



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY1
PERIOD STUDY 7**

**ASPECTS OF THE HISTORY OF EUROPE
c. 1815-1917**

1231/07

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 7
ASPECTS OF THE HISTORY OF EUROPE c. 1815-1917

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	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>Low Level 1: 1-2 marks <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>Mid Level 1: 3-5 marks <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>High Level 1: 6-8 marks <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>Low Level 2: 9-10 marks <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>Mid Level 2: 11-13 marks <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>High Level 2: 14-16 marks <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>Low Level 3: 17-18 marks <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>Mid Level 3: 19-21 marks <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>High Level 3: 22-24 marks <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 the Congress System was unsuccessful.

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 the Congress System was unsuccessful. Some of the issues to consider may include:

- successful diplomatic gatherings in wartime did not continue in peacetime
- the threat from France which had united the powers had subsided
- the conflicting aims of the participants and the lack of agreed principles
- differing attitudes towards the outbreak of revolution e.g. Greece revealed the lack of flexibility of the Congress System
- differences over the application of the principles of the Congress System and the Holy Alliance and individual national aspirations
- the lack of general preparation and the inability of the leaders to work together

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 there was a need to modernise Piedmont after 1851.

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 a need to modernise Piedmont after 1851. Some of the issues to consider may include:

- to enhance the reputation of Piedmont as a modern state through the development of economy, industrialisation and railways, free trade and the political system
- Cavour's desire to extend the influence of Piedmont throughout the northern part of the peninsula by expelling the Austrian influence there
- to enhance Piedmont's role as the potential natural leader of the peninsula
- to raise the national consciousness of Italians
- to attract foreign support for the cause of Italian independence

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 and Prussia went to war in 1866.

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 and Prussia went to war in 1866. Some of the issues to consider may include:

- the different nationalist solutions for German unification
- the question of supremacy in Germany
- growing economic rivalry
- the growing economic and military power of Prussia
- Bismarck's diplomacy
- the Schleswig Holstein crisis
- the war against Denmark

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 the Ottoman Empire was in decline in the period.

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 the Ottoman Empire was in decline in the period. Some of the issues to consider may include:

- the weakening power of the Sultan over his territories, subject peoples and local governors
- the failure of the Ottoman Empire to reform itself
- the existence of a Christian minority
- the restlessness of the Balkan peoples and the influence of nationalism
- the outbreak of revolts
- the role of Mehemet Ali
- Russian expansionism in the area

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	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>Low Level 1: 1-4 marks <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>Mid Level 1: 5-8 marks <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>High Level 1: 9-12 marks <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>Low Level 2: 13-16 marks <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>Mid Level 2: 17-20 marks <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>High Level 2: 21-24 marks <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>Low Level 3: 25-28 marks <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>Mid Level 3: 29-32 marks <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>High Level 3: 33-36 marks <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 was the Vienna Settlement mainly responsible for maintaining stability in Europe in the period 1815-1856?

Candidates are expected to reach a substantiated and supported judgement about whether the Vienna Settlement was mainly responsible for maintaining stability in Europe in the period 1815-1856.

The influence of the Vienna Settlement should be analysed and evaluated in relation to issues such as:

- Vienna inaugurated a period of political and social conservatism in Europe
- the desire to re-establish the rule of law
- the desire to maintain peace and a balance of power after 22 years of war
- the containment of France
- the implications of the territorial settlement
- the application of the principle of legitimacy following the overthrow of regimes and frontiers

The influence of the Vienna Settlement should be evaluated against other factors that affected the stability of Europe in this period. Some of the issues to discuss may include:

- the concept of the Concert of Europe and the Congress System
- national self-interest which led to the growth of divergent views amongst the Power
- the nature of autocratic rule and the Holy Alliance
- the containment of nationalism and liberalism
- the revolutions of 1830
- the revolutions of 1848
- war-weariness after 1815

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 did the intervention of foreign powers have the greatest impact on Italian unification in the period 1830-1871?

Candidates are expected to reach a substantiated and supported judgement about whether foreign powers had the greatest impact on Italian unification in the period 1830-1871.

The impact of the intervention of foreign powers on Italian unification should be analysed and evaluated in relation to issues such as:

- the changing nature of the international situation
- the negative influence of Austria and the spur it gave to the cause of Italian independence
- the role of Napoleon III and France
- the Austro-Prussian war and the Franco-Prussian war
- the indirect support of Britain

The impact of the intervention of foreign powers should be evaluated against other factors that had an impact on Italian unification in this period. Some of the issues to discuss may include:

- the roles of key personalities like Victor Emmanuel, Mazzini and Garibaldi and Cavour
- the modernisation of Piedmont
- the impact of the growing nationalist movement in Italy
- diplomatic, political, economic and social developments in the peninsula
- the influence of the Papacy and the church

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 did the Zollverein have the most significant influence upon German unification in the period 1830-1871?

Candidates are expected to reach a substantiated and supported judgement about whether the Zollverein had the most significant influence upon German unification between 1830-1871.

The influence of the Zollverein on German unification should be analysed and evaluated in relation to issues such as:

- the view that Germany was united by 'coal and iron'
- the Prussian dominated customs union helped to consolidate the position of Prussia because it excluded Austria
- the Zollverein made most of Germany into an economic unit
- the Zollverein made the possibilities of political union more possible and likely
- the Zollverein showed manufacturers what progress could be made if Germany was brought under unified control
- it made the German states more economically interdependent
- it destroyed Austria's hopes to reduce Prussia to a secondary power and so set the boundaries for a Prussian dominated Germany

The influence of the Zollverein should be evaluated against other significant influences on German unification in this period. Some of the issues to discuss may include:

- economic concentration did not necessarily lead to political unification
- lessons learnt from the failure of the German Confederation and the Frankfurt Assembly
- Bismarck
- the favourable international situation
- Austro/Prussian rivalry leading to Austrian decline and exclusion
- the influence of nationalist movements in Germany and the different solutions for the future of Germany
- Prussian military power and success in war

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 Mehemet Ali's ambitions mainly responsible for the development of the Eastern Question between 1815-1856?

Candidates are expected to reach a substantiated and supported judgement about whether Mehemet Ali's ambitions were mainly responsible for the development of the Eastern Question, 1815-1856.

The importance of Mehemet Ali's ambitions should be analysed and evaluated in relation to issues such as:

- Mehemet Ali and the crisis he precipitated 1831-1833
- the declaration of war against the Sultan over demands for Syria following intervention against the Greeks
- Russian intervention and the resulting peace
- the Treaty of Unkiar Skelessi and Russian influence at Constantinople
- the importance of the Sultan's declaration of war against Egypt and their resulting defeat
- the Egyptian affair led to the division of Europe over the spoils of the crumbling Turkish Empire
- the Straits Convention of 1841 where Mehemet Ali is made hereditary Pasha of Egypt
- the overall effect on the international scene of Mehemet Ali's ambition e.g. Anglo French rivalry

The issue of whether Mehemet Ali was mainly responsible for the development of the Eastern Question 1815-1856, should be evaluated against other important factors. Some of the issues to discuss may include:

- the general decline of the Ottoman Empire
- territorial, economic and strategic interests affecting national self-interest
- the outbreak of revolts
- the Crimean War
- factors particular to individual countries which led to a conflict of interests
- commercial rivalries
- the role of Russia