

UNIT 1
PERIOD STUDY 6
EUROPE IN THE 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 successfully did Peter the Great deal with the problems he faced during the period 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, the extent to which Peter the Great was successful in dealing with the problems he faced during the period 1696 to 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 the extent to which Peter the Great was successful in dealing with the problems he faced during the period 1696 to 1725. In order to reach a substantiated judgement about this issue, candidates may argue that Peter the Great was successful in dealing with the problems he faced during the period 1696 to 1725. The response might support this proposition by considering issues such as:

- the increase in the political power of the Tsar
- the centralisation of the administration of government
- the reduction of the political power of the aristocracy
- the westernisation of Russia
- reforms of the army, church and finance

Candidates might consider challenging the proposition in the question by arguing that in some respects Peter was less successful in dealing with his problems. The response might consider issues such as:

- the poor condition of agriculture and agricultural practice: serfdom
- despite new taxes their collection remained a problem
- despite the work of the Ratusha, the power and influence of the local landlord and the provincial governor was immense
- there were uprisings and revolts against the reforms

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Peter the Great was successful in dealing with the problems he faced during his reign.

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 Louis XVI was mainly responsible for the outbreak of revolution in France in 1789?

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 Louis XVI was mainly responsible for the outbreak of revolution in France 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 Louis XVI was mainly responsible for the outbreak of revolution in France in 1789. In order to reach a substantiated judgement about this issue, candidates may argue that Louis XVI was mainly responsible for the outbreak of the revolution in France in 1789. The response might support this proposition by considering issues such as:

- Louis' character and personality was inadequate to deal with the challenges he faced
- Louis lacked the political skills to deal with the challenges he faced
- Louis hesitated and made mistakes in dealing with the growing demands for change
- Louis lacked the energy and drive to consistently pursue the plan of reform suggested by Calonne after 1786
- Louis was too easily influenced by those with a vested interest at the Versailles Court, including the Queen.

Candidates might consider challenging the proposition in the question by arguing that to an extent Louis XVI was not mainly responsible for the outbreak of revolution in France in 1789. The response might consider issues such as:

- the weakness and defects of the system of the *ancien regime* which Louis inherited
- the influence of the *philosophes* in changing attitudes and beliefs over which he had no control
- lack of finance remained a problem, especially after the cost of the American War of Independence and Necker's loans
- the failure of Necker, Calonne and Brienne to reform the state in the period 1786 to 1789
- the longer term changing nature of society in France
- the growth of a radical popular movement in the years 1786-1789

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Louis XVI was mainly responsible for the outbreak of revolution in France in 1789.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate key features relating to the periods studied making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

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

The structure of the mark scheme

The mark scheme for Section B has two parts:

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

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 3

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

Were domestic reforms the most significant change in Prussia during the reign of Frederick the Great?

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 domestic reforms were the most significant change in Prussia during the reign of Frederick 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 the extent to which domestic reforms were the most significant change in Prussia during the reign of Frederick the Great. In order to reach a substantiated judgement about this issue, candidates may argue that domestic reforms were the most significant change in Prussia during the reign of Frederick the Great. The response might support this proposition by considering issues such as:

- the legal reforms and the work of von Cocceji
- the financial, agricultural, grain supply and trade reforms;
- the administrative and central reforms and the role of von Blumenthal
- the reforms affecting religion and the Church

Candidates might consider challenging the proposition in the question by arguing that in some respects domestic reforms were not the most significant change in Prussia during the reign of Frederick the Great. The response might consider issues such as:

- the impact of the military reforms and value on Prussia
- the “bleeding stump” result of the wars fought by Frederick
- the territorial expansion of the state
- the raising of Prussia to the rank of a Great Power in Europe
- the rivalry with the Austrian Empire

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which domestic reforms were the most significant change during the reign of Frederick the Great.

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.

Was the War of Austrian Succession the most significant conflict in Europe during the period 1740 -1815?

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 War of Austrian Succession was the most significant conflict in Europe during the period 1740-1815. 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 the War of Austrian Succession was the most significant conflict in Europe during the period 1740-1815. In order to reach a substantiated judgement about this issue, candidates may argue that the War of Austrian Succession was the most significant conflict in Europe during the period 1740-1815. The response might support this proposition by considering issues such as:

- it showed the military skill and power of Frederick II of Prussia
- it was a dynastic war and probably the last significant dynastic war
- it weakened the power and prestige of the Austrian Empire
- it re-arranged the balance of power in Europe and led, at least partly, to the Diplomatic Revolution

Candidates might consider challenging the proposition in the question by arguing other conflicts were equally or more significant than the War of Austrian Succession in Europe during the period 1740 -1815. The response might consider issues such as:

- the significance of the Seven Years War
- the significance of the French Revolutionary Wars
- the significance of the Napoleonic wars to 1812
- the significance of the War of the Sixth and Seventh Coalition against Napoleon 1812-1815
- the significance of ideological conflict 1792-1815

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the War of Austrian Succession was the most significant conflict in Europe during the period 1740 -1815.

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ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features relating to the periods studied, making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	28-32	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	22-27	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	17-21	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	12-16	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-11	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		