



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY1
PERIOD STUDY 8**

**ASPECTS OF THE HISTORY OF EUROPE
c. 1878-1989**

1231/08

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 8
ASPECTS OF THE HISTORY OF EUROPE c. 1878-1989

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 relations between Germany and Russia had deteriorated before 1914.

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 relations between Germany and Russia had deteriorated before 1914. Some of the issues to consider may include:

- the Congress of Berlin 1878 and the Dual Alliance of 1879 marked something of a turning point in German/Russian relations
- Russian anger towards Germany over the outcome of the Congress combined to make relations deteriorate
- from 1879 and the Dual Alliance, Germany was linked to Austria-Hungary
- this led to a deterioration with Germany because there was a growing rivalry between Austria and Russia in the Balkans
- the Bulgarian crisis 1885-1887 led to distrust and mutual suspicion
- the Reinsurance Treaty was allowed to lapse
- the Entente between France and Russia and the military convention which followed which was targeted specifically against Germany

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 German foreign policy changed during the period 1878-1914.

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 German foreign policy changed during the period 1878-1914. Some of the issues to consider may include:

- Bismarck's delicate diplomatic balancing act with Russia and Austria-Hungary
- the fall from power of Bismarck and his European role for Germany
- Weltpolitik demanded more of a world role for Germany
- the impact of Weltpolitik on diplomatic relations
- the personality of the Kaiser
- a natural development from industrialisation and colonial expansion
- expansion of the German navy
- Austro-German relations and Germany's role in international tensions

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 Italy had become a dictatorship by 1927.

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 Italy had become a dictatorship by 1927. Some of the issues to consider may include:

- Mussolini granted dictatorial powers
- the Acerbo Law and its impact
- the Matteotti Affair and its effects
- the Aventine Succession
- an all Fascist cabinet
- the battery of repressive laws
- press censorship and the banning of opposition political groups and local elections
- the creation of the secret police and fascist violence; the Exceptional Decrees

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 Bolsheviks were able to seize power in October 1917.

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 Bolsheviks were able to seize power in October 1917. Some of the issues to consider may include:

- the failure of the provisional government to provide reform
- the growth in support for the Petrograd Soviet
- the role of the army
- the skill of the Bolsheviks in targeting workers, soldiers and peasants
- the April Theses
- the Kornilov Coup revived the Bolshevik fortunes
- the role of Lenin and the timing of the revolution
- the planning and coordination of Trotsky

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 Alliance System the main influence on international relations in the period 1878-1914?

Candidates are expected to reach a substantiated and supported judgement about whether the Alliance System was the main influence on international relations in this period.

The extent of the influence of the Alliance System on international relations should be analysed and evaluated in relation to issues such as:

- how the various alliances affected relations between powers
- the Dual Alliance, a secret military alliance was signed in peacetime and committed both parties to act in the future
- the creation of the Triple Alliance was aimed at the isolation of France
- the Reinsurance Treaty revealed that the Bismarckian system of maintaining allies with all of continental Europe was over
- the Franco-Russian alliance followed
- the implications for political stability in Europe
- the extent to which Great Power rivalries were resolved by the alliance system
- the extent to which the formation of alliances and ententes increased International tensions

The influence of the Alliance System should be evaluated against other significant influences on international relations in this period. Some of the issues to discuss may include:

- the Congress of Berlin
- German ambitions including imperialism and general militarism
- the impact of the policy of Weltpolitik
- specific issues which led to Great Power rivalries
- the arms and naval races and colonial rivalry and the role they played in poisoning international relations
- the threat posed by Russia
- Balkan nationalism
- immediate issues like the assassination crisis

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 economic growth have the most significant impact upon the development of Germany between 1878-1919?

Candidates are expected to reach a substantiated and supported judgement about whether economic growth had the most significant impact upon the development of Germany between 1878-1919.

The significance of economic growth on the development of Germany should be analysed and evaluated in relation to issues such as:

- the growth of the economic and industrial power of Prussia
- the expansion of the communications system
- the growth of heavy industry and railway construction
- colonial acquisitions
- economic growth after the accession of Wilhelm II
- the stagnation of agriculture
- the increase in the wealth of the German Reich

The significance of economic growth should be evaluated against other factors that also had a significant impact on the development of Germany in this period. Some of the issues to discuss may include:

- Bismarck's domestic policies
- Bismarck's foreign policy
- the policies of William II
- Weltpolitik
- the dismissal of Bismarck
- the impact of war and the treatment of Germany in 1919
- other developments within German society such as the growth of authoritarianism and intolerance
- the role of Prussia

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 Fascist foreign policy have the greatest impact upon the Italian people between 1922 and 1944?

Candidates are expected to reach a substantiated and supported judgement about whether Fascist foreign policy had the greatest impact on the Italian people between 1922 and 1944.

The extent of the impact of Fascist foreign policy upon the Italian people between 1922 and 1944 should be analysed and evaluated in relation to issues such as:

- the desire to establish and build national prestige by putting on a show, uniting the nation behind the Fascist state
- a distraction from domestic issues
- it was a waste of Italian resources
- the view that war benefited the North
- foreign policy initiatives helped establish the Fascist state by raising expectations and confidence in the Fascist State
- attempts to increase domestic support for the regime e.g. church support for civilising mission in Abyssinia the empire was popular
- the alienation of conservative groups inside Italy
- the unpopularity of the German alliance and the war turned people against the regime

The extent of the impact of Fascist foreign policy on the people of Italy should be evaluated against other factors that had an impact. Some of the issues to discuss may include:

- the ideology and policies and personality of Mussolini
- the transformation of the political system through a battery of repressive laws
- the control of institutions which projected attitudes
- successful domestic policies in the political, social, economic and cultural areas
- propaganda and its impact
- relations with the Catholic church

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 was the collectivisation of agriculture the most significant development in Russia in the period 1917-1941?

Candidates are expected to reach a substantiated and supported judgement about whether the collectivisation of agriculture was the most significant development in Russia in the period 1917-1941.

The significance of the collectivisation of agriculture in Russia should be analysed and evaluated in relation to issues such as:

- agricultural productivity had to support industrialisation triggered by the Five Year Plans
- the shift to economics of scale instead of peasant holdings because state procurements of grain from peasants had been falling
- the use of machinery would radically increase production this amounted to social and economic revolution on a massive scale
- it linked to the political revolution and directed at the enemies of socialism, the Kulaks, the peasantry were eliminated as a potentially independent force
- such a move represented the destruction of the last remnants of capitalism the overall cost
- it was a socialist solution for agriculture
- it also allowed the government to eradicate other features of the old world such as the parish priest

The significance of the collectivisation of agriculture should be evaluated against other developments in Russia in this period. Some of the issues to discuss may include:

- the impact of revolution
- political change and the cult of personality
- social and cultural change
- foreign relations
- the growth of terror
- industrialisation of Russia
- the effects of different policies upon different groups within Russia society at different times