



GCE MARK SCHEME

SUMMER 2017

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 2017 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 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 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 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's religious reforms were his most important achievement 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 whether Peter the Great's religious reforms were his most important achievement during the period 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 question.

Candidates will offer an analysis and evaluation of whether Peter the Great's religious reforms were his most important achievement during the period 1696-1725. In order to reach a substantiated judgement about this proposition, candidates may argue that religious reforms were the most important achievements during Peter the Great's reign. The response might support this proposition by considering issues such as:

- they were an attempt to neutralise the church as a potential rival source of authority
- establishing the dominance of the position of the Tsar over the church
- sending a powerful message to any potential future rival that the Tsar was all powerful
- modernize and update a central state institution in line with his other policies

Candidates might consider challenging the proposition in the question by arguing that in some respects Peter the Great's religious reforms were not his most important achievement during the period 1696-1725 and that other policies were equal if not greater in their importance. The response might consider issues such as:

- the importance of Peter's reforms of the nobility
- the expansion of Russian territory in the south
- modernizing the Russian state and the policy of westernisation
- opening up the Russian economy to European trade

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Peter the Great's religious reforms were his most important achievement during the period 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.*

### **How effective was Louis XVI in dealing with the challenges he faced 1774-1789?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case how effective Louis XVI was in dealing with the challenges he faced 1774-1789. 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 question.

Candidates will offer an analysis and evaluation of the extent to which Louis XVI was effective in dealing with the challenges he faced 1774-1789. In order to reach a substantiated judgement about this proposition, candidates may argue that Louis XVI could be considered effective in dealing with some issues. The response might support this proposition by considering issues such as:

- Louis was aware of the acute problems facing the *ancien regime* on a number of fronts
- to this end he agreed a reform programme under his minister Calonne to tackle the lack of government revenue and the unfairness of the taxation regime
- surviving vestiges of feudalism were considered to be a challenge as many peasants resented its impositions. He set an example by abolishing aspects of this on royal estates
- when the parlement of Paris tried to slow down the reform process he dealt with them
- Louis showed that he was prepared to deal with the sense of humiliation felt by France in the wake of the Seven Years' War and take on British interests

Candidates might consider challenging the proposition in the question by arguing that in other ways a whole range of other problems posed significant challenges to Louis XVI and that they were not effectively dealt with. The response might consider alternate factors such as:

- the inflexible structure of the *ancien regime* appeared impervious to any change and Louis was ineffective in attempting to bring about change
- the ideas of the philosophes of the French enlightenment such as Voltaire and Rousseau who challenged the institutions of the *ancien regime*
- Louis' inability and ineffectiveness to secure financial reforms which led to the Revolt of the Nobility and ultimately the bankruptcy of the French state
- the rise of the bourgeoisie and their increasing demands for political reform and a widening of the financial burden to include the two privileged estates. Louis was ineffective in dealing with these aspirations

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Louis XVI was effective in dealing with the challenges he faced 1774-1789.

## Section B

### Marking guidance for examiners

#### Summary of assessment objectives for Section B

Section A questions assess assessment objective 1. 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 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.*

### **To what extent were Frederick the Great's reforms a successful solution to the problems of Prussia, 1740-1788?**

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 Frederick the Great's reforms were a successful solution to the problems of Prussia, 1740-1788. 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 question.

Candidates will offer an analysis and evaluation of the extent to which Frederick the Great's reforms were a successful solution to the problems of Prussia, 1740-1788. In order to reach a substantiated judgement about this proposition, candidates may argue many of his reforms could be considered as successful solutions. The response might support this proposition by considering issues such as:

- his need to expand his territories was successfully backed
- his need to acquire more natural resources and population was attempted successfully
- the need to be able to finance greater military expenditure was tackled
- the need to ensure effective alliances with other powers to defend his state was achieved
- the central institutions of his state were modernised to make them run more efficiently and effectively

Candidates might consider challenging the proposition in the question by arguing that Frederick the Great's reforms were not successful solutions to the problems of Prussia, 1740-1788. The response might consider alternate factors such as:

- the seizure of Silesia was an act of opportunism which created long standing tensions with his most powerful neighbour
- the wars of the early part of his reign placed enormous financial burdens on his state
- some of the reforms were more apparent than real and often little changed. Many reforms were the work of others and were incomplete

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Frederick the Great's reforms were a successful solution to the problems of Prussia, 1740-1788.

## 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 Seven Years War was the most significant conflict between the Great Powers during the period 1756-1815.' 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 Seven Years War was the most significant 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 question.

Candidates will offer an analysis and evaluation of the extent to which the Seven Years War was the most significant conflict between the Great Powers during the period 1756-1815. In order to reach a substantiated judgement about this proposition, candidates may argue that the Seven Years War was the most significant conflict. The response might support this proposition by considering issues such as:

- it signified a dramatic re-alignment of the Great Powers following the War of Austrian Succession
- it was the first war to have a truly global context
- it confirmed the emergence of Prussia as a major European military and diplomatic force
- it was a humiliating defeat for France and caused the loss of most of her overseas territories in North America and India

Candidates might consider challenging the proposition in the question by arguing that in some respects other conflicts were equal if not greater in their importance. The response might consider issues such as:

- the impact of the French Revolutionary Wars from 1792/1793-1801
- the significance of the campaigns Napoleon waged against Austria and Prussia, 1805-1807.
- the effects of the Peninsular War, 1808-1814.
- the invasion of Russia by Napoleon and subsequent French retreat in 1812.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Seven Years War was the most significant conflict between the Great Powers during the period 1756-1815.



## ASSESSMENT GRID FOR UNIT 1 (SECTIONS A AND B) QUESTIONS

Target: AO1

Total mark: 30

**Focus:** *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of the 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.
B6M	28	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 convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the set 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 clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question 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 most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set especially in Section B question].</i>
<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to most 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 be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the set period. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4.

<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>
B3H	15	The response tends to focus on using a highly structured ( <i>mechanistic/formulaic</i> ) series of developments, events and/or factors over the period rather than discussing the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [ <i>the yes/no – for and against – essay</i> ].
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may be a weak focus and imbalanced judgement on the key concept in the question set [ <i>the yes (or no) imbalanced essay</i> ]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3. ( <i>Use if only the provided factor is discussed in terms of the key concept with no debate</i> ).
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [ <i>throwaway / simplistic / bolt-on</i> ] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
<b>Band 1 CHARACTERISTICS</b>		<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.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers.