



**GCE MARK SCHEME (LEGACY)**

**SUMMER 2016**

**HISTORY - UNIT HY1  
PERIOD STUDY 6**

**ASPECTS OF THE HISTORY OF EUROPE  
c. 1696-1815**

**1231/06**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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.

**HISTORY**  
**MARK SCHEME**  
**UNIT HY1**  
**PERIOD STUDY 6**  
**ASPECTS OF THE HISTORY OF EUROPE c. 1696-1815**

**Part (a)**

**Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.**

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1-3 marks	1-5 marks	8
<b>Level 2</b>	4-6 marks	6-10 marks	16
<b>Level 3</b>	7-8 marks	11-16 marks	24

**Marking guidance for examiners**

**Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

**Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

## ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-2 marks</b> <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>Mid Level 1: 3-5 marks</b> <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 6-8 marks</b> <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-10 marks</b> <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 11-13 marks</b> <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 14-16 marks</b> <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 17-18 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 19-21 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 22-24 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## **INDICATIVE CONTENT FOR QUESTION 1(a)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **Explain why St. Petersburg was built by Peter the Great.**

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why St. Petersburg was built by Peter the Great. Some of the issues to consider may include:

- challenge Swedish dominance of the Baltic
- open up a window on the west
- further Peter's policy of westernisation
- establish Peter as a major military and political figure within the European context
- help develop and improve Russia's economy

## **INDICATIVE CONTENT FOR QUESTION 2(a)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **Explain why Prussia was at war between 1756 and 1763.**

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Prussia was at war between 1756 and 1763. Some of the issues to consider may include:

- consolidating the gains made in 1740 at the expense of the Hapsburg Empire
- by challenging the Hapsburg domination within the Holy Roman Empire, Prussia had struck a significant blow against the hitherto dominant state in the German speaking world.
- forging new alliances and further establishing Prussia's position to be considered a great Power.
- the opportunity to seek gains from the defeat of France and Austria

### **INDICATIVE CONTENT FOR QUESTION 3(a)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

#### **Explain why Austria became involved in war in 1740.**

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Austria became involved in war in 1740. Some of the issues to consider may include:

- the context surrounding the issue of the succession to the Hapsburg throne - the Pragmatic Sanction, the agreement over the succession of Maria Theresa.
- the opportunism of Frederick the Great who sought to capitalise on what was potentially a disputed succession.
- the need for Austria to defend the integrity of her territories
- the desire of Frederick the Great to expand and enrich his state by seizing Silesia.
- the economic and political benefits which would flow to Prussia following such an attack
- to challenge the status of Austria as the pre-eminent German speaking state.

### **INDICATIVE CONTENT FOR QUESTION 4(a)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

#### **Explain why there was war in the Baltic between 1710 and 1721.**

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was war in the Baltic between 1710 and 1721. Some of the issues to consider may include:

- the various tensions and rivalries that emerged over the period over disputed successions of economic factors.
- the desire to challenge the hegemony of Sweden in the Baltic and the suspicion that her power was waning
- the growing power of Russia and the confidence that Peter had in his ability to challenge Sweden
- the international climate in the period following the events in Spain.

## Part (b)

**Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.**

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1-4 marks	1-8 marks	12
<b>Level 2</b>	5-8 marks	9-16 marks	24
<b>Level 3</b>	9-12 marks	17-24 marks	36

### Marking guidance

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.



## ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p><b>Mid Level 1: 5-8 marks</b> <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p><b>High Level 1: 9-12 marks</b> <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 13-16 marks</b> <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 17-20 marks</b> <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p><b>High Level 2: 21-24 marks</b>  <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 25-28 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 29-32 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well- focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 33-36 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR QUESTION 1(b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent were Peter the Great's military reforms the most important development of his reign?**

Candidates are expected to reach a substantiated and supported judgement about the extent to which Peter the Great's military reforms were the most important development of his reign.

The importance of Peter the Great's military reforms should be analysed and evaluated in relation to issues such as:

- modernising the potential power of the state
- facilitating the gaining and consolidating of new territory and the economic benefits that would accrue as a consequence of this.
- establishing Russia as a great power - particularly in the Baltic during the Great Northern War

The importance of Peter the Great's military reforms should be evaluated against other important developments in Russia in this period. Some of the issues to discuss may include:

- the policy of westernisation
- social, legal and economic changes
- the reform of the nobility
- the effect of religious developments

## INDICATIVE CONTENT FOR QUESTION 2(b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent was the expansion of the economy the most significant development of Frederick the Great's reign?**

Candidates are expected to reach a substantiated and supported judgement about whether the expansion of the economy was the most significant development of Frederick the Great's reign.

The significance of the expansion of the economy in Frederick the Great's reign should be analysed and evaluated in relation to issues such as:

- improving the security of the state against potentially hostile rivals and help cement its status as a great power
- improving living standards and supporting the stability of the state
- enhancing Prussia's status as a significant European power while also challenging Hapsburg power within the German speaking lands
- the economic benefits that would accrue for the crown and society

The significance of the expansion of the economy during Frederick the Great's reign should be evaluated and against other developments that were significant during his reign. Some of the issues to discuss may include:

- the success of Frederick's foreign policy
- the impact of political stability
- legal, religious, educational and administrative reforms
- enlightened policy regarding immigration

### **INDICATIVE CONTENT FOR QUESTION 3(b)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent were the domestic and social policies of Charles VI the most significant development in the Hapsburg Empire during the period 1711-1780?**

Candidates are expected to reach a substantiated and supported judgement about whether the domestic and social policies of Charles VI were the most significant development in the Hapsburg Empire during the period 1711-1780.

The significance of the domestic and social policies of Charles VI should be analysed and evaluated in relation to issues such as:

- the founding of the Ostend Company in 1722 to increase Austrian trade with the Indies and Africa
- Charles decision to create a highly formalised court which effectively distanced him from his advisors
- dealing with the problems of a multi ethnic and scattered empire
- attempting to create a system of local government e.g. Hungarian diet

The influence of the domestic and social policies of Charles VI should be evaluated against other important developments in the Hapsburg Empire during the period. Some of the issues to discuss may include:

- issues with Hungary and the first partition of Poland 1772
- the attempt to carefully construct the Pragmatic Sanction to ensure the succession of Maria Theresa
- relations with Prussia and the War of Austrian Succession 1740-1748
- Maria Theresa's domestic policy

## INDICATIVE CONTENT FOR QUESTION 4(b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent were changes in the balance of power the most significant development in international relations between 1710 and 1756?**

Candidates are expected to reach a substantiated and supported judgement about the extent to which changes in the balance of power were the most significant development in international relations between 1710 and 1756.

The extent to which changes in the balance of power were the most significant development in international relations between 1710 and 1756 should be analysed and evaluated in relation to issues such as:

- how changes in the balance of power during the period were brought about and what the impact of these were - for example in the Baltic between Sweden and Russia
- the impact on France of the War of Spanish Succession
- how the invasion of Silesia unsettled the balance of power in central Europe and its consequences

The significance of the changes in the balance of power should be set against other significant developments in international relations in this period. Some of the issues to discuss may include:

- the War of Austrian Succession
- Britain and her relations with the continental powers
- the impact of other wars such as the Great Northern War, War of Spanish Succession
- the impact that the Diplomatic Revolution had on diplomacy in the 1750s