

Examiners' Report

Summer 2016

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

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Summer 2016

Publications Code 49965

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8HI02D - Introduction

It was pleasing to see many responses of a good standard from candidates attempting the new AS Paper 2D: The unification of Italy, c1830-70 (2D.1) and The unification of Germany, c1840-71 (2D.2). The paper is divided into two sections. Section A contains a compulsory two-part question for the chosen Option studied, each part based on a different source and assessing source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting a variety of second order concepts - cause, consequence, change/continuity, similarity/difference and significance.

In general, candidates found Section A more challenging mainly because some of them were uncertain in applying the concepts of 'value' and 'weight' in the context of source analysis and evaluation. Many candidates were able to show understanding of the source material but did not identify, and therefore have an opportunity to develop, any valid inferences that could be made from the content of the source. Relevant and integrated contextual material to support/challenge points and inferences derived from the sources was also often absent. There were many pleasing responses to be found in Section B, where few candidates produced wholly descriptive essays devoid of analysis and, for the most part, responses were soundly structured. The most common weaknesses in Section B essays were a lack of relevant detailed knowledge and a lack of focus on the targeted second order concept, for example, assuming all responses require discussion of a given factor and other factors.

It was pleasing to note that although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B. The majority of candidates appeared to be prepared well for their chosen Option and the range of responses seen by examiners suggests that the design of the paper allowed all abilities to be catered for. However, it is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is important.

Candidate performance on individual questions for Paper 2D is considered in the next section. Please note that it is recommended that centres look at a selection of Principal Examiner Reports from across the different routes of the Paper to get an overall sense of examiner feedback, centre approaches and candidate achievement.

Section A

Section A questions target AO2 skills - analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Both questions require candidates to evaluate the source material in relation to an enquiry; (a) questions target utility while (b) questions targets value and reliability. The questions require candidates to explain their answers using the source, the information given about it and the historical context. The application of this evidence is outlined in the three bullet-pointed strands found in the generic mark scheme.

Section A was the least familiar aspect of the new qualification for Paper 2 and candidates did find this the most challenging. Most candidates were aware of the need to address the content of the source itself, the provenance of the source and to include knowledge of the historical context. However, many candidates were uncertain in their approach and so often did not achieve above Level 2 in question (a) and Level 3 in question (b). It is important to note that candidates do need to identify inferences as well as selecting key points from the source content to achieve above Level 1 and to develop and explain those inferences to progress through the Levels.

Several misconceptions led to many candidates writing about aspects which were either unnecessary or lacking in relevance. Please note that the (a) question assumes usefulness in the question stem - Why is Source 1 valuable to the historian...? - and so there is no need for candidates to discuss the limitations of the source. Many candidates weighed the limitations of the source when they could have been developing their response with regard to usefulness. The value is assumed and so the response requires a focus on how the source can be used by the historian and why it is, therefore, useful. In the case of Q1(a), for example, the letter can be seen as a candid response from one ruler to another and so give valuable insight into the threats to the restored order as perceived by a representative Italian monarch.

A focus on 'missing factual information' was also problematic in the response of many students both in questions (a) and (b), but mainly in question (b). While the failure of a source to mention something which is pertinent at the time might affect the reliability of a source, the fact the source does not mention everything it possibly could about the topic is generally not a valid criteria for limiting the weight of the source. A direct statement saying that the source lacks weight because it does not mention a particular fact relevant to the enquiry is not an explanation. Relevant references to 'missing' information might be valid if contextual knowledge suggests that the author may have left out information on purpose or has only witnessed a specific element of events. However, these need to be explained in the context of the values and concerns of the society from which the source is drawn. For example, in 1(b) it was frequently stated that the author had not referred to the establishment of the Roman Republic - an event which took place after the events described in the source and which it was, therefore, impossible for the author to have witnessed at this time. A statement that the author has not witnessed something which happened after the source was written can, however, be relevant if put into the context of the enquiry itself. In this case the source can only give an insight into the early stages of the revolution in the Papal States but despite having no knowledge of what came later does, in fact, infer that the radicalism which would develop into the Roman Republic is already present ('...*death to the Germans! death to the Austrians! death to the Jesuits!*').

One final comment - many candidates assumed that by just writing out the attribution of the source they were affirming the usefulness of the sources. Rewriting the attribution without explaining why the nature/origin/purpose of the source is useful

cannot be rewarded. Also all of the sources used are primary/contemporary sources and so stating that the source is primary does explain its usefulness.

Q1(a)

Although most candidates were able to articulate the usefulness of the letter, the examiners often had to work hard to identify the explanations of usefulness from the statements of limitation. Indeed, some candidates suggested that there was no value at all in the source. In (a) questions, usefulness is assumed, and so only the references to usefulness could be rewarded. Discussion of limitations was not relevant and time could have been better spent explaining why a historian could have used this letter to identify the different challenges suggested by it e.g. the threat of liberal and nationalist ideas. However, overall there was an understanding of the source, with the majority being able to make at least one inference from the source, even if it was undeveloped. Most candidates referred to aspects of discontent ('I have inherited a kingdom in which there is much resentment') and were able to contextualise this with reference to the revolutions of 1820-21 and growing protests in Italy at the beginning of the 1830s. The content of the material was well considered in general. The best responses used the provenance of the source to suggest that Ferdinand was probably being candid with his uncle and was, therefore, outlining both his fears for the future and his determination not to give in to the challenges posed. There were some responses that although noting some aspects of source provenance, based their response on the questionable assumption that the letter was biased because it was written by Ferdinand and so not useful.

Q1(b)

Candidates were more confident in understanding what was required from the (b) question with most responses attempting to weigh up the usefulness and reliability of the source. On Question 1(b) stronger responses demonstrated understanding of the source material on the nature of the revolution in the Papal States and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the presence of underlying radical influences). Knowledge of the historical context concerning the revolution in the Papal States was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. the hopes of liberal reform inspired in the early months of Pius IX's Papacy). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. the pro-Catholic stance of the Belgian envoy). Judgements were also based on valid criteria. Weaker responses demonstrated limited understanding of the source material on the events in Rome and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question (e.g. the revolutionaries supported the Pope). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source to expand or confirm points but this was not developed very far (e.g. the symbolism of the tricolour). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. the author cannot be relied on because he was a foreigner). A limited number of responses did not seem to be aware of the connection between Rome and the Papal States stating that the source was of no use at all because it was not describing the revolutions referenced in the question.

Example

(a) L3 response

(b) L4 response

Both of the answers here use the content, the information about the source and the historical context to develop an answer. The (a) response concentrates specifically on why the source is useful while the (b) response looks at the strengths and limitations before coming to a judgement concerning the weight that can be given to the source material.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2

(This is for part (a))

It is certain that the source is valuable for historians as to the issues facing the restored monarchies in the 1830s. It offers primary testimony from a well known figure at the time and serves to improve our knowledge of time.

Primarily, the author of the source was Ferdinand II, King of the Two Sicilies and a member of a conservative monarchy. He knew, first hand, the challenger to the restored order and as he and his family had to deal with it. Additionally, the source was written at the time, 1830, and so provides an accurate image of Ferdinand's feelings at the time when the political stability of Italy was in question.

Secondly, the attitude displayed by Ferdinand towards his subjects mirrors the general attitude of the various monarchies, and the feeling for the need of violence and 'force' to get the masses to 'submit', as he put it. This is corroborated by the way these monarchies reacted to the revolts in the past, notably 1820, and

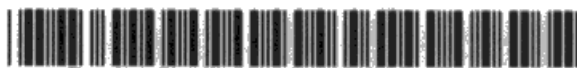


(This is for part (a))

how they would act ~~in~~ after the letter was written, in the 1830-1831 uprisings. This mentality ~~is~~ shows ~~how~~ that the restored orders were facing armed revolts, ~~no~~ especially in places like Sicily.

Furthermore, the ~~valid~~ validity of the letter and the honesty of it can be confirmed by the fact that it was a private letter from a King to another King. ~~It~~ The language used is blunt and clear, without ~~any~~ any ambiguity ~~pre~~ often present in public speeches. It was a private letter detailing the true feelings of Ferdinand II.

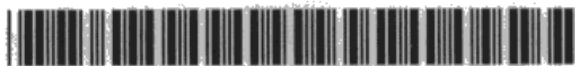
As well as this, the source mentions the 'philosopher's writings' as a clear reference to the writings of radical revolutionaries such as Mazzini, Gioberti and Balbo. These figures ~~were~~ were strong opponents ~~for~~ of the ~~rest~~ monarchies and often caused political the political demands of the people. He also calls the plan 'impossible', ~~clearly~~ clearly due to his bias against ~~republic~~ the republican nationalists. ~~It~~ Perhaps most importantly, the source ~~is~~ talks ~~at~~ about how the changing times were an enemy of the old order. He indirectly ~~is~~ insults the



(This is for part (a))

Enlightenment and the political radicals by proclaiming that his people have no need to think. Additionally, the conservative elements of the monarchy we mentioned in how they were 'old' and wouldn't fit into modern ideas of government. This shows us that a major threat to the old order was the developing want for new policies, such as a constitution and civil liberties, that many desired.

In conclusion, the source is extremely valuable to historians for an enquiry into the challenges faced by both the Neapolitan monarchy and the other regions of Italy, as these governments were very similar. The source offers clear, honest correspondence in a private fashion between family members and brings up the well known issues of the time, such as liberalism and intellectuals. Overall, it is very useful.



(This is for part (b))

The source can be used for an enquiry into the way events played out in Rome, 1848.

~~One~~

On one hand, the source has a lot going for it. It is a primary source, written at the time (just after the passage of the ~~for~~ Rome constitution) and is free from any hindsight. The events of the time were fresh in the memory of the author. Additionally, the letter seems to be a private correspondence between a foreigner to his own government. He was an envoy of ~~Belgium~~ Belgium, and he it was his job to report back to his superiors truthfully about the situation in the Papal States. Therefore, the testimony should be treated as valid and honest and used for the ~~per~~ foreseeable future.

Additionally, the ~~source~~ source clearly highlights the public satisfaction at the passage of the constitution. He mentions 'orchestras', 'satisfaction', 'happiness' and how the town was 'illuminated magnificently'. This is all corroborated by historical context. Pope Pius IX only passed the constitution ~~due due~~ due to public desire and there was much rejoicing in ~~for~~ Rome, that is a fact and speaks to the ~~ret~~ validity of



P 4 9 9 6 5 A 0 7 2 0

(This is for part (b))

the source.

As well as the aforementioned, the source mentions how the flags of states outside of the Papal states were being flown. He specifically mentions 'Upper Italy' and 'Parma', all of which had violently ousted their ~~no the~~ monarchs for authority (with ~~an~~ provisional governments in Parma and Lombardy as well as a republic in Venice) and the representation of the 'Italian tricolour'. It is known that the national movement was at a fever pitch at the time, with many pushing for Italian unification. Many provisional governments desired to be annexed by Piedmont and the nationalists were abundant in the crowds. This all supports the source's claims.

Furthermore, the author it was the author's job to analyze the situation of Italy. He was clearly well researched and offers ~~clear~~ a unique view on the situation. He was a foreigner, not ~~that~~ ~~was~~ much affected by the romantic ideals of Mazzini or others and could give an unbiased look from the outside of the system.



(This is for part (b))

However, there is evidence to show that the source isn't that useful.

For one, the author was a foreigner and perhaps unable to give a clear view. He almost certainly spoke French far better than he spoke Italian and was removed from the poignant movements of the people. He also had an inherent bias. He was a conservative, pro-Catholic person interested in the maintaining of the status quo.

This is made evident by how the author refers to the cries of 'death to the Germans, death to the Austrians' etc. He claimed that the the nothing would have 'furnished the fame of' of the events if it hadn't been for those cries. He implies that the nationalistic views of the crowds was bad and so so shows his bias against the liberal demands of the people.

~~He also seems to show a slight, subtle fear of the people.~~ He

There is also evidence to contradict his claims. The constitution of the Pope was by no means very progressive and was still fairly conservative. The temperate



(This is for part (b))

nature of the constitution ~~was~~ led to many being dissatisfied, which is not shown by the source and so contradicts it.

Additionally, the usage of the word 'regrettably' when the author refers to the flag of non Papal states shows his bias against nationalism. He perhaps exaggerated ~~the~~ the nature of Rome to make the threat of liberal and national movements ~~seem~~ seem greater, to make the go foreign governments to clamp down on the ~~revolt~~ revolts, as they did in ~~the~~ 1830s the 1830s.

Being a foreigner, he only offers a limited view of the events. Other sources should be considered.

In conclusion, I would give a lot of weight to the source. It ~~is~~ ~~was~~ was written by ~~an~~ an educated man, at the time of the events, whose job it was to monitor the situation. He give gives factual, mostly unbiased testimony meant to accurately ~~portray~~ portray the situation to those in

Belgium. He does ~~not~~ show bias against the movement and only offers a small viewpoint of time, but it is a valid viewpoint and shows the attitude of the conservative



(This is for part (b))

~~European~~ Europeans at the time. The source
is very useful.

TOTAL FOR SECTION A = 20 MARKS



Q2(a) On Question 2(a), stronger responses demonstrated a clear understanding of the source material on Bismarck's attitude towards the use of war in achieving foreign policy aims and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. Bismarck's belief in the requirement of an objective worth fighting for before going to war). Knowledge of the historical context concerning Bismarck's foreign policy once he was Chancellor in the 1850s was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail (e.g. Bismarck's use of *realpolitik* to create 'reasons' for going to war with Denmark, Austria and France). In addition, evaluation of the source material was related to the specified enquiry and based on valid criteria, the different circumstances in which a state should go to war, to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. Bismarck outlining his views in public forum). Weaker responses demonstrated limited understanding of the source material on Bismarck's attitude towards the use of war and attempted some analysis by selecting and summarising information and making basic/undeveloped inferences relevant to the question (e.g. Bismarck did not believe that war was worthwhile). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm some points but these were not developed very far. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value' arguments. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. Bismarck may have been hiding his 'real' views and only voicing these views for public consumption). The best answers were able to use the different aspects of the speech and match them to events which were later seen in Bismarck's foreign policy as Chancellor of Germany and suggest that this speech showed that he had long held beliefs on the use of war in foreign policy.

(b) On Question 2(b) stronger responses demonstrated understanding of the source material on the development of the *Zollverein* in the 1850s and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the trading inter-relationships created by the *Zollverein*). Knowledge of the historical context concerning the development of the *Zollverein* was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail

(e.g. Prussia's growing economic dominance over the German states in the 1850s). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. the need to question the apparently balanced evidence provided in light of the information in the attribution that the report was written to persuade). Judgements were also based on valid criteria such as official nature of the report. Weaker responses demonstrated limited understanding of the source material on the development of the *Zollverein* and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question (e.g. the strength of Austria would lessen the influence of smaller states). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source to expand or confirm points but this was not developed very far (e.g. the *Zollverein* unified customs duties). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. the report cannot give much information about the *Zollverein* because it is written only about Württemberg). Some responses suggested that the source lacked weight because it did not include information about all of the trade agreements made through the *Zollverein*. The source cannot have been expected to include all relevant information about the *Zollverein* and the best responses suggested that, despite the attempt to persuade the Ministry of Finance to renew the *Zollverein* agreement, the overview provided produced a clear outline of developments in the 1850s.

Example

- (a) L2 response
- (b) L3 response

The (a) response shows an imbalance to a discussion of provenance as opposed to bringing together aspects of source content, information about the source and historical context. The response does focus on usefulness but the latter part of the first paragraph begins to question the validity and reliability of the source which is not required and so wastes time when it could have looked more clearly at the source content in relation to the historical context. The (b) response is a high L3. It brings together more clearly the three elements of the content, provenance and historical context but without applying the AO2 skills of interrogation of the source, clearly considering the provenance and putting the source into a wider historical context which is required for L4.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2

(This is for part (a)) Source 3 is valuable to the historian for an enquiry into Bismarck's attitude towards the use of war in achieving foreign policy aims. This is because source 3 is a speech made by Bismarck himself. This means that the opinions given will come from the man himself therefore resulting in reliable data being given as on Bismarck's attitude towards war. Furthermore this speech was made in December 1850. This means that Bismarck is not reflecting on his past experiences however he is giving his true views at the time when Prussia was on the verge of war. This means that this source is valid as it gives a true picture of Bismarck's views. However the fact that it is a speech can result in Bismarck "lying" about his views therefore the source's validity and reliability has to be questioned. This is because he might be doing it in order to persuade the politicians that the actions he is taking are correct. This is especially true as Bismarck basically led to the war with Austria and Prussia. Furthermore the source gives deep insight on



(This is for part (a)) Bismarck's views for example:

"He can make thunderous speeches from the platform, let the public sound the trumpets of war and leave it to the soldier to let the weather policies end in glory or failure." From this a historian can ~~conclude~~ ~~conclude~~ conclusions that Bismarck didn't want war unless necessary. This means that the ~~source~~ ~~source~~ source ~~tells~~ ~~tells~~ allows the historian to draw accurate conclusions.

Overall, the source is verifiable to a historian for an enquiry into Bismarck's attitude towards the use of war in achieving a foreign policy aim, because it gives a clear picture of what Bismarck thought at a time when there was significant pressure. Therefore making it reliable and valid.



(This is for part (b)) This essay will discuss the weight that could be given to the evidence in source 4 for an enquiry into the development of the Zollverein in the 1850s. Source 4 can be evidence of a good amount of evidence when using it to an enquiry into the development of the Zollverein in the 1850s.

Source 4 Firstly source 4 ~~could be used~~ is great is useful in the enquiry into the development of the Zollverein in the 1850s. Zollverein in the 1850 had a great economical importance in Germany. As ~~suggested~~ source 4 says that Prussia "takes" much of the River Rhine" and that loss of these links would be the most depressing disturbance of the trade. ~~It~~ Additionally it has to be mentioned that an agreement was made with the king of Netherlands where the members of Zollverein ~~could~~ trade and use the ports in Netherlands. This suggests that joining the Zollverein came with great benefits and that it was greatly beneficial for the ~~economy~~ economy of the states that joined and



(This is for part (b)) that is if a state was to leave it would be "the damaging disturbance of trade". This therefore means that ~~the~~ the states great in commerce would ~~just~~ want to join the Zollverein to benefit their trade with being able to use the Rhine Rhine for trade, ~~and~~ having free custom barriers. Therefore joining Zollverein would be commercially beneficial to the states.

Source 4 also suggests that if a Austria was to join the Zollverein some states could attach to Austria as the population of 38 million would make Austria more influential. However breaking away from Prussia would no mean "decline in the matters of commercial use." This means that ~~if~~ if an Austria joined the Zollverein, it would mean that ~~the~~ some states would potentially become weaker commercially, therefore it would not ~~be~~ be beneficial. This could be seen when the Middle German Union was formed by Austria and other states in case respond to the Zollverein. The Middle German Union eventually went bankrupt. This therefore suggests that Source 4 is accurate in this



(This is for part (b))

judgements and that ~~rather~~ ~~exists~~
~~the~~ the Middle German Union could be
used to say that indeed a great amount
of weight could be given to this source
when enquiring the development of the Zoll-
verein in the 1850's.

Its weight into the enquiry of the Develop-
ment of Zollverein was limited by ~~the~~
the fact that it was written to persuade
the Württemberg ministry of Finance
to support the renewal of the Zollverein agreement
with ~~and~~ Prussia. This is because it is most
likely going to give one side of the enquiry
as it is trying to persuade. This means that
when the details in this source ~~are~~
picked in order to persuade someone. Therefore, the
full picture of the Zollverein's disadvantages could
not be mentioned. However, the source like
contemporary source written in 1851. This
therefore suggests that the evidence presented
gives ~~an~~ an accurate account on
the developments of Zollverein.



(This is for part (b))

Moreover, source 4 suggests that the Zollverein's development in the 1850s was mainly based on what ~~it~~ the advantages that it gained in terms of economy, however ~~the~~ source 4 says that "This will guarantee them a stronger influence on the conduct and the course of the Zollverein's affairs". This means that the Zollverein also gave more power to smaller states in terms of its development. Indeed, the smaller states ~~seem~~ had the power that had an impact on what happens to Zollverein. ~~at~~ This otherwise might not have happened if for example Austria joined as its autocratic values might not have allowed for that. This ~~is~~ therefore this explains that Austria's development source 4 suggesting that if Austria joining would not be beneficial, suggests that Austria ~~was~~ was also impacted by smaller states.

Overall, this source is important when analysing the development of Zollverein in the 1850s, this is because it gives the historian a view of ~~which~~ that states joined the Zollverein primarily because of the influence it gave them both



(This is for part (b)) commercially and on how Zollverein was managed in terms of politics. However, when using this ~~source~~ source ~~in~~ ~~the~~ development of Zollverein. A historian would need to ~~not~~ be careful as it ~~is~~ the source is one-sided. In conclusion this source could be given a great weight as it explains ~~the~~ ~~or~~ why states need joining the Zollverein and why Austria was kept out of it.

TOTAL FOR SECTION A = 20 MARKS



P 4 9 9 6 5 A 0 1 1 2 0

Section B

Candidates were more familiar with the essay section of Paper 2 and most candidates were well prepared to write, or to attempt, an analytical response. There was little evidence that the range and depth of essays were affected by the time taken to consider Section A. Most candidates were able to access Levels 3 and 4 with weaker responses either not providing enough factual support for a depth study essay or not dealing well with the conceptual focus of the question. Any of the second order concepts listed in the introduction can be addressed in the essay section and candidates need to be aware that not all questions will refer to causation and that not all responses require a main factor/other factors response. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note their progression. At Level 4 there is a requirement for the exploration of key issues by an analysis of the relationships between key features of the period and many good responses remained in Level 3 because these relationships were stated rather than explained or because key features were addressed separately e.g. stating that each key feature in turn was a main reason rather than developing a logical argument. There were some interesting and thoughtful answers and examiners commented on the quality of many of the responses, particularly Q8 and those for Italian unification.

Q3. Most candidates who answered this question understood the focus of the question well, although many produced a narrative analysis across the time period rather than determining the extent to which Piedmont became capable of taking a leading role in Italian unification. Unfortunately a few candidates failed to read the question carefully, and produced responses on the developments in Piedmont up to 1861, so focusing in the latter stages of their response on material out of the time period and consequently not rewardable. Many weaker candidates found difficulty in establishing an accurate chronology.

Stronger responses targeted the extent to which Piedmont was able to develop the capability to take a leading role in Italian unification in the years 1849-58. These also included an analysis of relationships between key issues and a focus on the concept of change and continuity in the question. Sufficient knowledge to develop the argument was clearly demonstrated (e.g. the role of Cavour, industrial expansion, diplomacy with France, military limitations). Judgements made about the capability of Piedmont were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on success or were essentially a narrative of the development of Piedmont in the years 1849-58 or strayed from the time period. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments about the role of Cavour). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Example

L4 response

Here key issues relevant to the question are explored by an analysis of key features of the period and with reference to the inter-relationships between them. Valid criteria are established to determine the extent to which Piedmont was capable and the response is well organised to present an argument and come to judgement using the criteria established such as political, economic, diplomatic influences. Sufficient knowledge is deployed to demonstrate understanding of the demands of the question and is directed towards the conceptual focus.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

Piedmont was arguably the most significant base for Italian unification to take place. Cavour managed to develop Piedmont politically and economically, whilst allowing foreign powers to take an interest in the 'Italian question'. However, Piedmont was already ~~to~~ in a good position even before Cavour's actions, implying they didn't need to develop too much.

Firstly, Piedmont became a dominant state through the work of Cavour. He ~~e~~ politically stabilised the ~~est~~ state, allowing for laws to be passed with ease. In 1855 he sacked Rattazzi and ended the connubio, creating a more stable and left wing government. He also appointed himself foreign minister, allowing him access to King Victor Emmanuel (VE). This would also promote the ease of passing laws, showing Piedmont became a trustworthy base for unification. However, ^{through} by creating political stability, Cavour angered the majority of the Catholic population by suppressing 152 monasteries. Even though this added £146,000 to the states ~~est~~ annual



income (proving that Piedmont now had the money needed to expand unification), ~~it~~ this action angered the 90% Catholic population, who saw the Piedmontese government as repressive. This implies that although Piedmont became ~~strong~~ politically sound enough to take a leading role in unification, ~~the~~ social unity would be a more difficult obstacle to overcome, and ~~the~~ Cavour's actions prove this. ¶

Piedmont also became economically stable due to Cavour's actions. In 1853, an electric telegraph was built between Genoa and Turin, as well as the 'Sicilia' (~~the~~ Italy's first steam engine). These examples show that Piedmont had the money and resources to expand their industry, unlike southern states who suffered from poverty (e.g. Naples had a life expectancy of 24). When the Mount Cenis tunnel was finished in 1857, there were 13km of rail running through it. Piedmont had 819km of rail which was $\frac{1}{3}$ of the railways in the whole of Italy. Again, this proves that Piedmont developed the capability to expand themselves, which would put faith in the government that they could expand the unity of Italy. However, these reforms came at a price, and public debt rose from 120mil lire ~~to 1844~~ in



the 1840's to ~~£~~ 725mil lire in the 1850's. Again this ~~proves that social~~ the resentment caused by this ~~(through laws like the Casati~~ ~~re~~ again proves that Piedmont was not in a strong enough position to socially unify Italy, reducing its capability. ~~✱~~

~~Piedmon~~

Piedmont was already in a good position to be a dominant state in unification due to the leadership of ~~VE the see~~ Victor Emmanuel II (VE) and the ~~£~~ well developed industry. The king ~~£~~ inspired people to have faith in the government as he was a strong leader. He appointed 25 military men in high up ministerial positions, further strengthening his position. ~~This~~ Although this proves Piedmont could take on unification, it implies that the work of Cavour in the 1850's was not the only reason for Piedmont's ability to take a leading role. On the other hand though, VE was somewhat of an ~~£~~ unknown entity, and when he ~~best~~ bombed radicals in Genoa, he ~~most~~ may have damaged Piedmont's reputation, forcing people to think the state had a repressive system. This would have directly caused resentment, again showing how Piedmont was not in a good position to socially



unify Italy.

Piedmont, as mentioned before, was already a well developed state, as shown by its industry.

By the 1850's, it had 60,000 silk workers and 114,000 cotton workers, promoting the increase in trade by 300%. This shows Piedmont didn't have far to develop in order to become a leading base for unification, giving more weight to the state's strength. *

Finally, Piedmont developed diplomatic ties with foreign countries, implying its commitment to ~~development~~ progression. The Mount Cenis tunnel was funded by French bankers such as Rothschild, and Cavour made many free trade agreements with Britain. This caused the growth in trade and forged strong relations with great powers, which was essential in the future wars of risorgimento (for example the franco-Austrian war agreed ^{21st} at in July 1858 at the Pact of Plombières). However, there is no evidence to suggest that Cavour and Victor Emmanuel II wanted to unify the whole of Italy. As northern states prospered, southern states were in decline ~~and~~ after bad harvests in 1847. Therefore, the leaders showed no intention of



using these diplomatic ties to unify the north and south until much later on. So, even though Piedmont developed the capability to take a lead in unification, it is not obvious whether that was ever the intention.

Piedmont also forged alliances during the Crimean War 1854. They joined in ~~1855~~ January 1855 with 18,000 troops, earning a place at the Congress of Paris ~~Feb~~ (February - April 1856). This promoted the Italian question and raised awareness of the issue ~~at~~ on an international scale. The fact Piedmont were "owed" for their war contribution gives hope for the future that, as long as nationalists persuade the government, unification was a possibility.

* (from previous page)...

Piedmont was also in a good position due to the statute remaining. The free speech attracted 30,000 radicals to Turin and Genoa, ~~etc~~ ~~turn~~ transforming Piedmont into a concentrated area for nationalist ideas to spread. This shows Piedmont became desirable to many ~~pe~~ political refugees who would push the government into action, making the most out



of the economic, political and diplomatic position of Piedmont.

In conclusion, Piedmont clearly became a very strong state for unification. It had the capability to provoke nationalism and, as long as foreign powers were willing to help, could certainly take a leading role.

However, Piedmont cannot be overstated as there were still many obstacles to political social unity, even though political unity seemed in reach due to the leadership. So, it has to be said that for political and geographical purposes, Piedmont was capable of taking a lead role, but it was the work of nationalists like Mazzini who had to take the lead for social unity.



Q4. This was a popular question and many candidates were able to focus well on the extent to which France was responsible for the way in which Italian unification was shaped. Some excellent responses were able to determine the significance of French involvement in building up the geographic 'jigsaw puzzle' of unification in relation to other factors. However, weaker responses often found difficulty in providing an accurate chronology and this is an important aspect of the process of unification which should be noted for the future.

Stronger responses included an analysis of the links between key factors and a clear focus on how far France was responsible for shaping the process of Italian unification in the years 1858-70. Sufficient knowledge to develop the argument was clearly demonstrated (e.g. the role of Napoleon, French involvement in the expulsion of Austria, French intervention in Rome, the role of individuals such as Garibaldi). Judgements made about the French responsibility for shaping the process of Italian unification were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. . Low scoring answers also often lacked focus on consequence or were essentially a narrative of the events shaping Italian unification in the years 1858-70. Where some analysis using relevant knowledge was often evident, it tended to lack range/depth (e.g. limited comments on the French presence in Rome). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Q5. This was the most popular question and was often well organised although many responses only briefly referred to either the Pope's spiritual opposition or temporal opposition rather than showing the inter-relationship between two. Disappointingly few responses referred directly to the continued poor relationship situation with the Kingdom of Italy at the end of the defined period.

Stronger responses targeted how accurate it is to say that the Papacy was the main obstacle to the achievement of Italian unity in the years 1861-70. These also included an analysis of relationships between key issues and a focus on the concepts (significance; change/continuity) in the question. Sufficient knowledge to develop the argument was clearly demonstrated (e.g. the attitude of the Papacy to Piedmontese influence, the Allocution of 1848, French protection of Rome, the continued presence of Austria, the north-south divide). Judgements made about accuracy of the statement were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on change/continuity or were essentially a description of Papal obstruction during the period under discussion. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments on the Papal role as spiritual leader in Italy). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Example

High L2 response

Here there is some analysis of relevant key features and, although there is some attempt to link features, there is not enough range to demonstrate enough knowledge to meet the demands of the question. The material is mostly accurate but there are some aspects which are inaccurate or insecure. The overall judgement is given with some organisation but not sufficient development of criteria to move into L3.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

Inbetween the years 1861 - 1870, The Papacy was a ^{main obstacle to} ~~hindering factor~~ in Italian Unity along with Foreign Intervention and Socio-economic Problems in Italy.

The Papacy was a main obstacle in the unity of Italy because the new state and the church suffered an uneasy relationship which lead to a period of Fractious Cohabitation which divided the people between unity and religion with 90% of people in Italy being Catholic. After the Italian government attacked the church by dissolving 2387 monasteries and selling of 9 million acres of church land, the church passed the Syllabus ^{errors} which made them retain their control over education, and renounced new teachings & religions. Then again in 1869, the church passed the dogma of Papal infallibility which made what the Pope said indisputable,



trapping many italians between religion and state.

Another main obstacle to Italian Unity between 1861-1870 was Foreign Intervention in Italian States and affairs. This was a major obstacle to a United Italy because Foreign Powers still had parts of Italy under their control and saw Italy as a small power so they undermined them. The Austrians still had control of the quadrilateral in Venetia until it was given to Italy via France in 1864. Also, France still had 10'000 troops in Rome to protect the Pope, stopping the Italians from completing unification until 1870 when the French troops left. This played a big obstacle to the unity of Italy as other nations always played a significant part in the process of gaining land.

Socio-economic problems in Italy were also a main obstacle to unity because the large debts and social



Problems being experienced in Italy reduced the chances of unification being completed. Social Problems like the Brigands war weakened the Italian Army because 82'000 troops were needed to defeat the brigands, effectively halving the Italian army. Large debts from the development of railways and the Mount Cenis tunnel (2.5 billion lire in debt) caused the introduction of the griss tax, which affected all peasants, to be brought back in in 1864. The resent between the poor South and wealthy north also created a large barrier for Italy to Unify.

In conclusion, I believe that the Papacy was the main obstacle for Italian unification because it split the public's loyalties and affected 90% of the population while also causing friction between catholic countries like ^{France} ~~Germany~~ & Austria, creating more problems for unity.



Q6. This was the least popular question of three and, although some candidates had good knowledge of the development of nationalism during these years, many responses were quite brief providing generalised paragraphs or limited narratives. There were, however, some very impressive answers particularly those who were able to ‘top and tail’ their responses with references to the ‘war scare’ of 1840 and the developing crisis in Schleswig-Holstein in 1847. The focus of this question was on the extent of change over time and to reach Level 4 there needed to be a judgement in regard to the extent of growth.

Stronger responses targeted the extent to which nationalism grew in Germany in the years c1840-47 and included an analysis of links between key factors and a clear focus on the concept (change/continuity). Sufficient knowledge to develop the argument was clearly demonstrated (e.g. the ‘war scare’ of 1840, political and economic developments, cultural nationalism, the Schleswig-Holstein question). Judgements made about the extent to which nationalism grew in Germany were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on change over time or were essentially a narrative of the development of German nationalism. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. limited comments on middle class support for nationalism). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Q7. This was answered by fewer candidates than Q8 but those who did attempt it tended to have a better knowledge of the other causes of the failure of the 1848-49 revolutions than the role of the Habsburg revival. As a result weaker responses often referred only briefly to the given factor. Some very good responses were able to show the inter-relationship between different factors and the complex relationship between the German rulers and the revolutionaries both in their own states and those involved with the Frankfurt Parliament.

Stronger responses targeted how far the failure of the 1848-9 revolutions in the German states was due to the revival of Habsburg power in Austria. These also included an analysis of relationships between key issues and a focus on the concept (consequence) in the question. Sufficient knowledge to develop the given factor (revival of Habsburg power in Austria) and other factors (e.g. Prussian resurgence, divisions amongst revolutionaries, failure of Frankfurt Assembly) was demonstrated. Judgements made about the failure of the 1848-49 revolutions were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on consequence or were essentially a description of the events of the 1848-49 revolutions. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments on the given factor - the revival of Habsburg power). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Example

High L3 response

Here the response shows some analysis of the relevant key features of the period and does attempt to link causal factors but mainly in the conclusion. The introduction lacks focus on the key concept and describes the reasons for the revolutions without any valid linkage to the reasons for failure. Each reason for failure is dealt with separately with the given factor being taken as just one of several rather than the focus of the question itself. The supporting material is mostly accurate and relevant but the organisation of the response and focus on the role of the given factor relative to other factors would be needed to move into L4.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

In the years 1848 and 1849, the German Confederation witnessed multiple revolutions in several states. For example, in Nassau, a mob of peasants took to the streets and demanded Duke Adolf to abolish serfdom. In ~~Baden~~ Baden, there was an armed uprising taken place in April. These ~~were~~ revolutions were caused by a variety of factors, such as the economic crisis, and were inspired by the events of the French Revolution and the American War of Independence. Most notably, after news of King Louis of France being overthrown reached Vienna, Austria faced their own revolutions, especially in the capital of Vienna itself. The 1848-49 revolutions failed for three main reasons.

The most important reason as to why the revolutions failed was counter-revolution and the strength of conservative forces. Firstly, the middle class were pushing for reforms that only applied to their class as they didn't want the lower classes to gain more influence than them. Therefore, to achieve these aims, the middle classes showed moderate support to the lower classes. However, the lower classes realised that the concessions being made by German authorities were hardly benefitting them, and



expressed their dissatisfaction with aggressive demonstrations. The middle class, now unnerved by the possibility of violence and the overturning of social order, retreated became much more right-wing. Without the support of the middle class, the lower class revolutionaries were much easier to put down. Secondly, although artisans wanted to protest about mechanisation threatening their traditional trades, the liberal approach promoted free trade so the artisans leaned towards conservative protectionism to protect their employment. Thirdly, the conservative German rulers showed empathy towards the revolutionaries, meaning that the revolutionaries no longer had a violent and/or resistant force to rally against. Therefore, the revolutionaries were easier to silence as their motives were questioned.

Another reason for the failure of the 1848-49 revolutions was the revival of Hapsburg power. The Hapsburgs were the ruling family of Austria and had wielded power since the days of the Holy Roman Empire. However, the revolutions had greatly threatened the Hapsburgs, so the family moved away and allowed for Austrian troops under General Windischgratz to extinguish the uprisings. In the end, only Vienna and Hungary remained a threat. *~~and~~ After succeeding to dampen the uprising in Vienna, the army turned to Hungary, who ^{had} created their own small



government and was essentially running itself. General Windischgrätz launched a campaign into Hungary but ran into difficulties and was forced to stop in spring. By the summer, Russia had agreed to aid Austrian troops ⁱⁿ defeating the Hungarian revolution in fear that revolutionary ideas would spread to Russia ~~and~~ Poland. The Austrian campaign advanced again and Hungary surrendered in August, knowing it wouldn't be able to fight two armies, ^{both} twice their army's size. Austria was now fully back ⁱⁿ ^{the} control of the Hapsburgs.

Thirdly, the weaknesses of, and the divisions among, the revolutionaries themselves factors into why the 1848-49 revolutions failed. Firstly, the revolutionaries had different agendas - for example, Prussia and Austria in the debate ^{about} of the shape of Germany. They also lost influence at different times and did not have solid support from the middle class. The different agendas further applied to the division between liberals, whose main concern was freedom and independence, and nationalists, who ventured for a unified Germany.

Conclusively, there is certainly evidence to suggest that the failure of the 1848-49 revolutions were due to the revival of Hapsburg power, but not by itself. The ~~reaction~~ ^{strength} of conservative forces and the weaknesses/divisions of the revolutionaries also contributed greatly. The Conservative strength was



quite possibly the most important reason for the failure of the 1848-49 revolutions as not only did they ^{conservatives} lead middle class support away from the lower class revolutionaries, they also gained the support of artisans and cleverly showed empathy towards the revolutionaries to reduce their aggressive nature.

Despite this, the removal of Hapsburg power was still one of the main reasons for the failure of the mid-19th century German revolutions, so a lot can be said for its contribution.

* The city militia of Vienna had an impressive 100,000 members, whilst the Austrian troops dispatched there totalled to only 30,000. In spite of this surprising gap between the number of soldiers in each army, the city militants were no match for regular troops and were thus defeated.



Q8. This was the most popular question and produced a variety of different responses to the focus of the question. Responses that concentrated specifically on the years 1866-67 were equally valid to those which put the years 1866-67 into the longer term developments both before and/or after. Weaker responses were often those which provided an inaccurate chronology or produced a narrative of the wars of German unification. Some of the better responses showed an excellent awareness of the significance of the years 1866-67 in the establishment of Prussian control extending beyond just the consequences of the military defeat.

Stronger responses targeted the extent to which Prussian control over Germany was established in the years 1866-67. These also included an analysis of relationships between key issues and a focus on the concept (change/continuity) in the question. Sufficient knowledge to develop the argument was clearly demonstrated (e.g. the Seven Weeks' War, the North German Confederation, the *Zollparlement*, long-term advantages, continuance of independence of southern German states). Judgements made about the extent to which Prussian control was established were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on change/continuity or were essentially a description of events in 1866-67. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments the impact of the Seven Weeks' War). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question (1(a)/2(a))

- Candidates must be more prepared to make valid inferences rather than to just paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Note that the usefulness of the source to the enquiry is a given and so avoid writing about the deficiencies of the source when assessing its value.

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience; be aware of the values and concerns of that audience
- Try to distinguish between fact and opinion by using contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight that may be given to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, a statement that information is missing from the source is unlikely to further the argument effectively but it is perfectly permissible to assess reliability by considering, where relevant, what has been perhaps deliberately omitted from the source.

Section B

Essay questions

- Candidates must provide more relevant factual detail as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan the answer before beginning to write a response
- Pick out several key issues relevant to the question and provide an analysis in relation to the conceptual focus of the question by setting their importance in relation to each other or establishing their inter-relationship rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them purposefully throughout the essay to prevent deviation from the central issues and concepts
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.

