

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(8HI0) Paper 2D

Paper 2: Depth study

Option 2D.1: The unification of Italy,
c1830-70

Option 2D.2: The unification of Italy,
c1840-71

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Generic Level Descriptors

Section A: Questions 1a/2a

Target: A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	10–12	<ul style="list-style-type: none">• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none">• Simple or generalised statements are made about the topic.• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.• The overall judgement is missing or asserted.• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none">• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none">• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

Option 2D.1: The unification of Italy, c1830-70

Question	Indicative content
1a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>1. Candidates must analyse the source to consider its value for an enquiry into the challenges facing the restored order in Italy in the 1830s. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none">• It provides evidence of popular discontent with the established order ('I have inherited a kingdom in which there is much resentment')• It suggests that new political thinking had the potential to influence popular opinion ('...moved by those dreams which are so beautiful in philosopher's writings...')• It implies that social and economic problems may be the source of discontent ('I take upon myself the care of their welfare and dignity')• It suggests that representatives of the restored order such as the Italian Bourbons do not have the capacity to change ('The Italian Bourbons are old'). <p>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none">• Ferdinand II was a representative of the restored order in Italy• Ferdinand II is writing to his uncle privately so allowing him to be candid in his views• The letter is a direct response to Louis Philippe's suggestion that Ferdinand consider making changes in the light of increasing political challenges in Italy. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none">• Liberal and nationalist political ideas, such as those of Mazzini, spread throughout the 1830s• Revolutionary activity took place in the Papal States, Parma and Modena in 1830-31• Ferdinand II, along with other Italian rulers, remained committed to policies of political repression.

Question	Indicative content
1b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the nature of the revolution in the Papal States in 1848.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • The Count was an eye-witness to the events happening in Rome in March • The purpose of a formal despatch would have been to inform the Belgian government of events in a candid manner but also to interpret events from a Belgian perspective • As the representative of a country that had recently introduced a constitutional monarchy, the Count would probably have had a positive view of the Pope's acceptance of a constitution • As a conservative Catholic noble, the Count would have been concerned about the consequences of the revolution for the future of the Papacy. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It suggests that the Pope's acceptance of a constitution was met favourably in Rome ('everything breathed an air of satisfaction') • It indicates that Italian nationalists were influential in the revolution ('were wearing the Italian tricolour') • It provides evidence that radical elements were involved in the revolution ('frequent cries of ...death to the Austrians! death to the Jesuits!') • It indicates that freedom of expression was established ('this same symbol, two years ago, led to a punishment...'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • Constitutional government was established in the Papal States March-Nov 1848 • Austrian troops were forced out of Milan and Venice in late March • The fragile nature of the revolution was exemplified by a reintroduction of repressive measures which led to further radical activity, the flight of the Pope from Rome and the establishment of the Roman Republic.

Option 2D.2: The Unification of Germany, c1840-71

Question	Indicative content
2a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into Bismarck's attitude towards the use of war in achieving foreign policy aims.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It suggests that Bismarck was willing to go to war to further the interests of foreign policy ('show me an objective worth a war and I will go along with you')• It indicates that he did not believe that popular support for war alone was enough reason to go to war ('It is easy enough for a statesman to ride the popular wave')• It provides evidence that Bismarck believed that a declaration of war required a justifiable reason ('fails to find a cause for war which will stand up to scrutiny').2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• Bismarck made the speech in 1850 indicating that he had long-held beliefs on the role of war in the achievement of foreign policy aims• Bismarck's speech was a matter of parliamentary record and was, therefore, a public declaration of his beliefs• The purpose of the speech was to outline the conditions under which Bismarck believed politicians would be right to make the decision to prosecute a war.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• The wars of German unification against Denmark, Austria and France were fought to further Prussian foreign policy interests• Bismarck used a breach of the Gastein Convention to justify the breakdown in relations with Austria and intervention in Holstein (1865-6).• Despite encouraging widespread popular Prussian nationalism and anti-French rhetoric in the late 1860s, Bismarck used the Ems Telegram to justify the war with France 1870-71.

Option 2D.2: The unification of Germany, c1848-30

Question	Indicative content
2b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the development of the <i>Zollverein</i> in the 1850s.</p> <ol style="list-style-type: none">1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:<ul style="list-style-type: none">• The report is written from the perspective of an influential southern German state – it provides a non-Prussian view of the benefits of the <i>Zollverein</i>• It is an official report written from one government department to another – suggesting that the information could be based on the impartial use of evidence• The Central Office for Industry and Trade is attempting to persuade the Finance Ministry that maintaining links with the <i>Zollverein</i> would be the preferred choice – it may highlight the advantages of the <i>Zollverein</i>.2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:<ul style="list-style-type: none">• It suggests that the Prussian control of the Rhine necessitated membership of the <i>Zollverein</i> for southern states ('loss of the tariff links...would cause the most damaging disturbance of trade')• It provides evidence of the extent to which the <i>Zollverein</i> had already created economic interrelationships which would be difficult to break ('interests of the businessmen have interlocked with each other')• It suggests that individual states have a greater impact on the decisions of the <i>Zollverein</i> than an Austrian Customs Union ('guarantee them a stronger influence').3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:<ul style="list-style-type: none">• Württemberg and other German states renewed their previous <i>Zollverein</i> agreements in the 1850s and new states joined• The economic strength of the <i>Zollverein</i> states grew in relation to Austria, which failed to establish an effective customs union• Prussia dominated the commercial politics of the <i>Zollverein</i>.

Section B: indicative content

Option 2D.1: The unification of Italy, c1830-70

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which Piedmont had developed the capability to take a leading role in Italian unification in the years 1849-58.</p> <p>Arguments and evidence that Piedmont had developed the capability to take a leading role in Italian unification in the years 1849-58 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Piedmont had established a stable constitutional monarchy which was viewed as a role model by many liberals and nationalists• Prime Minister Cavour had championed the development of the National Society, which promoted Italian nationalism and was based in Piedmont• Piedmont had developed a modern economic and industrial infrastructure capable of supporting further expansion• Piedmont's role in the Crimean War, at the Congress of Paris and in the negotiations at Plombières increased Piedmont's diplomatic credibility. <p>Arguments and evidence that Piedmont lacked the capability or was in limited position to take a leading role in Italian unification should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Piedmont's leaders were more supportive of Piedmontese expansion in northern Italy than the unification of the Italian peninsula• Piedmont's economy was not ready to finance or support unification with the less-developed south• Piedmont was not yet militarily strong enough to fight a war without reliance on more powerful foreign allies such as France• Piedmont's military and diplomatic weaknesses were highlighted during the negotiations at Plombières, and in the build-up to the Second War of Independence. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far France was responsible for shaping the process of Italian unification in the years 1858-70.</p> <p>Arguments and evidence that France shaped the process of Italian unification in the years 1858-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The French agreed to support Piedmont in the Second War of Independence. • The Second War of Independence and the consequences of the Treaty of Villafranca had an impact on the shaping of unification • The French were involved in solving the 'Venetian question' • The continued presence of French troops in Rome and their withdrawal in 1870. <p>Arguments and evidence that other factors were responsible for/contributed to shaping the process of Italian unification in the years 1858-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The role of Piedmont in shaping the creation of the Kingdom of Italy • Garibaldi's take-over of the South and subsequent handover to the Kingdom of Italy • The role of Prussia in the annexation of Venetia and the take-over of Rome • The role of the Papacy in obstructing the take-over of Rome until 1870. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the Papacy was the main obstacle to the achievement of Italian unity in the years 1861-70.</p> <p>Arguments and evidence that the Papacy was the main obstacle to the achievement of Italian unity in the years 1861-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Papacy refused to acknowledge the achievements of the Kingdom of Italy throughout the period including excommunicating Victor Emmanuel II • The Papacy actively encouraged Catholics work against and to undermine nationalism in Italy by upholding the Allocution of 1848 • The French garrison remained in Rome protecting the Papacy and preventing direct attempts to take Rome in 1862 and 1867 • The Pope refused to hand-over Rome to the Italian Kingdom peacefully in 1870. <p>Arguments and evidence that considers other factors as an obstacle to the achievement of Italian unity in the years 1861 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The continued influence of Austria until 1866 • The reaction to, and resentment of, the 'Piedmontisation' of Italy • The scale of resistance demonstrated by, and the impact of, the 'Brigand's war' • The economic, social and cultural divisions within Italy – particularly the north-south divide. <p>Other relevant material must be credited.</p>

Option 2D.2: The Unification of Germany, c1840-71

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which support for German nationalism grew in the years c1840-47.</p> <p>Arguments and evidence that support for German nationalism grew in the years c1840-47 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The 'war scare' with France and threat of invasion in 1840 encouraged popular support for German nationalism• Frederick William IV of Prussia made statements which appeared to encourage nationalist sentiment• Political and economic developments encouraged the spread of nationalism e.g. railways provided transportation to 'All-German' congresses and festivals• By 1847 some nationalist-liberals were beginning to look to German unity as a solution for growing economic and social problems. <p>Arguments and evidence that support for German nationalism did not grow or was limited in the years c1840-47 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Active support for German nationalism came from a small minority – the emerging educated middle-classes• German nationalism competed for support with other ideas and loyalties such as liberalism, dynasticism, religion• Most Germans identified with their locality, city or region such as Bavaria• Traditional rulers used persecution and censorship to undermine nationalist support. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the failure of the 1848-9 revolutions in the German states was due to the revival of Habsburg power in Austria.</p> <p>Arguments and evidence that the failure of the 1848-9 revolutions in the German states was due to the revival of Habsburg power in Austria should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Habsburg reoccupation of Vienna (October 1848) gave renewed encouragement to the rulers of other German states to retake control • Habsburg revival prevented attempts by the Frankfurt Parliament to establish both a <i>Grossdeutschland</i> led by Archduke John and a <i>Kleindeutschland</i> led by Prussia • The withdrawal of Austrian delegates in 1849 by the new Austrian Emperor from the Frankfurt Assembly undermined its authority. <p>Arguments and evidence that the failure of the 1848-9 revolutions in the German states was not due to the revival of Habsburg power in Austria should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The counter-revolution in the Austrian Empire deflected Austria from direct involvement in the German states • Prussian resurgence had a more direct impact on the failure of the revolutions in the German states • Divisions and disagreements between the revolutionaries undermined initial gains e.g. Frankfurt Assembly • A lack of material and military power prevented the revolutionaries from consolidating their hold in the individual German states and Frankfurt. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which Prussian control was established over Germany in the years 1866-7.</p> <p>Arguments and evidence for the establishment of Prussian control over Germany in the years 1866-7 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Prussia was able to take advantage of the decisive defeat of Austria in the Seven Weeks' War and the Treaty of Prague to become the most powerful German state • Prussia annexed Holstein and the North German states of Schleswig, Hanover, Hesse and Nassau • Prussia was the controlling force in the new North German Confederation • Prussia signed defensive alliances with the major southern German states and included them in a newly constituted Zollverein. <p>Arguments and evidence that Prussian control over Germany was still limited in the years 1866-7 and/or had been evident before 1866-7 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The North German Confederation had a federal structure with states retaining sovereignty over national assemblies, and legal and administrative systems • The southern German states were determined to maintain sovereignty over their own affairs • A degree of control had already been established by Prussia through the creation of the Zollverein • The newly organised Zollparlament created a forum for delegates from other states to criticise Prussian dominance. <p>Other relevant material must be credited.</p>