GCE AS MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 1
PERIOD STUDY 7

REVOLUTION AND NEW IDEAS IN EUROPE, C.1780–1881

2100UG0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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Marking guidance for examiners

Summary of assessment objectives for Unit 1

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.

- Advice on each specific question outlining indicative content that 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 listed. Assessors must credit any further admissible evidence offered by candidates.

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.

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AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.

Award 0 marks for an irrelevant or inaccurate response.

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Section A

0 1 **How successful were attempts at international co-operation in Europe between 1815 and 1832?**

Candidates will offer a supported appraisal of the attempts at international co-operation in Europe, measuring their strengths and limitations in the context of the period specified and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that attempts at international co-operation in Europe were successful during the period may include the following.

- More than 20 years of the upheaval that had been endured in Europe as a result of the French revolutionary and Napoleonic Wars came to an end with the Congress of Vienna.
- The Vienna Settlement inaugurated a period of political and social conservatism in Europe that led to the development of a link between international stability and resistance to revolution.
- The Quadruple Alliance, as the basis for maintaining the Concert of Europe, was formed.
- While there was mistrust of France following the wars, in 1818 France was admitted into the Congress System (the practical enactment of the Concert of Europe) at Aix-la-Chapelle (Aachen). This reflected a changing mood in relations between the powers and marked the end of the treatment of France as a defeated pariah nation.
- The intervention of Russia, Britain, and France (the Battle of Navarino, 1827) forced the Ottoman empire to withdraw from Greece which after nine years of war, Greece was recognized as an independent state in February 1830.

Arguments that suggest that attempts at international co-operation in Europe were unsuccessful during the period may include the following.

- The continuing underlying rivalries between the Great Powers were clearly displayed through the operation of the Holy Alliance and the Congress System, and Britain progressively distanced itself from the continental states.
- Britain became deeply suspicious of the conservative values of some statesmen, in particular Metternich, who sought to preserve the status quo against the proliferation of liberal values.
- The revolutionary threat posed by the ideas of liberalism and nationalism affected relations between the Great Powers, and the revolutions of 1830 widened the rift between the powers. This led to the division of Europe into liberal constitutional and conservative blocs.
- The Eastern question had implications individually for each of the Great Powers as well as serious repercussions on the relations between them and the Ottoman Empire. Following the cooperation that led to the emergence of an independent Greece, each of the three powers pursued their own agendas to further their interests on this area and the eastern question evolved into a very bitter conflict.

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0 2 **"Russian government and society changed significantly during the period from 1855 to 1881." Discuss.**

Candidates will offer a supported analysis of the changes to Russian government and society measuring the significance of those changes – perhaps in relation to other relevant issues – in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Russian government and society changed significantly during the period may include the following.

- The emancipation of the serfs in 1861, which led to over 40 million people being released from slavery.
- Important political reforms, such as elective local government, that represented a short sharp burst of radical change, for example an Imperial decree in 1864 established a series of local government assemblies, and the creation of the Zemstva gave the population a greater say in (at least) local government.
- Legal, military and educational reforms, for example a liberal system of justice had been introduced, judicial reforms promised equality before the law and independent judges and trial by jury, while military reforms contributed to the more humane conditions in the Russian army.
  The number of university students was permitted to rise and lectures were allowed on European government and philosophy.
- The release of political prisoners, relaxation on censorship, cancellation of tax arrears and the restoration of some of the liberties of Poland and the Catholic.
- The fact that parts of Russia were urban and industrial, which facilitated the rise—in number and significance—of the middle class.

Arguments that suggest that Russian government and society did not change significantly during the period may include the following.

- The system of land tenure remained communal, resulting in the continued backwardness of agriculture.
- Emancipation delayed the modernization of the Russian economy as the impact on the wealth and living standards of the former serfs was not always positive. Peasants, for example, were saddled with redemption payments, and the inadequacy of peasant land holdings ruled out the rapid rise of a prosperous peasantry.
- The concept of the state embodied in the person of the autocrat had not changed and the tsarist regime refused to create a National Assembly for all of Russia.
- Alexander II saw the Zemstva as props for autocracy, thus the hopes of Russian liberals were dashed before they were realized.
- The reform of the judiciary could be seen as a forward-looking reform, but the government could still hold special courts and closed trials, and impose martial law;
- While censorship was partly relaxed, since much of the population was illiterate, this had little impact outside a small class of intellectuals, and some of the educational reforms were later reversed.

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Section B

0 3 **"The contribution of key personalities had a greater impact on the process of Italian unification than any other factor during the period from 1815 to 1871." Discuss.**

Candidates will offer a supported analysis of the contribution of key personalities involved in the process of Italian unification, measuring their collective and/or individual impact on the process of Italian unification – in relation to other relevant issues, and in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that key personalities had the greatest impact on the process of Italian Unification during the period may include the following.

- The role of Cavour as prime minister of Piedmont may be emphasised, as he was responsible for overseeing the policies that facilitated unification.
- Garibaldi and his red shirts carried out the unification of southern Italy and Victor Emmanuel intervened against him when he threated to march on Rome.
- The role of Giuseppe Mazzini and the role played by him and the Carbonari in inspiring Young Italy to dream of unification should not be underestimated. In many ways he prepared the foundations for unification.
- The emergence of nationalism as a potent political force in the Italian peninsula after 1815 fuelled the desire of individuals such as Victor Emmanuel, Mazzini and others to press for unification.
- The key role played by Victor Emmanuel II who, following the abdication of his father, in 1849 became King of Piedmont. He appointed Cavour as his prime minister and sought to acquire the support of larger powers in favour of Italian unification. He was willing to take the risk to support Garibaldi and his Expedition of the Thousand to the Kingdom of the Two Sicilies.
- The role of Napoleon III who supported the cause of Italian unification (albeit for a price) and committed military forces to back Piedmont against Austria.

Arguments that suggest that key personalities did not have the greatest impact on the process of Italian Unification during the period may include the following.

- The revolutions encouraged the forces of liberalism and nationalism, for example there was growing support for nationalism in Naples, Tuscany and Milan.
- The revolutions in northern and central Italy, while defeated by the military intervention of Austria and France, indicated that the potential of the revolutionary movement, although defeated, was not dismissed.
- The universal demand for constitutional government and freedom from autocratic rule in many parts of Italy
- The failure of the Revolutions led to the discrediting – in nationalist eyes – of Pius IX, and the growing recognition that Italy could not be liberated unaided.
- The attitude of the Great Powers toward Italy aided the process of unification significantly as secret diplomacy with France led to the War of Liberation in 1859. The subsequent plebiscites of 1859 completed the first stage of the process (candidates may also note the role of Gladstone in supporting unification).
- Diplomatic activity and military manoeuvres led to the incorporation of Venice and Rome.

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0 4 **Evaluate the importance of the German nationalist movement between 1815 and 1871 to the creation of a united Germany.**

Candidates will offer a supported appraisal of the importance of the German nationalist movement, measuring its importance to the creation of a united Germany – in the context of the specified period, and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the German nationalist movement was important to the creation of a united Germany during the period may include the following.

- The Italian War of Independence, which did a great deal to reawaken national ambitions in Germany, for example in 1859, a National Society was formed that campaigned for a parliamentary regime in a united Germany under Prussian leadership.
- Theories of German nationhood, which had flourished in intellectual circles and had been translated into action in 1848 with the establishment of the Frankfurt Parliament.
- The process of unification also reflected the strong force of popular German nationalism, which revealed itself in the 1848 revolutions, where the *Grossdeutsch* and *Kleindeutsch* solutions emerged.
- The nationalist movement had a political as well as a cultural dimension as the nationalists expressed pride in the achievements of German philosophers, composers and writers and sought to identify a German national spirit that set Germans apart from other nationalities.
- There had been pride in the German contribution to the defeat of Napoleon and many nationalists saw Prussian military strength and its authoritarian system as the true embodiment of the German national spirit.
- The German nationalist movement was contributing to a sense of a common German identity, thus undermining the multinational Austrian Empire and it led to popular nationalism, which formed the backdrop to Bismarck's diplomacy.

Arguments that suggest that the German nationalist movement of lesser importance to the creation of a united Germany during the period may include the following.

- German nationalists – as indicated by the 1848 revolutions – were divided over the extent and the constitution of a united Germany.
- Germany was united by 'coal and iron', and there was a powerful economic impetus for rapid industrial growth and for improved communications, particularly railways in order to commercially integrate various regions.
- The Zollverein, or customs union, of 1834 continuously strengthened the Prussian position throughout the period.
- Since no institutions existed for the popular unification of Germany it was clear that it would have to be under Prussian leadership, and as Prussia had gradually consolidated its position as a German power by extending her authority over the rest of Germany, Austria had become excluded.
- War and diplomacy were crucial to the creation of a united Germany, as the complex issues of competing national claims were manipulated by Bismarck to bring about war with Austria in 1866.
- Bismarck's role as a diplomatist was extremely important as he was able to present the war against France as a patriotic war in defence of the fatherland.

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