

**UNIT 1**  
**PERIOD STUDY 7**  
**REVOLUTION AND NEW IDEAS IN EUROPE c.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 successfully did Tsar Alexander II deal with the problems he faced in Russia?**

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 successful in dealing with the problems he faced in Russia. 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 successful in dealing with the problems he faced. In order to reach a substantiated judgement about this issue, candidates may argue that Tsar Alexander II dealt successfully with the problems he faced during his reign. The response might consider supporting the proposition by considering his reforms:

- the Emancipation of the Serfs: was introduced in order to avoid peasant unrest, to modernise the army and the economy; to right a moral wrong
- army reforms from 1862: He attempted to reform weaknesses exposed by the Crimean War; the improvement in training; expansion of the army reserves; conscription
- financial reforms from 1862: better accounting and auditing procedures; tax farming and excise; tariffs and growth of banks and railways
- government and Judicial Reforms from 1864: with the formation of the Zemstva, Russians at last experienced some kind of representative government; a hierarchy of courts with better trained and educated judges
- education: greater autonomy was given to universities and there was limited reform to secondary and elementary schools

Candidates might consider challenging the proposition in the question by arguing that in some respects Tsar Alexander II was less successful. The response might consider:

- neither the peasants nor the radicals had any real power. The landowners did well out of emancipation; emancipation delayed the modernisation of the Russian economy
- financial gains were short lived as a result of outbreak of war with the Ottomans
- there was no provision for a National Assembly and the Ministry of the Interior was not always subject to the law; repression returned
- student radicalism did not decrease and the literacy rate for Russia was only at 21%
- new problems with relation to radicalism emerged towards the end of his reign and he was assassinated in 1881

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Tsar Alexander II 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 Napoleon III made very little impact upon the lives of the French people between 1848 and 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 Napoleon III made very little impact on the lives of the French people between 1848 and 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 Napoleon III made very little impact on the lives of the French people between 1848 and 1871. In order to reach a substantiated judgement about this issue, candidates may argue that Napoleon III made very little impact on the lives of the French people. The response might consider supporting the proposition by considering:

- he was concerned more with image rather than alleviating the problems of the people.eg; the transformation of Paris
- the limited powers of the legislative; the control of elections and the influence of public opinion; the exploitation of plebiscites; press censorship and the control of thought
- competition rather than paternalism was his main aim
- he made limited political concessions in order to alleviate the rapid growth of opposition within the government and the country as a whole

Candidates might consider challenging the proposition in the question by arguing that in some respects Napoleon III had a positive impact on the lives of the French people. The response might consider:

- his expansionist economic policy: debit financing; public works and free trade; the large scale mobilisation of funds; a state directed industrial revolution; the redevelopment of Paris; the guarantee of stability and order
- his paternalistic social policy: benevolent attempts at the redistribution of wealth; protection of the working classes; permission of workers to strike and form co-operatives
- the restoration of the Napoleonic tradition and increasing the prestige of France and her people
- he had the support of the people in plebiscites so he must have helped them in some respects

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Napoleon III made very little impact on the lives of the French people.

**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.*

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

## 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.*

**Was the fear of revolution the most significant influence on European relations in the period 1815-1856?**

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 fear of revolution was the most significant influence on European relations in the period 1815-1856. 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 fear of revolution was the most significant influence on European relations in the period 1815-1856. In order to reach a substantiated judgement about this issue, candidates may argue that the fear of revolution was the most significant influence on European relations in the period 1815-1856. The response might consider supporting the proposition by considering:

- the influence of nationalism and liberalism
- the desire to maintain the balance of power in Europe
- the desire to prevent the spread of revolution through the Congress System and Holy Alliance
- the principle of legitimacy and the establishment of the rule of law
- the actual outbreak of revolution in the 1820s and 1830s

Candidates might consider challenging the proposition in the question by arguing that other factors were the most significant influence on European relations in the period 1815-1856? The response might consider:

- the impact of the Vienna Settlement
- the concept of the Concept of Europe and the Congress System
- the continuing influence of autocratic rule
- national self-interest which led to the growth of divergent views amongst the Powers
- the general spread of liberal and nationalist ideas
- the Eastern Question

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which fear of revolution was the most significant influence on European relations in the period 1815-1856.

**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 contribution of German nationalists the most important influence on the process of German unification between 1830 and 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 of the contribution of German nationalists on the process of unification between 1830 and 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 contribution of German nationalists was the most important influence on the process of unification. In order to reach a substantiated judgement about this issue, candidates may argue that the contribution of German nationalists was the most important influence on the process of unification. The response might consider supporting the proposition by considering:

- the different nationalist solutions to the future of Germany
- the economic spur provided to nationalism by the Zollverein
- the impact of the 1848 revolutions
- the Frankfurt Parliament
- the belief in national unity embodied in the core state of Prussia

Candidates might consider challenging the proposition in the question by arguing that other factors were more responsible for German unification. The response might consider alternate factors such as:

- lessons learnt from the failure of the German Confederation and the Frankfurt assembly
- economic expansion and integration
- the favourable international situation
- Austro-Prussian rivalry leading to Austrian decline and exclusion
- the military strength of Prussia and the various wars fought
- Bismarck and his policies

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the contribution of German nationalists was the most important influence on the process of unification between 1830 and 1871.

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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.*

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