



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 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 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. 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 Peter the Great was mostly successful in dealing with the challenges that he faced during his reign 1696-1725?

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 Peter the Great was mostly successful in dealing with the challenges that he faced during his reign 1696-1725. 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 Peter the Great was mostly successful in dealing with the challenges that he faced during his reign 1696-1725. In order to reach a substantiated judgement about this issue, candidates may argue that while he was successful in dealing with some the challenges that he faced during his reign with others he was less so. The response might support this proposition by considering issues such as:

- He was successful in opening Russia up to western influences particularly with the founding of St Petersburg as his window on the west.
- He was successful in his attempt to modernize the institutions of the state.
- Peter succeeded in increasing his military power thereby protecting the state and enabling him to wage successful campaigns against the Ottomans and the Swedish Empire. Father of the Russian navy.
- Peter was not afraid to challenge the authority of powerful vested interests such as the church and the nobility. He was largely successful here.

Candidates might consider challenging the proposition in the question by arguing that in some respects Peter the Great was less than successful in dealing with the challenges which he faced during his reign. The response might consider issues such as:

- The extent to which he succeeded in dealing with rival sources of power is questionable as the nobility continued to present a potential threat.
- Although he succeeded in extending his territories he did cede Finland to Sweden at the Treaty of Nystadt.
- His relations with the Orthodox church after he abolished the office of patriarch were tense and difficult.
- His military campaigns came at an enormous financial and social cost which mitigated the extent of success.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether or not Peter the Great was mostly successful in dealing with the challenges which he faced during his reign 1696-1725.

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.

To what extent did the Great Northern War bring about a significant change in the balance of power in the Baltic between 1700 and 1721?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – the extent to which the Great Northern War brought about a significant change in the balance of power in the Baltic between 1700 and 1721. 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 Great Northern War brought about a significant change in the balance of power in the Baltic between 1700 and 1721. In order to reach a substantiated judgement about this issue, candidates may argue that while the policy could be considered significant in some ways in others it was not. The response might support this proposition by considering issues such as:

- The Great Northern War signified the decline of Swedish dominance in the Baltic
- Russia under Peter the Great emerged during the Great Northern War as a significant force in the Baltic
- The construction of the great port city of St Petersburg from 1703 offered new trading possibilities for Russia in the Baltic
- Prussian influence in the Baltic also increased during this period.

Candidates might consider challenging the proposition in the question by arguing that in other ways the Great Northern War did not bring about a significant change in the balance of power in the Baltic. The response might consider alternate factors such as:

- The Treaty of Nystad 1721 while recognizing the loss of Sweden's overseas territories on the Baltic Coast did see the return of Finland to Sweden
- The powerful anti-Swedish coalition fell apart once peace had been concluded
- Swedish rivalries with Russia persisted beyond 1721
- Saxe-Poland-Lithuania sought to challenge Russian domination in the Baltic

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Great Northern War brought about a significant change in the balance of power in the Baltic between 1700 and 1721.

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 financial problems of the *ancien regime* during the period 1715-1789 were mainly responsible for the outbreak of the French Revolution in 1789.’ 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 financial problems of the *ancien regime* during the period 1715-1789 were mainly responsible for the outbreak of the French Revolution in 1789. 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 financial problems of the *ancien regime* during the period 1715-1789 were mainly responsible for the outbreak of the French Revolution in 1789. In order to reach a substantiated judgement about this issue, candidates may argue that while financial problems were important in bringing about the outbreak of the French revolution they were not mainly responsible for this and that there were other contributory factors. The response might support this proposition by considering issues such as:

- The enormous burden of taxation borne by the Third Estate
- The structure of the *ancien regime* which with its tax exemption for the first two Estates placed an undue and unfair burden on the Third Estate
- The reckless spending to finance French involvement in the American War of Independence which were raised by loans not new taxes
- The acute financial problems of the *ancien regime* with debts of over a billion livres culminated in the bankruptcy of the state which precipitated the summoning of the Estates General

Candidates might consider challenging the proposition in the question by arguing that the financial problems of the *ancien regime* during the period 1715-1789 were not mainly responsible for the outbreak of the French Revolution in 1789. The response might consider alternate factors such as:

- The role of the monarchy: focus might be given to both the policies of and approaches to government of Louis XV and XVI
- The impact of the ideas of the Enlightenment in Europe which challenged in particular the role and status of the church and the lack of representative democracy
- The reform process which was undertaken by Louis XVI
- Growing power of the bourgeoisie and the frustrations felt by them about their exclusion for any decision making process with in the state

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the financial problems of the *ancien regime* during the period 1715-1789 were mainly responsible for the outbreak of the French Revolution in 1789.

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 was commercial rivalry the main cause of conflict between the Great Powers during the period 1756-1815?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether commercial rivalry was the main cause of conflict between the Great Powers during the period 1756-1815. 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 commercial rivalry was the main cause of conflict between the Great Powers during the period 1756-1815. In order to reach a substantiated judgement about this issue, candidates may argue that there were many factors that could be used to support the importance of commercial rivalry as a cause of conflict. The response might support this proposition by considering issues such as:

- During the Seven Years War 1756-1763 there was certainly an element of commercial rivalry between Britain and France particularly their respective East India Companies and also regarding commercial activities in Canada
- Britain went to war with Revolutionary France in 1793 because the French were proposing to re-open the river Scheldt to trade, a breach of international treaty obligations and what was perceived as a direct threat to British commercial interests
- The Continental System which was imposed by France during the Napoleonic Wars certainly spurred Britain on to oppose the emperor
- There was a significant element of commercial rivalry in the war fought in northern Italy between France and the Hapsburg Empire. The treaty of Campo Formio (1797) guaranteed free French navigation on the Rhine, the Meuse and the Moselle

Candidates might consider challenging the proposition in the question by arguing that in some respects other factors besides commercial rivalry may have been the main cause of conflict between the Great Powers during the period 1756-1815. The response might consider issues such as:

- The American War of Independence which France became involved in was motivated by a desire to gain revenge on Britain following French losses in 1763
- One of the central tenets of the Revolutionary War was to preserve the Revolution and later the Republic by destroying émigré bases sheltered by Austrian and Prussia
- The Revolutionary War was motivated to a degree by ideology in that France wished to spread the ideals of the Revolution to the autocratic monarchies of Europe
- The wars of the various coalitions were aimed to check and destroy French power and halt the hegemonistic aspirations of Napoleon

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which commercial rivalry was the main cause of conflict between the Great Powers during the period 1756-1815.

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.

Band 6 CHARACTERISTICS		<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.

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 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