia than it solved in the period from 1740 to 1786. 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 acquisition of Silesia by Frederick the Great created more problems for Prussia than it solved in the period from 1740 to 1786. In order to reach a substantiated judgement about this issue, candidates may argue that while the acquisition of Silesia by Frederick the Great created more problems for Prussia than it solved in the period from 1740 to 1786, there were also benefits that were significant. The response might support this proposition by considering issues such as:

- The invasion of Silesia in 1740, which brought an immediate response from Austria and resulted in a protracted war that lasted until 1748;
- Defending Silesia, not only during the war of 1740 to 1748 but also the subsequent conflict between 1756 and 1763, placed an enormous burden on the Prussian state in terms of revenue and manpower;
- The seizure of Silesia resulted in the Prussian economy being forced to meet the demands of military conflict against its neighbours and posed a very real threat to the survival of the state;
- Gaining Silesia had to be balanced against the continual need to ensure the country’s security: alliances needed to be forged.

Candidates might consider challenging the proposition in the question by arguing that while the acquisition of Silesia by Frederick the Great created more problems for Prussia than it solved in the period from 1740 to 1786 there were also very clear benefits:

- Silesia was a province rich in natural resources such as coal and iron ore, which were of significant use to Prussia’s industry and economy;
- The population of Silesia boosted the overall population of Prussia, resulting in an increased labour force, more taxation and more recruits for the army;
- Prussia emerged from the Silesian Wars as an undisputed great power and a force to be reckoned with in Europe. Moreover it was now the leading protestant state in Germany;
- Frederick’s personal standing soared after his small kingdom had defeated the Habsburg Monarchy and ensured that Silesia was not returned to them. In addition, he had been successful against Russia, Sweden, and France; an accomplishment that appeared miraculous to contemporary observers

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the acquisition of Silesia by Frederick the Great created more problems for Prussia than it solved in the period from 1740 to 1786.

## UNIT 1: THE PERIOD STUDY MARK SCHEME FOR 2019

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 awarded to answers showing the appropriate characteristics.**

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused 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>
<b>B6H</b>	<b>30</b>	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.
<b>B6S</b>	<b>27</b>	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 focused 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>
<b>B5H</b>	<b>25</b>	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.
<b>B5S</b>	<b>23</b>	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.
<b>B5C</b>	<b>21</b>	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>
<b>B4H</b>	<b>20</b>	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.
<b>B4S</b>	<b>18</b>	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>
<b>B3H</b>	<b>15</b>	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.
<b>B3S</b>	<b>13</b>	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>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	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>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the topic area.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant to the concept set.
	<b>0</b>	Use for incorrect answers