



GCE MARK SCHEME

SUMMER 2019

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 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 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. 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 fear of France the most significant influence on Great Power relations in the period from 1792 to 1822?

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 fear of France was the most significant influence on Great Power relations in the period from 1792 to 1822. 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 fear of France was the most significant influence on Great Power relations in the period from 1792 to 1822. In order to reach a substantiated judgement about this issue, candidates may argue that France posed the most significant threat to Europe and influenced Great Power relations. The response might support this proposition by considering issues such as:

- The French Revolutionary Wars, which led to the formation of coalition of powers in opposition;
- In the minds of the statesmen of the period, the threat of war from France and the fear of domestic upheaval—unleashed by the ideas of the French Revolution—were a constant preoccupation of the powers. Great Power relations lay under the shadow of the French Revolution and its Napoleonic aftermath;
- The Treaty of Chaumont (March 1814) had already indicated that Britain, Russia, Austria and Prussia were prepared to form a permanent League against France;
- Castlereagh and Metternich were anxious to defend Europe against a revival of French power. France was sufficiently contained in order to allow a balance of power that the Vienna Settlement had intended to create in a post-Napoleonic Europe;
- The Quadruple Alliance pledged the victorious powers to prevent France from overthrowing the peace settlement;
- France argued that while her boundaries had been confined, the Great Powers had extended theirs.

Candidates might consider challenging the proposition in the question by arguing that other issues had a more significant influence on Great Power relations. The response might consider issues such as:

- The Congress of Aix-la-Chapelle effectively included France in the Concert of Europe. This marked the end of the post-war treatment of France as a defeated enemy, and by 1818 the fear of the French threat had ended;
- There was a consensus, especially in 1815, that the balance of power existing in 1815 should be preserved. It was maintained through national self-restraint, respect for treaties and a willingness to enforce the decisions of the majority by concerted action. The continuance of international cooperation was dependent on the consensus of the Great Powers. International cooperation was a moral force that was superior to the national interests of countries. No war broke out until 1854.

- The main threats to this consensus came from Russia rather than France. Russia had been set limits on her accretion of power in Europe in 1815 and would be expected to amend these;
- The Congress System became committed to the preservation of the balance of power and the maintenance of the status quo. The flexibility of the alignments was a valuable lubricant to the mechanism of European cooperation;
- The Congress System was inevitably vulnerable to deadlock, caused both by dissent on ideological grounds and the impact of revolution. This became clear at Troppau in 1820 and in the resulting grouping of the Holy Alliance powers. Differences emerged over the question of intervention;
- Underlying rivalries were clearly displayed in the Greek Revolt. The Eastern Question underlined the conflict of interests between the Great Powers in this area and it would have long-term consequences;
- The 1830 revolution exacerbated the divide between the liberal western states and the conservative eastern states. This widened the rift between the supporters of Metternich's System and the west;
- The leaders of Piedmont and Prussia showed an indifference to the 1815 settlement;
- The spectre of revolution was the most significant influence.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the fear of France was the most significant influence on Great Power relations in the period from 1792 to 1822.

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 establishment of the Second Empire was the most significant change in France in the period from 1848 to 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 whether the establishment of the Second Empire was the most significant change in France in the period from 1848 to 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 establishment of the Second Empire was the most significant change in France in the period from 1848 to 1870. In order to reach a substantiated judgement about this issue, candidates may argue that the establishment of the Empire was the most significant change in France in the period from 1848 to 1870. The candidate might support this proposition by considering issues such as:

- Napoleon’s resolution of the problem of being re-elected president by mounting a coup. He extended his presidential power and took the title of Emperor. He was a hard-headed and ruthless realist whose only interest was in consolidating his own power;
- The limitation of the powers of the legislative Assembly, the Senate, acted as the guardian of the constitution and its members were nominees of Napoleon;
- Napoleon relied on the powers of a centralized system;
- The use of prefects and mayors to control elections and to influence public opinion;
- The exploitation of plebiscites, which was a new technique for the new era of mass politics, as well as press censorship and the suppression of political clubs;
- Napoleon had no real commitment to liberalism and was accompanied by growing political opposition, which was in part linked to the relaxation of controls of the press.

Candidates might argue that more significant changes in France came either before the Second Empire or after it had been established. The response might consider issues such as:

- The creation of the Second Republic, which overturned the monarchy and established new leadership in France;
- 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. 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 protect the working classes. The relief of old age, mutual aid societies, low bread prices, provision of hospitals and convalescent homes for injured workers were all introduced. Through public works, he sought another means to help the peasant and urban worker. The transformation of central Paris was part of a period of major building construction.

- Napoleon had significant foreign policy successes after the Second Empire had been established. 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 the country's diplomatic pre-eminence in Europe. The Peace Congress of Paris (1856), which concluded the Crimean War, seemed to confirm France's revived position in Europe

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the establishment of the Second Empire was the most significant change in France in the period from 1848 to 1870.

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.

How far was the growth of Prussia mainly responsible for the creation of a united Germany in the period from 1815 to 1871?

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 Prussia was mainly responsible for the creation of a united Germany in the period from 1815 to 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 growth of Prussia was mainly responsible for the creation of a united Germany in the period from 1815 to 1871. In order to reach a substantiated judgement about this issue, candidates may argue that the growth of Prussia was indeed the main impetus for German unification. The response might support this proposition by considering issues such as:

- The Napoleonic Wars and the Vienna Settlement, which led to the rearrangement of Germany into 39 states. This in turn led to the increased influence of Prussia;
- Since no institutions existed for the popular unification of Germany, it was clear that Prussian leadership was essential for the process of unification to take place;
- The Zollverein, which continually strengthened Prussia's position throughout the period. The powerful economic impetus of rapid industrial growth, of improved communications and commercial integration led to the growing economic power of Prussia;
- The modernization of the Prussian army, which favoured Prussian dominance;
- After the acquisition of the Rhineland in 1815, Prussia gradually consolidated her position as a German power;
- Prussia's exertion of additional diplomatic and military influences on the process of unification;
- Bismarck's skills as a diplomat and the modernization of the Prussian army;
- Events on the battlefield, which created German unity: the Austro–Prussian War (1866) and the Franco–Prussian War (1870). Through war, Prussia dramatically extended her authority over the rest of Germany at the expense of Austria.

Candidates might consider challenging the proposition in the question by arguing that whilst Prussia played a large role in unification, the process was more complex. It could be argued that Germany was united by more than the mere growth of Prussia. The response might consider alternate factors such as:

- Germany was united more by “coal and iron.” There was a powerful economic impetus of rapid industrial growth, of improved communications and commercial integration. Economic expansion and integration, and the impact of the Zollverein were also significant, as was the industrial development of Germany in the 1850s and 1860s;
- Unification reflected the strong force of popular nationalism. There was a political and cultural force towards unification in Germany, evidenced by nationalist movements—and the social groups and classes that supported them—the intellectual and literary traditions of Nationalism in Prussia and the formation of reform societies;

- The impact of the 1848 revolutions and the subsequent *Grossdeutsch* and *Kleindeutsch* solutions to German unity, which all led to a growing sense of German identity;
- The role of Bismarck and the debate as to whether he planned the unification of Germany or seized diplomatic and military opportunities;
- The impact of war and diplomacy on the final unification of Germany;
- The relative weakening of the Austro–Hungarian Empire, and the unresolved problems of nationality and internal rivalries.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the growth of Prussia was mainly responsible for the creation of a united Germany in the period from 1815 to 1871.

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.

How far do you agree that the emancipation of the serfs was the most important development in Russia in the period from 1825 to 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 the emancipation of the serfs was the most significant development in Russia in the period from 1825 to 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 the emancipation of the serfs was the most significant development in Russia in the period from 1825 to 1881. In order to reach a substantiated judgement about this issue, candidates may argue that emancipation was the most significant development as it was an admission that Russian society and economy had to be reformed. The response might support this proposition by considering issues such as:

- Emancipation was the most spectacular social reform of the nineteenth century and the legal status of 40 million peasants was transformed almost instantly;
- The Emancipation was passed not just because it was in Russia's interests as a great power, but also because it was in the interests of the moral prestige of the state and the nobility. Emancipation had profound implications for Russia;
- The problem of serfdom was recognised and tackled by the Tsarist regime. It was tackled to avoid peasant unrest, modernise the army and economy and to right a moral wrong;
- Both Nicholas, who condemned it in principle, and Alexander realised that the position of the serfs needed to be improved;
- Emancipation was introduced to maintain social stability;
- Emancipation led to a wider programme of reforms, which revealed that the Tsar was embarking on a path of liberalism.

Candidates might consider challenging the proposition in the question by arguing that the emancipation of the serfs was not the most significant development in Russia in the period from 1825 to 1881. The response might consider other developments such as:

- Emancipation delayed the modernization of the Russian economy;
- Generally, agriculture continued to stagnate. Agriculture remained backward, tied down by the communal system and lack of capitalist enterprise by the nobility. This led to the impoverishment of the peasants and bankruptcy of the landed nobility;
- Emancipation led to a wider path of reforms that were intended to repair the damage of emancipation;
- Tsarist government had developed features of the more advanced nineteenth-century society of Western Europe;
- In the upholding of order, the Tsarist government considered reform as well as repression with regard to aspects of Russian life. The Tsarist regime adopted a paternalistic conception of the Russian Monarch, for example, Nicholas's codification of the laws and Alexander's programme of reforms;

- The Tsarist government contained disorder through the tightening of censorship and the suppression of dangerous ideas. There was no freedom of speech. Overall the Tsarist regime was repressive and brutal and failed to provide policies that would prepare Russia for future threats and challenges. The conflict between social reform and the dogma of political autocracy remained;
- The Tsarist regime realised that the economy had to be modernised in order to ensure that it was efficient enough to benefit from its natural resources;
- Overall, the Tsarist government failed to provide new policies and institutions in response to old problems;
- Force was used against the Tsarist regime and this brought greater repression;
- The Tsarist regime resisted calls for a National Assembly. It was unwilling to provide a proper liberal regime with a representative parliament.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the emancipation of the serfs was the most significant development in Russia in the period from 1825 to 1881.

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.

Band 6 CHARACTERISTICS		<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>
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.
Band 5 CHARACTERISTICS		<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>
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>

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 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.
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 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.
Band 2 CHARACTERISTICS		<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.
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.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers