



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (8HI02) Paper 2D

Advanced Subsidiary

Unit 2: Depth study

Option 2D.1: The unification of Italy, c1830-70

Option 2D.2: The unification of Germany, c1840-71

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Generic Level Descriptors

Section A: Questions 1a/2a

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	10–12	<ul style="list-style-type: none">• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

Target: AO1: 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	<ul style="list-style-type: none"> • 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	5–10	<ul style="list-style-type: none"> • There is limited 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 question. • Mostly accurate and relevant knowledge is included, but it 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 substantiation, 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	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although 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 and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • 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 and precision.

Section A: indicative content

Option 2D.1: The unification of Italy, c1830-70

Question	Indicative content
1a	<p>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.</p> <p>Candidates must analyse the source to consider its value for an enquiry into government investment in the economic infrastructure of Piedmont in the early 1850s.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It provides evidence that Piedmont financed a variety of infrastructure projects ('spent millions upon new railways'; 'millions on new roads')• It provides evidence that Cavour believed that government investment in the economic infrastructure would strengthen Piedmont as a state ('lead this courageous nation to a noble destiny')• It suggests that the Piedmontese Parliament was not wholly supportive of government initiatives ('You will, I hope').2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• The speech is a public record of the extent of government investment in the infrastructure of Piedmont• As Prime Minister of Piedmont, Cavour is speaking on behalf of the Piedmontese government• The persuasive language, and the cajoling tone, suggests that Cavour needed to convince Parliament to invest more money in the infrastructure.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• Cavour was a long-time supporter of government investment in the railways• In the aftermath of the 1848-9 revolutions, Piedmont's rulers embarked on a policy of modernisation• In the 1850s the prestige of a state was increasingly measured by the strength of its economic infrastructure• There was some parliamentary concern that increased government expenditure would lead to government debt, increased taxes and political instability.

Question	Indicative content
1b	<p>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.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the relationship between Italian nationalists and the Piedmontese government in the later 1850s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • As a moderate nationalist given the right to exile in Piedmont, La Farina was likely to be positive towards Piedmont • The Political Creed reflects the views of nationalists who believed that unification was achievable by working with the Piedmontese government • The Political Creed does not represent the views of all groups of Italian nationalists, such as radical Mazzinians. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It provides evidence that the National Society had a positive attitude towards the Piedmontese government ('we support the Piedmontese government') • It provides evidence that moderate nationalists wanted to work with the Piedmontese government to achieve Italian unification/independence ('we want agreement between the dynasty of Savoy and Italy') • It suggests that there was an uneasy relationship between nationalists and the Piedmontese government ('as long as the kingdom of Piedmont wholeheartedly supports the cause of Italian independence'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • By the later 1850s moderate nationalists had begun to reject Mazzinian nationalism and to look to Piedmont for potential leadership • In the later 1850s Cavour began to develop a political relationship with the National Society • In 1858 growing tension between Piedmont and Austria brought both the nationalists and the Piedmontese government closer together • Throughout the 1850s Piedmont maintained a policy of repression against radical republican nationalists, particularly Mazzinian sympathisers.

Option 2D.2: The Unification of Germany, c1840-71

Question	Indicative content
2a	<p>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.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the political challenges, in the years 1846-48, facing Frederick William IV, King of Prussia</p> <ol style="list-style-type: none"> 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> • It indicates that the King of Prussia felt threatened by new political ideas, particularly liberalism ('No power on earth will succeed in moving me to transform...legalistic or constitutional') • It provides evidence that the King felt the need to react to the forces of liberalism in Prussia ('And I will never ever allow a written piece of paper...') • It suggests that the King was facing an element of popular pressure ('The...loyal people of Prussia do not want representatives to share in government...'). 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> • The speech indicates the viewpoint of the King; it makes clear his belief in the authority of his rule and in doing so highlights the political challenges he faces • The King's speech was being made in front of the representatives of all the Prussian classes and so was intended to be a public pronouncement • The tone of the language used was confrontational and provocative suggesting the perceived weight of the challenge of new ideas by the King ('No power on earth...I will never ever'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> • Prussian liberals wanted the Prussian king to pass constitutional reforms like those introduced in Baden in 1846 • Prussian liberals hoped that the United Diet would lead to the creation of a national assembly for Prussia • The King of Prussia's attitudes towards liberalism and nationalism were widely misunderstood by the supporters of political reform and created unrealistic expectations of change in Prussia • The King failed to gain support from the United Diet and the political situation worsened; in 1848, facing revolution in Berlin the King gave in to some opposition demands before later regaining control.

Question	Indicative content
2b	<p>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.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the political and economic organisation of the German Confederation in the 1840s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • The intention of the author appears to be to inform; to provide readers with an overview of the political and economic working of the German Confederation • The article is written by a supporter of German nationalism and as such may be critical of the Confederation • Based in Düsseldorf, the newspaper may reflect the viewpoint of the urban middle-classes or business community. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It states that the German Confederation has organisational weaknesses both political ('...not a political unification...') and economic ('...current waste of expenditure...') • It provides evidence of political administrative inefficiency ('We have 38 different laws...') • It provides evidence of economic ineffectiveness ('special interests ...disadvantaging daily business down to the last detail') • It states that the German Confederation would work more effectively if it was more centrally organised ('...all this would be taken care of by a central government'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • The German Confederation was created in 1815 to protect the smaller German states from expansionist powers - it was not intended to lead to political or economic union • The Rhineland had come under threat from French expansionist ambitions during the crisis of 1840 which led to some questioning of the strength of the Confederation • While many German liberals and nationalists saw the Confederation as a possible springboard to unification, the German rulers were mostly supportive of the status quo.

Section B: indicative content

Option 2D.1: The unification of Italy, c1830-70

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement about whether the outbreak of revolution in the Italian states in 1848 was caused by economic and social discontent.</p> <p>Arguments and evidence that economic and social discontent caused the outbreak of revolution in the Italian states in 1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• A long term lack of economic development and widespread social inequality, particularly in the south, created a climate of discontent which became increasingly focused towards the Italian rulers in the late 1840s• Poor harvests in 1846 and 1847 caused food shortages and social discontent in both rural and urban areas which led to growing support for revolutionary groups e.g. Tuscany in January 1848• In 1848 a combination of hunger, high prices and static wages contributed to the mass protests which led to successful revolutions across Italy• The revolutions in Milan began as a middle-class protest against Austrian taxation on the sale of tobacco. <p>Arguments and evidence that economic and social discontent did not cause the outbreak of revolution in the Italian states in 1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Economic and social discontent did not cause the revolutions but only added to the political discontent with the restored rulers of Italy which was the real cause of the outbreak• The political reforms (1847) of the newly appointed Pope Pius IX (1846) in the Papal States encouraged widespread agitation for constitutional reforms• Nationalists and liberals took advantage of the political revolutions in the Kingdom of the Two Sicilies (January 1848) to provoke revolution across Italy• The spread of revolutionary activity in Italy was mainly a response to the outbreak of nationalist and liberal revolutions in other parts of Europe. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement about the extent to which the 1848-49 revolutions in Italy weakened Austrian domination of the Italian states.</p> <p>Arguments and evidence that the 1848-49 revolutions in Italy weakened Austrian domination of the Italian states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Austrian forces in Milan and Venice were forced to withdraw and republican states were established which, despite the restoration of Austrian rule in 1849, left a revolutionary legacy • The Habsburg rulers of Italy were forced to flee for much of 1848-49 so undermining their power in the longer term • The actions of Charles Albert established Piedmont as a potential rival to Austrian power in Italy • The French occupation of Rome established France rather than Austria as the champion of the Papacy in Italy after 1849. <p>Arguments and evidence that the 1848-49 revolutions in Italy did not weaken Austrian domination of the Italian states should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Austrians maintained control of the Quadrilateral and were able to retake control of Lombardy and Venetia by the end of 1849 • Austria forces under Marshal Radetsky defeated Piedmont at Custoza (July 1848) and comprehensively at Novara (March 1849) leading to the abdication of Charles Albert and the payment of a large indemnity • Austrian re-established the balance of power in northern Italy and Habsburg influence over other states was restored • It was not until the late 1850s that Piedmont became strong enough politically, economically and diplomatically to challenge Austrian power in Italy. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>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.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Victor Emmanuel II was the most significant individual in the process of Italian unification in the years 1858-70.</p> <p>Arguments and evidence that Victor Emmanuel II was the most significant individual in the process of Italian unification in the years 1858-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Victor Emmanuel was the leader of Piedmont/King of Italy across the whole time period; Cavour died in 1861 and Garibaldi became less significant • Victor Emmanuel was a key participant in the major events of unification e.g. the armistice of 1849, the meeting with Garibaldi at Teano (1860), the occupation of Rome (1870) • Without the support of Victor Emmanuel, Cavour could not have pursued his goal of Piedmontese leadership of the unification process • Victor Emmanuel was the symbol of Italian unity for most Italians ranging from Italian nationalists to supporters of Piedmontese aggrandisement. <p>Arguments and evidence that Victor Emmanuel II was the not the most significant individual and/or that other individuals were more significant in the process of Italian unification in the years 1858-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Victor Emmanuel was a mere figurehead in the process • Italian unification was more dependent on the diplomatic policies of individuals such as Napoleon III or Bismarck • Cavour's political and diplomatic contribution to 1861 was more significant • It was Garibaldi who physically united Italy through his conquest of Sicily and Naples and the surrender of his territory to Victor Emmanuel at Teano. <p>Other relevant material must be credited.</p>

Option 2D.2: The Unification of Germany, c1840-71

Question	Indicative content
6	<p>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.</p> <p>Candidates are expected to reach a judgement on how accurate is it to say that the main reason for the failure of the Frankfurt Parliament (1848-9) was divisions within the Assembly.</p> <p>Arguments and evidence that divisions within the Assembly was the main reason for the failure of the Frankfurt Parliament should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Divisions over the constitutional framework of a new German state delayed the production of a draft constitution so preventing the Parliament from establishing its authority over Germany• Disagreement over a Habsburg-led Grossdeutschland or Prussian-led Kleindeutschland resulted in the collapse of offers of leadership to both Archduke John (1848) and Frederick William IV of Prussia (1849)• Divisions within the Assembly between radicals, moderates and conservatives, and, liberals and nationalists delayed the production of a bill of rights and led to working-class discontent. <p>Arguments and evidence that divisions within the Assembly was not the main reason and/or that other reasons were more important for the failure of the Frankfurt Parliament should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The majority of representatives held similar middle-class liberal views and under the Presidency of von Gagern decisions began to be implemented• The lack of an army made the Parliament dependent on the goodwill of the German princes, particularly Prussia, to protect Germany from external attack• The loss of power experienced by the German princes in 1848 was only temporary and within six months counter-revolution across the German states, including Austria, began to undermine the Parliament• External popular protest, fuelled by a lack of lower-class representation in the Parliament, undermined its legitimacy. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>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.</p> <p>Candidates are expected to reach a judgement on how significant the development of the Zollverein was in the growth of the Prussian economy in the 1850s.</p> <p>Arguments and evidence that the development of the Zollverein was significant in the growth of the Prussian economy in the 1850s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Prussian industry and commerce benefited from the internal customs' union established through the Zollverein • The Zollverein agreements enabled the expansion of railways and roads to connect the different economic regions of Prussia • The expansion of a unified currency area and the use of common weights and measures facilitated Prussian economic growth • External trade agreements negotiated by the Zollverein boosted Prussian export opportunities. <p>Arguments and evidence that the development of the Zollverein was not significant/or that other factors were more significant in the growth of the Prussian economy in the 1850s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Prussian economic growth was fuelled by plentiful reserves of coal, iron and other natural resources e.g. for the chemical industry • The Prussian economy benefited more from the investment of key industrialists and businessmen, such as Krupp • The Prussian state boosted growth through investment in the communications infrastructure and demand for military supplies • The Prussian education system encouraged training in skills beneficial to the economy • The Zollverein alliances did not provide protection for Prussian industry. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>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.</p> <p>Candidates are expected to reach a judgement on whether military strength was responsible for the Prussian success in unifying Germany in the years 1862-71.</p> <p>Arguments and evidence that military strength was responsible for the Prussian success in unifying Germany in the years 1862-71 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Prussian military reforms in the early 1860s strengthened the Prussian army • Unification was the result of a series of short victorious and decisive wars against Denmark (1864), Austria (1866) and France (1870-71) • The military planning of the Prussia General Staff allowed for the swift mobilisation of Prussian forces e.g. the use of railways in the Austro-Prussian War • The use of modern military technology and weaponry e.g. the breech-loading needle gun and Krupp artillery were decisive against the Austrians and the French. <p>Arguments and evidence that military strength was not responsible for the Prussian success in unifying Germany in the years 1862-71 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Military mistakes by both Austria and France contributed to Prussian success at the battles of Sadowa (1866) and Sedan (1870) • Bismarck's diplomacy and use of realpolitik was more instrumental in advancing the cause of Prussia e.g. The Treaty of Prague (1866) • Prussian success was underwritten by its economic strength and leadership of the Zollverein • Prussian success was due more to the favourable international situation at the time e.g. Britain's underestimation of Prussian strength and policy of isolationism. <p>Other relevant material must be credited.</p>

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