Mark Scheme (Results)

Summer 2023

Pearson Edexcel International Advanced Level in History (WHI04/1A)

Paper 4: International Study with Historical Interpretations

Option 1A: The Making of Modern Europe, 1805 - 71

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors for Paper 4

Section A

Targets: **AO1 (5 marks):** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO3 (20 marks): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts. • Judgement on the view is assertive, with little supporting evidence.
2	**5–8**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Mostly accurate knowledge is included, but lacks range or depth. It is added to information from the extracts, but mainly to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given with limited support, but the criteria for judgement are left implicit.
3	**9–14**	• Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • Attempts are made to establish criteria for judgement and discussion of the extracts is attempted. A judgement is given, although with limited substantiation, and is related to some key points of view in the extracts.

4	**15–20**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them. • Sufficient knowledge is deployed to explore most of the relevant aspects of the debate, although treatment of some aspects may lack depth. Integrates issues raised by extracts with those from own knowledge. • Valid criteria by which the view can be judged are established and applied and the evidence provided in the extracts discussed in the process of coming to a substantiated overall judgement, although treatment of the extracts may be uneven. Demonstrates understanding that the issues are matters of interpretation.
5	**21–25**	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Sufficient knowledge is precisely selected and deployed to explore fully the matter under debate. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • A sustained evaluative argument is presented, applying valid criteria and reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section B

Target: **AO1 (25 marks):** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**5–8**	• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**9–14**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	**15–20**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

5	**21–25**	• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period. • Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative content

Option 1A: The Making of Modern Europe, 1805-1871

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Napoleon's military and diplomatic mistakes in the years 1812-13 led to the downfall of the Napoleonic Empire. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Napoleon's defeat in the 1812 campaign weakened his reputation of invulnerability and encouraged the Napoleonic Empire to resist French control; Napoleon's lack of awareness of his position added to the problem • Across Europe, and in Prussia in particular, the destructive actions of the French Imperial Army caused hatred and resentment of Napoleonic power • Not even Napoleon's marriage into the Austrian royal family could prevent Austria from declaring war on France • When Napoleon rejected the proposed peace terms mediated by Austria, the subject states of the Napoleonic Empire, in turn, felt strong enough to reject Napoleonic rule. Extract 2 • Napoleon was defeated, in both the short and long term, by the Great Powers, particularly Russia and Britain • Napoleon had been forced into retreat and abdication by Russian, Prussian and Austrian forces from the east and British forces from the south • Russia was the power most responsible for Napoleon's failure in continental Europe, as it had pursued Napoleon's forces across its borders in 1812 and freed central Europe from Napoleonic control • Britain provided the continuity in the war against Napoleon by remaining at war continuously, bankrolling the continental armies, negotiating the alliances against Napoleon and maintaining naval supremacy. Candidates should relate their own knowledge to the material in the extracts to support the view that Napoleon's military and diplomatic mistakes in the years 1812-13 led to the downfall of the Napoleonic Empire. Relevant points may include: • Napoleon's failure in Russia in 1812 highlighted that he was capable of making mistakes, e.g. the occupation of Moscow, and was beatable if resistance was strong enough, e.g. the Russian 'scorched earth' policy • Napoleon's arbitrary treatment of the subject states of the Empire and his Great Power allies, e.g. the imposition of the Continental System, meant that many rulers were only waiting for an opportunity to break away • In the German states, the perceived loss of French power, as shown by the retreat of Napoleon's Grand Army, engendered nationalistic feelings

Question	Indicative content
	that were manifested in local militias and anti-French sentiment • Despite Napoleon's marriage to the Austrian Emperor's daughter, Napoleon could not rely on Austria; at the peace negotiations in 1813, it became obvious to Metternich that Napoleon was losing control. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Napoleon's military and diplomatic mistakes in the years 1812-13 led to the downfall of the Napoleonic Empire. Relevant points may include: • It was the military reforms of the Prussian and Austrian armies that contributed to the military failure of Napoleon in 1813-14 rather than an armed nationalist uprising in central Europe • In 1812-13, the Russian Tsar made an unexpected but ultimately game-changing decision to move his troops into central Europe; Prussia was encouraged to change sides by this action • The British Foreign Minister, Castlereagh, was responsible for negotiating the Sixth Coalition against Napoleon and maintained the alliance through the 1813-14 campaigns • Britain was at war with France throughout the years 1805-14, using its economic power to subsidise its continental allies and, after the decisive Battle of Trafalgar (1805), controlling the naval and mercantile marine.

Section B: Indicative content

Option 1A: The Making of Modern Europe, 1805-1871

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that, in the years 1815-49, German nationalists achieved very little. Arguments and evidence that, in the years 1815-49, German nationalists achieved very little. Relevant points may include: • Geographically, politically and culturally Germany remained an area of parochial and regional interests, with the majority of the people identifying closely with their local areas • Politically-active German nationalists remained relatively small in number with supporters, in the main, coming from the student population and the middle classes • The Metternich System meant that German nationalist organisations were harshly regulated, e.g. the Carlsbad Decrees, making it very difficult for them to organise mass popular support • The restored order in Germany was determined to maintain the political system created by the Vienna Settlement of 1815. German rulers were reluctant to engage with ideas that might undermine their authority • The Frankfurt Assembly was riven with disagreement and division, e.g. over the *Grossdeutschland* versus *Kleindeutschland* issue, and was unable to form it own army in the Schleswig-Holstein conflict • Nationalist hopes were completely destroyed by the failure of the Frankfurt Assembly to find an individual willing, or able, enough to be leader of a *Kleindeutschland,* e.g. Archduke John, Frederick William IV Arguments and evidence that, in the years 1815-49, German nationalists had many achievements should be analysed and evaluated. Relevant points may include: • Cultural nationalism flourished, particularly amongst student societies, with a focus on a shared German language, folklore and historic past, e.g. the academic and popular works of the Brothers Grimm • The Hambach Festival (1832) saw the first mass protest in support of nationalist and democratic ideas; it was at the Festival that the use of the 'German national colours' of black, red and gold became established • German nationalists began to seek to influence developments in the existing political institution of the German Confederation (1815) and in the *Zollverein* (1834), the newly-created Prussian-controlled economic area • The Rhine crisis (1840), and the Schleswig-Holstein issue, generated fierce nationalism, indicating a desire amongst many to defend 'Germany'. New nationalist anthems were composed, such as *Die Wacht am Rhein* • In 1848, at the onset of the revolutions in Germany, nationalists achieved the enormous feat of establishing a nationally-elected, democratic assembly at Frankfurt • During the years 1848-49, the Frankfurt Assembly devised a new national German constitution and offered the leadership of a *Kleindeutschland* to Frederick William IV of Prussia. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the unification process in the south of Italy in the years 1860-61 was very different from the unification process in the north of Italy in the years 1859-60. Arguments and evidence that the unification process in the south of Italy in the years 1860-61 was very different from the unification process in the north of Italy in the years 1859-60. Relevant points may include: • The success in the south was mainly driven by Italian nationalists led by Garibaldi, while the unification process in the north was dependent on an alliance with a major foreign power, France • Cavour was proactive in achieving unification in the north but was less supportive of events in the south; he tried to prevent Garibaldi's initial expedition and reluctantly intervened in the Papal States • In the north, France played a constructive role in the unification process through its prosecution of war with Austria but, in the south, it was determined to prevent Rome becoming part of a united Italy • Piedmont had less control over the process in the south than in the north; events were dictated by Garibaldi and it was his decision to 'give' the south to Victor Emmanuel • Piedmont's role in the process was less accepted in the south; in the south there was more reluctance to replace Bourbon rule compared with the replacement of Austrian influence in the north. Arguments and evidence that the unification process in the south of Italy in the years 1860-61 was similar to the unification process in the north of Italy in the years 1859-60 should be analysed and evaluated. Relevant points may include: • The Piedmontese military played a major role in the unification of both; in the Second War of Independence in the north and in the invasion of the Papal States in response to Garibaldi's take-over of the south • Cavour played a major role in unification events in both; it was Cavour's diplomacy that resulted in the Second War of Independence in the north and Cavour's decision to intervene in the Papal States • Garibaldi played a role in both; in the south he was the driving force and, in the north, he was a rallying figure for the Second War of Independence • In both there was an element of foreign influence; British and French acquiescence to certain actions in the south, e.g. Garibaldi in Naples and Piedmont's march south, and France's direct intervention in the north • The unification process in both south and north was completed and validated by the use of plebiscites organised by supporters of Piedmont • Both the north and south were unified under the leadership of the constitutional monarchy of Victor Emmanuel II. Other relevant material must be credited.

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