

# Mark scheme (Results)

## Summer 2022

GCE History (8HI0/2D)  
Advanced Subsidiary

Paper 2: Depth study

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

Option 2D.2: The unification of Germany,  
c1840–71

Edexcel and BTEC Qualifications Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

Pearson: helping people progress, everywhere Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2022

Question Paper Log Number P66257RA

Publications Code 8HI0\_2D\_2206\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2022

## Generic Level Descriptors

### Section A: Questions 1a/2a

**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
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• 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.</li></ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• 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.</li></ul>

## 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"><li>• 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.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
2	3-5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
3	6-9	<ul style="list-style-type: none"><li>• 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.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
4	10-12	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5-10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11-16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17-20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
<b>1a</b>	<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 the difficulties faced in the south by the new Kingdom of Italy in the years 1861–65.</p> <ol style="list-style-type: none"><li>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"><li>• It provides evidence that there was a breakdown in law and order in the south ('swarming with brigands', 'soldiers...alone keep...from attacks')</li><li>• It indicates that there was resentment towards the new Kingdom ('interests ignored by Turin', 'still waiting for the benefits of a free government.')</li><li>• It claims that the new Kingdom had to deal with problems left over by the previous government ('still suffering the consequences', 'blamed on the new system.').</li></ul></li><li>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"><li>• It is an eyewitness account by a visitor from a non-European country and so the author might be expected to provide an objective view</li><li>• It is a journal with the observations being recorded on the day of, or not long after, the journey had taken place, so meaning that the events were fresh in the mind of the author and not affected by hindsight</li><li>• The author is writing two-years after the creation of the Kingdom of Italy and at the height of the 'Brigands' war' (1861–65), so is in an excellent position to comment on the situation in the south.</li></ul></li><li>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"><li>• After the establishment of the Kingdom of Italy in 1861, there was a reaction in the south to perceived 'Piedmontisation'</li><li>• The new government was hampered both by the consequences of the lack of development in the south under the old Bourbon regime and attempts to undermine its authority by pro-Bourbon supporters of the old regime</li><li>• After 1861, resentment in the rural areas resulted in an increase in banditry and the subsequent deployment of Italian troops, which in turn led to a state of almost civil war (the 'Brigands' war' of 1861–65).</li></ul></li></ol>

Question	Indicative content
<p><b>1b</b></p>	<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 Italian takeover of Rome in 1870.</p> <ol style="list-style-type: none"> <li>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"> <li>• It is a first-hand account written by someone who was clearly in the thick of the events</li> <li>• The author's position as an Italian nationalist journalist, along with his tone and use of language, suggests that he is recounting events from the point of view of the Italian invaders</li> <li>• As a former army officer, the journalist could have been exaggerating the degree of fighting and the welcome in Rome; past humiliations meant that the Italians wanted the takeover to appear as a 'liberating invasion'.</li> </ul> </li> <li>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"> <li>• It suggests that the battle for Rome was a difficult one ('Papal forces were keeping up heavy cannon fire', 'our regiments...suffering')</li> <li>• It claims that the ordinary people of Rome were supportive of the Italian takeover ('The Roman people rushed out towards us...shouting and applauding')</li> <li>• It suggests that the takeover of Rome was a great victory for Italian nationalism ('all wearing Italian tricolour ribbons', 'shouting 'Our soldiers! Our brothers!').</li> </ul> </li> <li>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"> <li>• Since 1861, the Pope's continuously hostile attitude had undermined the authority of the new Italian kingdom and, as ruler of Rome, the Pope had steadfastly maintained the independence of Rome with the aid of France</li> <li>• In September 1870, Victor Emmanuel I took advantage of the defeat of France in war by Prussia to attempt a takeover of Rome</li> <li>• The withdrawal of the French garrison greatly weakened the ability of the Papal forces to resist the Italian army and the takeover was relatively easy for the 6,000 Italian soldiers.</li> </ul> </li> </ol>

## Option 2D.2: The unification of Germany, c1840–71

Question	Indicative content
<b>2a</b>	<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 the political impact of the failure of the 1848–49 German revolutions.</p> <ol style="list-style-type: none"><li>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"><li>• It provides evidence that the political geography of Germany had returned to that of pre-1848–49 and that little had changed ('condition of the German Confederation', 'the Prussian King and the Prince of Bavaria')</li><li>• It suggests that political radicalism had been greatly undermined ('...would probably have been a republican if he dared.')</li><li>• It indicates that in Austria oppressive measures were being implemented ('discuss government actions...unforgivable sins.')</li></ul></li><li>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"><li>• It is an eyewitness account by a visitor from a non-European country and so the author might be expected to provide an objective view</li><li>• In September 1851, the revolutions had been overcome less than two years before and the agreement at Olmütz had been signed less than a year before</li><li>• The purpose of the travel book would have been to inform readers about the situation in Europe.</li></ul></li><li>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"><li>• In the aftermath of the 1848–49 revolutions, most of the German rulers were restored and in 1850 Prussia and Austria came to an agreement at Olmütz to reconstitute the German Confederation</li><li>• Although Metternich was no longer Chancellor of Austria, repressive measures were used to ensure that revolutionary activity did not re-emerge in Austria</li><li>• The events of 1848–49 severely undermined liberal, nationalist and republican politics in the German states and led to a re-evaluation of future goals.</li></ul></li></ol>



Question	Indicative content
<b>2b</b>	<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 reasons why the revolutions of 1848–49 in the German states failed.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Wagner's position at court along with his revolutionary links may have given him access to information from both sides in the uprising</li> <li>• Wagner was an eyewitness to the events and his writing is observational in tone</li> <li>• The account only provides information about one uprising but the events were typical of many of the revolts that took place and, being towards the end of the revolutionary period, may provide an insight into its failure.</li> </ul> <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> <li>• It provides evidence that the revolutionaries were not capable of mounting a successful uprising ('amateur inefficiency', 'badly organised', 'absence of true revolutionary spirit')</li> <li>• It suggests that the failure to gain the support of the monarch undermined the likelihood of success ('people hoping for peaceful understanding...utmost dismay...King...had left the palace')</li> <li>• It indicates that the arrival of Prussian troops in Dresden was the decisive factor in the failure of the uprising ('Prussian troops marched into the town', 'large reinforcements', all defence by barricades...useless').</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• By the end of 1848, the revolutions in Berlin and Vienna were effectively overcome allowing Prussian and Austrian forces to be used to put down revolutions elsewhere</li> <li>• The divided and parochial nature of the revolts in the individual German states and the failure of the Frankfurt Assembly undermined the strength of the revolutions as a whole</li> <li>• Many of the urban-based uprisings were led by middle-class moderate liberal nationalists who were unprepared for either political or military leadership.</li> </ul>

## 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 about whether political factors were the main cause of the revolutions in Italy in 1848–49.</p> <p>Arguments and evidence that political factors were the main cause of the revolutions in Italy in 1848–49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Nationalism was growing in influence with a variety of political philosophers calling for Italian unity, e.g. Mazzinian nationalism, Balbo's support for unity under Piedmont, Gioberti's call for a federal Italy under the Pope</li><li>• Many revolutionaries sought independence from Austria, e.g. Lombardy, Venetia, or from Austrian-supported rulers, e.g. Tuscany</li><li>• Liberal demands for constitutional government, political reform and political freedoms resulted in revolutionary activity in 1848, e.g. Sicily, Piedmont</li><li>• The apparent liberalism of Pope Pius IX after his appointment in 1846 raised expectations for political reform within the Papal States and the Italian peninsula as a whole.</li></ul> <p>Arguments and evidence that other factors were the main cause of the revolutions in Italy in 1848–49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Economic and social discontent, e.g. harvest failure 1846–47 led to food shortages and rising food prices</li><li>• In Lombardy protests against Austrian economic control kick-started the revolution with a tobacco boycott in Milan</li><li>• The cultural resurgence of the Italian <i>Risorgimento</i></li><li>• Localism, e.g. <i>campanilismo</i>.</li></ul> <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 the extent to which Cavour succeeded in improving Piedmont's international status in the years 1852–59.</p> <p>Arguments and evidence that Cavour was successful in improving Piedmont's international status in the years 1852–59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cavour's modern approach, particularly in economic affairs, gained the confidence of liberal European politicians who began to see Piedmont as a potential leading state within Italy</li> <li>• Cavour's agreement to intervene in the Crimean War, and the performance of the Piedmontese troops, won recognition from Britain and France</li> <li>• Cavour's presence at the Congress of Paris brought him to the attention of Louis Napoleon and brought the 'Italian Question' to the attention of the major European powers, particularly Britain</li> <li>• The Pact of Plombières, in which France agreed to support Piedmont militarily against Austria in northern Italy, was a major diplomatic achievement.</li> </ul> <p>Arguments and evidence that Cavour was not successful in improving Piedmont's international status in the years 1852–59 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Piedmont remained a minor European power throughout the period and Cavour was, at times, forced against his better judgement to further Piedmontese foreign policy interests by an ambitious Victor Emmanuel</li> <li>• Piedmont gained little in the short term from its intervention in the Crimean War, as Britain and France were more concerned with sustaining relations with Austria</li> <li>• The Pact of Plombières highlighted Piedmont's junior status within European power politics, as the agreement considerably favoured the French</li> <li>• Napoleon III took little heed of Cavour or Piedmont when agreeing the terms of the armistice with Austria at Villafranca.</li> </ul> <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 as to whether the main reason for Garibaldi's successful takeover of southern Italy in 1860 was his leadership qualities.</p> <p>Arguments and evidence that the main reason for Garibaldi's successful takeover of southern Italy in 1860 was his leadership qualities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Garibaldi was able to inspire a band of volunteers - 'The Thousand' - to undertake an expedition to Sicily in 1860, with little support from the Kingdom of Northern Italy and limited weaponry</li> <li>• Garibaldi's daring leadership style resulted in the rapid take-over of Sicily within a month of his invasion in May 1860, e.g. his success at Calatafimi</li> <li>• Garibaldi appeared to take-over the Kingdom of Naples in August 1860 almost single-handedly, as he arrived in the city by train before most of his troops and as the King fled</li> <li>• Garibaldi's flamboyant leadership style and initial reforms won over the Sicilian peasantry and he was greeted as a hero by the Neapolitans who accepted him as the 'Dictator'.</li> </ul> <p>Arguments and evidence that there were other reasons for Garibaldi's successful takeover of southern Italy in 1860 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As ruler of Sicily, Garibaldi found it difficult to meet the increased expectations of the Sicilian peasantry and had to make compromises with the Sicilian landowners before being able to invade Naples</li> <li>• Garibaldi merely took advantage of a peasant uprising that was already taking place on the island of Sicily</li> <li>• Good fortune; the Bourbon forces on Sicily assumed that Garibaldi arrived with the protection of a British naval detachment, when in fact the presence of the British was merely coincidence</li> <li>• The weakness of Bourbon rule over the 'The Two Sicilies'; Francis II was disliked and his attempts at reform had been an abject failure.</li> </ul> <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 on whether economic developments were mainly responsible for the growth of German nationalism in the 1840s.</p> <p>Arguments and evidence that economic developments were mainly responsible for the growth of German nationalism in the 1840s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The creation and success of the <i>Zollverein</i> demonstrated the potential strength of a united Germany, which was an aim of German nationalists</li><li>• Railway building began to link the German states more effectively both economically and politically, highlighting the potential benefits of working together as a 'nation'</li><li>• German nationalists took advantage of the growth of the railways and telegraph communications to spread their political ideas more rapidly and more widely</li><li>• Industrialisation and urbanisation led to increased population movement and migration across the German Confederation, emphasising common cultural practices and shared socio-economic experiences.</li></ul> <p>Arguments and evidence that other factors were responsible for the growth of German nationalism in the 1840s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Growing demands for political freedoms encouraged opposition to the Austrian hegemony over the German states; many German liberals were also nationalists</li><li>• The German Confederation provided a blueprint for future German political and territorial unification</li><li>• A revival of German cultural nationalism brought together intellectual and populist ideals of a German nation, e.g. Heppenheim meeting 1847</li><li>• German nationalism was fuelled by various international threats to the security of the German Confederation, e.g. the Rhine crisis (1840) and Schleswig-Holstein crisis (1846).</li></ul> <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 successful Bismarck was in overcoming Prussia's political problems in the years 1862–66.</p> <p>Arguments and evidence that Bismarck was successful in overcoming Prussia's political problems in the years 1862–66 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Bismarck's appointment itself provided strong government that stabilised the constitutional crisis of 1860–62, and restored the reputation of, and support for, a king who had been on the brink of abdication in 1862</li> <li>• Bismarck was able to implement reforms to the army by by-passing the Prussian parliament and financing the reforms through direct taxation</li> <li>• Bismarck successfully directed Prussian domestic politics without constitutionally approved budgets from 1862–66</li> <li>• In 1866, Bismarck was able to compromise with the National Liberals over voting rights and the military budget in return for support for his proposals for a North German Confederation.</li> </ul> <p>Arguments and evidence that Bismarck was not successful in overcoming Prussia's political problems in the years 1862–66 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Bismarck's initial policy in 1862 of some compromise with the liberal parliament in Prussia resulted in disapproval from William I</li> <li>• Bismarck was in open confrontation with parliament and the Prussian constitution from his appointment until the Prussian victory in the Seven Weeks' War, e.g. divisions over the Indemnity Bill (1866)</li> <li>• Prussia remained in a situation of political unease, with many of the ruling class believing that revolution was a possibility</li> <li>• The weaknesses of Bismarck's domestic policy were masked by the success of his foreign policy, e.g. improved relations with Russia, war with Denmark.</li> </ul> <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 whether the main reason for Prussia's success in unifying Germany, in the years 1866–71, was the favourable international situation.</p> <p>Arguments and evidence that that the main reason for Prussia's success in unifying Germany, in the years 1866–71, was the favourable international situation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the years 1866–71, the major European powers were generally more concerned with the international situation in the Near East than with German nationalism or the dangers of Prussian expansionism</li> <li>• Napoleon III's foreign policy ambitions led to France's neutrality in the Seven Weeks' War being agreed at Biarritz in 1865</li> <li>• In 1870 none of the other major powers were able, e.g. Austria, or willing, e.g. Britain, to intervene in the Franco-Prussian War</li> <li>• There were few obstacles presented by the European powers to the creation of the German Empire under Prussia, e.g. Austria had been excluded by the 1866 defeat, Britain was disinclined 'to meddle' and France humiliated.</li> </ul> <p>Arguments and evidence that that there were other reasons for Prussia's success in unifying Germany, in the years 1866–71, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It was Bismarck's <i>realpolitik</i> that gained major advantages for Prussian ambitions, e.g. the manipulation of the Ems Telegram</li> <li>• Prussian success was based on the strength of its economic underpinning, e.g. Prussian industrialisation, the <i>Zollparlament</i></li> <li>• Prussian success was based on its military strength, e.g. von Moltke's military planning and Krupps' provision of armaments contributed to victory in the Seven Weeks' War and the Franco-Prussian War</li> <li>• The increasing acceptance of Prussian dominance in Germany from both German nationalists, e.g. support from the National Liberals, and other German states, e.g. alliance with the southern states in 1870–71.</li> </ul> <p>Other relevant material must be credited.</p>